



CHRISTIAN LIFE PREPARATORY SCHOOL PARENT AND STUDENT HANDBOOK

2 Peter 1:5-8: “Add to your faith...”



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Welcome to Christian Life Preparatory School

HISTORY

During the summer of 1998, Zachary and Deborah Henry were praying about their children and education. God led them to open a Christ-centered private school with an emphasis on science and technology.

While researching available educational models, the unique concept of a University-Model School (UMS) fit the deeply held philosophy that parents were an essential element for student success. After collaborating with a handful of public, private, and homeschool educators, and researching an assortment of curricular choices, CLPS aligned with the classical education movement based on the Trivium. Curricular decisions were made based on the understanding that God gives the ability to reason, think critically, and excel in learning (Dan. 1: 17).

After four years of planning, Christian Life Preparatory School officially opened its doors in August of 2002. The school opened with 54 students enrolled in grades 1 through 8. Currently, CLPS offers classes from kindergarten through grade 12.

ACCREDITATION and CERTIFICATION

Christian Life Preparatory School is accredited through Cognia (formerly AdvancED) and is a Member School of the Association of Classical Christian Schools (ACCS).

Next to a parent, a teacher is one of the most influential figures in a student's life. CLPS employs teachers who are working continually to improve the learning opportunities for students. As an accredited and certified school, CLPS works constantly to provide teachers with the resources and tools needed to succeed in the classroom. CLPS is committed to offering students a rigorous, comprehensive and sound curriculum taught by qualified teachers. Families are able to attend because of special programs, grants and scholarships provided by the school and community programs. Moreover, The Highest Ranking Graduate program provides a tuition waiver for the student graduating at the top of their high school class for their freshman year of college. The program is described in Texas Education Code § 54.301

Accreditation is one of the many benefits of attending CLPS and is a stamp of quality in the educational community, ensuring that the students are receiving a quality education that will transfer to other schools and genuinely prepare them for life beyond high school.

Additionally, accreditation through Cognia provides opportunities for CLPS to participate in nationally recognized organizations such as the College Board, National Honor Society, ACT programs, and the Duke Talented Identification Program.

MISSION and VISION

The Mission of the School

Our mission as a Christian educational institution is to partner with like-minded parents to form their children – heart, soul, mind, and body – as defined in our Profile of a Graduate.

A Brief Description of the School

Christian Life Preparatory School (CLPS) is a Christian educational institution that embraces a collaborative model in partnership with like-minded parents. We embrace classical instructional methods within a normative Christian worldview across all areas of the school.

The Vision of the School - The Profile of a Graduate

The graduate of Christian Life Preparatory School will be maturing in Christ-centered relationships, effective communication, and critical thinking.

Preface

At Christian Life Preparatory School, we affirm the unique role of parents as primary educators in the life of their child. Here, we understand “educator” in the broadest sense of the formation of the child, including but not limited to spiritual, intellectual, physical, and emotional development. Further, we affirm that the great responsibility entrusted to parents by God is to cultivate within the child the two great commandments given by our Lord to love God with all of your heart, soul, mind, and body and your neighbor as yourself. Finally, we affirm that the primary relationship in this pursuit of raising children exists within the nexus of the family and their Church community.

Within this context, Christian Life Preparatory School recognizes the unique role it has to play as an educational institution in the lives of students and families as well as its inherent limitations. Fundamentally, we seek to partner with parents in supporting the education of their child in pursuit of the two great commandments. To that end, we seek to offer our expertise in formal education in service to the family, offering a vibrant Christian culture in which students may be academically formed and families may carry out their God-given purpose in the raising and educating of a child.

Our profile of a graduate is a statement that affirms our purpose within the broader context of family and church. We believe these qualities of a graduate properly reflect the role of a Christian educational institution in preparing students to be servants of Jesus Christ, church members, spouses, parents, sons and daughters, citizens, and participants in the workforce as God wills in each student's life.

Christ-Centered Relationships

The core of a flourishing Christian life is relationships – a person's relationship with God and his neighbor (Matt. 22: 36-40). We hold this aspect of the profile of the graduate as the most basic and important part of the graduate's formation. Further, we recognize that Christian growth is a life-long process (II Peter 3: 18). As such, the CLPS graduate will be in a process of growth and maturation as a Christian in relationship to God and neighbor.

By graduation the student already:

1. regularly dedicates time each day to be with the Lord in cultivating a relationship with Him. (Psalm 46: 10)
2. understands that a person's primary identity in life is being a Christian within the context of a Christian community of believers. (Col. 3: 4; John 15: 5; I Cor. 12: 27)
3. has established a bond of trust, care, and love with family. (I Tim. 5: 8)
4. has chosen and established meaningful friendships. (Proverbs 12: 26; Proverbs 18: 24)
5. understands how to properly relate and respond to authority. (Ephesians 6: 1-2; I Thess. 5: 12-13; Hebrews 13:7; I Tim. 5: 17; Romans 13: 1)
6. understands and is acting on the recognition to care for those in need. (Matt. 25: 40; Proverbs 19: 17)
7. is growing in the ability to deny oneself and "love one's enemy." (Matthew 5: 43-48; Matt. 16: 24)
8. is aware of and acting on his or her understanding as a steward of God's creation. (Gen. 2: 15)

*(Relationships included above: God, self, church, family, friends, authority, those in need, enemy, environment)

Effective Communicators

Effective communication with God and our neighbor is essential to a flourishing Christian life. Here, communication is understood as prayer, speech, writing, body language, and outward

appearance. As such, we affirm the full breadth of ways in which humans communicate as being vital to loving God and our neighbor within the context of healthy relationships.

By graduation the student already:

1. understands that prayer is vital to the Christian life and acts daily on this understanding. (I Thess. 5: 16-18)
2. understands and is growing in how to effectively verbally communicate in various contexts, recognizing that words are powerful and should be used with discretion and thoughtfulness at all times. (Proverbs 18: 21; Matt. 12: 36-37; Ephesians 4: 29; Col. 4: 6)
3. is maturing in his or her ability to write effectively in such a way that he or she can express that which is in the mind and heart.
4. understands that God is the source of all beauty and that visual communication in the arts is a powerful medium of communication that should always reflect the beauty of God. Within this context, the graduate values and has cultivated a love for the visual arts. (Psalm 139: 14; Ecclesiastes 3: 11)
5. presents him or herself in a pleasant way and with modesty, recognizing that the adornment of the soul is eternal whereas outward adornment will pass away. (Genesis 1: 27; I Peter 3: 3-4; I Tim. 2: 9-10; I Samuel 16: 7)
6. carries him or herself with poise and a positive presence, recognizing that body language communicates much about a person. (Romans 12: 1-2; I Cor. 6: 20)

Critical Thinkers

The mind is a wonderful gift that we are called to cultivate in service to God and our neighbor. Within this context, we affirm that critical thinking is fundamental to the growth and strengthening of the mind with an educational institution that reaches across disciplines and academic skills. Critical thinking can best be understood through the following definition.

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

It entails the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question-at-issue; assumptions, concepts, empirical grounding; reasoning

leading to conclusions; implications and consequences; objections from alternative viewpoints; and frame of reference. Critical thinking – in being responsive to variable subject matter, issue, and purposes – is incorporated in a family of interwoven modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, moral thinking, and philosophical thinking. (Micahel Scriven and Richard Paul. 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987)

By graduation the student already:

1. is maturing in the ability to understand the logical connections between ideas.
2. is maturing in the ability to identify, construct, and evaluate arguments.
3. is maturing in the ability to detect inconsistencies and common mistakes in reasoning.
4. is maturing in the ability to solve problems systematically.
5. is maturing in the ability to identify the relevance and importance of ideas.
6. is maturing in the ability to reflect on the justification of one’s own beliefs and ideas.
(Reference: <http://philosophy.hku.hk/think/critical/ct.php>)
7. is maturing in the ability to raise vital questions and problems, formulating them clearly and precisely. (Reference: <http://www.criticalthinking.org/pages/defining-critical-thinking/766>)

ACADEMIC POLICIES

LEVELS OF INSTRUCTION

The primary goal is that parents begin to teach students to engage in quality relationships, communicate effectively and think critically by partnering with the local church and CLPS to fulfill the Profile of a CLPS Graduate.

During the Elementary years, parents work closely with their students to complete the satellite portion of courses as outlined by the central classroom teacher. This not only provides opportunities for parents to use their unique experiences to instruct but also allows time for parents to impart their Christian values into their children. Students will succeed as parents create a well-organized satellite work space including adequate school supplies. Parents should honor satellite school time by keeping a regular satellite schedule for their student(s) that is not interrupted by appointments, playdates,

errands or other disruptions. Parents should plan to work beside the young student, teaching and reinforcing learning strategies, study skills, organization, reading, writing, math concepts, fact drill, real-world application and many other lessons to prepare them for the rest of their school years and beyond with the teacher ready to support you each step of the way.

As students progress into the upper Elementary grades, parents continue with concepts from the early years but transition into more of a tutoring role, outlining assignments and providing review for concepts, while supporting students to continue to fulfill the Profile of a Graduate.

During Middle School and early High School students begin to take primary ownership over their learning. Parents should continue to monitor their student's progress and provide support or hire a private tutor as needed. During these years it is critical that parents maintain healthy relationships with their student and help them navigate the consequences for their choices.

By the end of High School, students should be working independently while preparing for life beyond CLPS. Parents still hold great influence as they continue to support and challenge their students to engage in quality, Christ-centered relationships, continue to think critically about the world around them and set goals to communicate effectively with others.

CLASS CREDITS

Class credits will be given according to the Graduation Requirements Document updated by the Academic and Administrative Team.

Variance: A variance to this requirement may be granted by the administration to a properly enrolled student when that student has been unable to meet the attendance requirements of the course or courses in which he or she is properly enrolled due to circumstances beyond the family's control (such as an extended illness), provided that the student has, in the judgment of the CLPS instructor overseeing his or her work, achieved minimum mastery of the course content, as defined by the relevant school and curriculum policies and standards. Any credit approved for courses taken at CLPS will be handled as standard credit.

LATE WORK POLICY

Whoever loves discipline loves knowledge, but he who hates correction is stupid. (Prov. 12:1)

Diligent hands will rule, but laziness ends in slave labor. (Prov. 12:24)

But the fruit of the Spirit is . . . self-control, against such things there is no law. (Gal. 5:22-23)

CLPS desires to promote both godly character qualities and high academic standards and has adopted the following general principles concerning student assignments turned in late. These

principles are designed to promote the development of qualities such as self-discipline, diligence, and self-control in the lives of students and to give all faculty members a framework within which they may formulate their individual class policies.

K-5th Grade Late Work Policy

A grade penalty will be assessed for any work turned in late. Late work will be graded according to the following policy:

Work turned in any time after the beginning of the class period will be considered late.

1 Class Day Late: 10 point grade penalty

2 Class Days Late: 30 point grade penalty

After 2 Class Days Late: No credit for the assignment.

6th-12th Grade Late Work Policy

A grade penalty will be assessed for any work turned in late. Late work will be graded according to the following policy:

Work turned in any time after the beginning of the class period will be considered late.

1 Class Day Late: 30 point grade penalty off of the top

After 1 Class Day Late: no credit for the assignment

Missed Central Classroom Day

If a student unexpectedly misses a Central Classroom day, all satellite assignments will be due:

- on time when assignments can be submitted digitally through email or virtual classroom (Google Classroom).
- on the following central classroom day
 - Example: A student misses class on Wednesday. All the satellite work due Wednesday AND Friday will be due on Friday.
 - In this case, students would need to collect work before the Friday due date to ensure they can turn their work in on time Friday.

Missed Satellite Classroom Day

If a student misses a Satellite Classroom Day, all satellite assignments will be due one week from the day the student returns to class. Subsequent assignments should be completed on time. If students were unable to prepare for a formative or summative assessment due to illness, they will need to arrange to take these assessments in a study hall or through the Learning Center. Students should not approach teachers to communicate absences during a school day.

Example: If a student misses a satellite day on Tuesday but returns to school on Wednesday, all work from the missed satellite day will be due the following Wednesday. Work for the days following the missed satellite day will be due on time.

Multiple Missed Days

If students miss more than two days of work in a row (a combination of central and satellite class days), the assignments will be due a week from the original due date.

Example: If a student misses class on Monday, the missed classroom work or assessments will be due by the following Monday. If they missed Tuesday as well, the work from that day will be due the following Tuesday; work due on a missed Wednesday will be due the following Wednesday, and so on.

Absence Due to School Function

Satellite work due on a day marked ASF should be submitted on the next class day along with work due on that class day.

Example: A MWF Student misses class on Friday. The work due Friday and Monday must both be turned in on Monday.

If a student misses a satellite work day for a school function, the student should attend classes as scheduled but all work will be due after the next satellite day.

Example: A MWF student misses a Tuesday satellite day due to a School Function. The student should attend class Wednesday but turn in the satellite school work due Wednesday AND Friday on Friday. If a student misses a satellite day that is preparing them for an assessment, they will be required to make up the assessment in a study hall or learning lab within one week.

College Visits

CLPS values satellite days at home with families and offers numerous holidays throughout the school year. Students are asked to visit colleges on Tuesdays, Thursdays, Weekends, Holidays, Fall Break, February Break, Spring Break or other non-school days. CLPS does not offer ASF for College Visits.

Grading Late Work

Teachers have extended time to grade assignments that are turned in late for any reason. They will not be bound to their regular one week turnaround for assignments (or two week for major papers or projects)

TRANSFER CREDITS

Guidelines for Transfer Credits

Christian Life Preparatory School accepts applications for transfer credit from any student who is currently enrolled at CLPS or who is entering CLPS for the first time. The class submitted for transfer credit must be equivalent in content, level, and rigor offered by Christian Life Preparatory School and must be taken in grades 9 through 12. Simply turning in an application for transfer credit does not ensure approval.

Students transferring credits from an accredited high school

1. The student must have earned a final grade of 70% or higher.
2. Submit an official transcript from the school where the student received the actual credits.

Students transferring credits from a homeschool or informal setting with a paid instructor

1. Students must log 5 hours of work per week for 16 weeks to receive credit for one semester. For academic courses, students must spend at least 1 of the 5 hours per week with an instructor.
2. The student must have used a standard high school level textbook or curriculum.
3. Students must submit a portfolio (including an end-of-course cumulative exam, closed book tests or essays, major written compositions, quizzes, completed projects, research papers, daily work, etc.).
4. The student must earn a 70% or above on the end-of-course exam.
5. An official grade report must be submitted. The student must have a final grade of 70% or higher.
6. A \$25 processing fee (per course) is required for each Transfer Credit Application
7. Each application must include documentation of the student's work in order to process this application.
8. Christian Life Preparatory School may request additional documentation for this course.
9. Although Christian Life Preparatory School may accept this course for diploma credit, CLPS is not in a position to validate this course for any other educational institution.
10. If this course is accepted, it will appear on the student's transcript as a 'T' for the grade, however, transferred courses will not be calculated into the student's overall grade point ratio.

Elective Courses-Along with completing the 'Transfer Form for Elective Courses', students must also:

1. **Fine Arts-** Submit a log of hours spent developing their fine art skill. Hours can include time spent practicing, performing, competing, and taking lessons.
 - a. 80 hours = 1 semester (3 credits); 160 hours= 2 semesters (6 credits)
2. **Physical Education-** Submit a log of hours spent in their sport. Hours can include practicing, playing in a game, or training with a coach. 80 hours = 1 PE credit
3. **ACT/SAT Prep Course-** Register independently for either Dr. Tarpley's ACT course or Mary Hamilton's SAT course. Upon the completion of the course, the instructor signs the transfer form verifying that the student successfully completed the course.
4. **Driver's Education-** Register independently for a driver's education course of their choice (Sears or through an online driving academy). Upon completion, copy the completion certificate and submit it with the transfer form.

FINANCIAL POLICIES

APPLICATION FEES

These fees are non-refundable.

REGISTRATION FEES

These fees are non-refundable unless a specific course for which a student has registered moves its scheduled time or day or is canceled altogether. In such cases, the student may withdraw from the class with a 100% deposit refund for the specific class(es) in question or may transfer the deposit to another course.

REFUND POLICY ON TUITION

Refunds for dropped classes will be made as follows.

1. All tuition refunds will be made less than the Registration Fee.
2. A \$25 drop fee will be added for each class dropped after registration.
3. All tuition refunds will be made based on the scheduled payment due dates. All payments required by the due date will be non-refundable and will represent an obligation due the school if not paid.
4. All pre-paid tuition in excess of the amount required at each due date less the registration and drop fee will be 100% refundable.
5. All course tuition payments will be 100% refundable for any course which is canceled by CLPS. For any class which is moved to a different time-slot, parents have the option to either receive a full refund or select another class at that time.

SCHEDULES

There will be a \$25 fee to switch classes after the Registration Fee is paid. There will be no fee to add additional classes if available. (CLPS will charge no fee if we cancel a class or change class times.)

LATE PAYMENT FEE

Tuition payments made after their scheduled due dates are subject to a \$25.00 late payment fee regardless of the total amount of the tuition payment.

ACADEMIC STANDING

Any class that a student fails must be successfully repeated before the student will be allowed to continue enrolling in the course sequence in which the student earned the failing grade. If the student successfully completes the course at CLPS, the passing grade earned will absolve the failing grade, which will be struck from the transcript. When a failing grade has been absolved in this

manner, both attempts at taking the course will be noted on the transcript, but only the passing grade will be recorded, and only the passing attempt will affect the GPA. On the transcript, the failing grade of an absolved failed course will be replaced with NG (No Grade).

Students may complete a failed class in another academic setting, such as another school or a homeschool. In this case, students must request transfer credit through the usual channels following the successful completion of the course, should they desire to have the course credit recognized by CLPS. If such credit is granted, it will absolve the failing grade on the student's transcript; however, both attempts will be noted, and neither the original failed course nor the transferred credit will be calculated into the student's GPA. Any student, including one who has been granted transfer credit, must take an entrance test to be able to enroll in any course for which entrance testing is required, unless he has successfully completed the previous course at CLPS in the course sequence.

FULL-TIME V. PART-TIME STATUS

To receive full-time designation, a student must be enrolled in 4 or more classes.

ADDING & DROPPING COURSES

Courses must be added to a student's initial registration before the close of registration for each semester. A student may drop a course by the drop date in any given semester and the dropped course will not affect the student's GPA. Courses dropped during the first eight weeks of classes will be given a grade of W. Courses dropped after the first eight weeks but before the end of the first twelve weeks of classes will receive a grade of WP (Withdrew Passing) or WF (Withdrew Failing). Courses dropped after the first twelve weeks of classes will receive a grade for the course in accordance with the standard course grading system. Students who withdraw completely from CLPS may, at the discretion of the administration, receive grades of I (incomplete) for all courses dropped at the time of withdrawal.

ABSENCES

Students must regularly attend classes in order to successfully complete a course. A student attending a class 3 days a week for 17 weeks cannot miss more than 6 days of class. A student attending class 2 days a week cannot miss more than 5 days of class. Students who miss more than the allowable number of absences will not receive credit for the course. Whenever possible, arrangements for making up work should be made with the teacher prior to the absence. Students arriving to class more than fifteen (15) minutes late or missing the last 15 minutes will be counted as absent.

Students will be marked absent whenever they miss a class. If a student is ill, the parent must submit a dated doctor's note to the front office within 1 week for the absence to be counted as excused. The date on the note needs to correspond with the date missed. Makeup work will be required to follow the make up policy.

CLPS offers Absent School Function (ASF) for students missing days due to a CLPS sanctioned event. For

example, students may miss in order to participate in Baseball tournaments or Drama competitions. ASF absences are not added to the regular absence count. Official word about which absences count as ASF will be communicated through the Athletic Director, other extracurricular leader or the administrative team. Teachers should mark students Absent (A) until they receive official communication.

Excused and Unexcused Absences

CLPS acknowledges excused and unexcused absences. Excused absences include sicknesses confirmed by a doctor’s note submitted within a week of the absence and pre approved absences due to family or church commitments.

TEST DAY ABSENCES

Students cannot miss more than one test day per class per semester. The second missed test in a semester will incur a 10% penalty for that test. Students must take missed tests the following class day in a study hall or by special arrangement with the Learning Center.

6th-12th TARDIES & ABSENCES

6th-12th Grade Absences	
Absences/Semester	Consequence
Missing 15 minutes of class (at any point)	1 absence recorded
3 absences	Meet with Dean of Students
4 absences	Meet with Dean of Students, Suspension w/o Academic Penalty
Additional absences	Meet with the Head of School to determine probation, loss of course credit or possible expulsion
Absent School Function 3/semester	Meet with Dean of Students
College Visits	CLPS no longer offers College Visit Days. Students can take them during school holidays, T/Th or students may take an absence.

Tardies for 6th-12th Grade Students	
Tardies/year	Consequence
1-14 minutes late	Tardy recorded
3 tardies	Meeting with Dean of Students
4 tardies	Parent and Student meeting with the Dean of Students

5 tardies	Parent and Student meeting with the Dean of Students 1 Day suspension w/o Academic Penalty
6 Tardies	Parent and Student meeting with Dean of Students +1 Day suspension w/Academic Penalty (0 for all assignments due that day)

Late Work Policy 6th-12th Grades		
Missed Days	Consequence	Examples
Missed Satellite Classroom Day	If a student misses a Satellite Classroom Day, all satellite assignments will be due one week from the day the student returns to class. Subsequent assignments should be completed on time. If students were unable to prepare for a formative or summative assessment due to illness, they will need to arrange to take these assessments in a study hall or through the Learning Center. Parents should email their student's teachers to inform them that their student had an illness during a satellite day. Students should not approach teachers to communicate absences during a school day.	Example: If a student misses a satellite day on Tuesday but returns to school on Wednesday, all work from the missed satellite day will be due the following Wednesday. Work for the days following the missed satellite day will be due on time.
Multiple Missed Days	If students miss more than two days of work in a row (a combination of central and satellite class days), the assignments will be due a week from the original due date.	Example: If a student misses class on Monday, the missed classroom work or assessments will be due by the following Monday. If they missed Tuesday as well, the work from that day will be due the following Tuesday; work due on a missed Wednesday will be due the following Wednesday, and so on.
Absence Due to School Function (Central Day)	Satellite work due on a day marked ASF should be submitted on the next class day along with work due on that class day.	Example: A MWF Student misses class on Friday. The work due Friday and Monday must both be turned in on Monday.

Absence Due to School Function (Satellite Day)	If a student misses a satellite work day for a school function, the student should attend classes as scheduled but all work will be due after the next satellite day.	Example: A MWF student misses a Tuesday satellite day due to a School Function. The student should attend class Wednesday but turn in the satellite school work due Wednesday AND Friday on Friday. If a student misses a satellite day that is preparing them for an assessment, they will be required to make up the assessment in a study hall or learning lab within one week.
Grading Late Work	Teachers have extended time to grade assignments that are turned in late for any reason. They will not be bound to their regular one week turnaround for assignments (or two week for major papers or projects)	

AUDITING OF CLASSES

Christian Life Preparatory School does not allow the auditing of classes. Any student enrolled in any class at CLPS will receive a grade reflecting his level of achievement in the class.

ACADEMIC DISHONESTY POLICY

Significance and Purpose

Christian Life Preparatory School partners with parents to make disciples of the students. CLPS provides students a high quality academic education, in terms of real spiritual, intellectual, and emotional growth. CLPS expects students and parents to adhere to high standards of personal integrity. Academic dishonesty in any form is both a serious breach of personal integrity and a serious hindrance to real learning. CLPS has developed this policy to curb and correct academic dishonesty.

Definitions

1. General: Academic dishonesty is broadly defined as any attempt on the part of a student or parent to falsely represent the student's level of achievement or mastery in a given course. This includes:
 - (a) Claiming or indicating in any form or fashion that the student has fulfilled any assignment or other academic responsibility, such as reading assigned texts or engaging in assigned study, when in fact the student has not done so,
 - (b) Using any assistance to copy the work of other students, to complete homework, quizzes, tests, or any other assignment without the direct and explicit authorization of the course instructor,

- (c) Using any resources, solution manuals, online resources or teacher edition textbooks, other than those authorized by the course instructor to write papers, prepare reports, solve problems, or complete other course assignments,
- (d) Obtaining quizzes, tests, examinations, or other academic materials or evaluation instruments created by or belonging to an instructor, other staff member, or the school itself, including materials properly used and in the possession of students currently or previously enrolled in the course, without the explicit authorization of the course instructor,
- (e) Engaging in plagiarism, which includes "the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment" and "the knowing or negligent unacknowledged use of materials prepared by another person or agency" which customarily sells or offers free of charge term papers or other academic materials,
- (f) Altering a graded paper or project for the purpose of disputing the accuracy of the grade, and
- (g) Collaborating without explicit authorization with another student or students during any quiz, test, or examination or in the fulfillment of any other academic assignment or responsibility.

2. Specific: The following guidelines define CLPS's standard application of the general definition given above to but not limited to:

- (a) quizzes, tests, and other examinations,
- (b) homework (Satellite Work)
- (c) major papers and projects

Individual course instructors may grant exceptions to these guidelines, but must do so explicitly, as indicated by the relevant policy statements given below. Any academic assignments, which, by their nature, are not addressed by these guidelines, will be governed by whatever guidelines are provided by the course instructor with regard to such an assignment.

- (a) Quizzes, tests, and other examinations: all quizzes, tests, and other examinations, whether conducted in the classroom or in some other location, must be taken at a single sitting and without outside assistance of any sort, including but not limited to books, notes, other individuals, reference works, and audio or visual media. Any exception to these guidelines must be given in writing by the instructor on assignment sheets, the evaluation instrument itself, or other written instructions disseminated to all of the students in the class.
- (b) Satellite Work: should be done by the student alone and without assistance of any sort, including but not limited to information provided in teacher edition textbooks, unless such assistance is authorized, either orally or in writing by the instructor in the course, or by the catalog or an approved curriculum guide's description of parent role for the course. The course instructor may grant such authorization, either in

conjunction with the giving of the assignment or in response to student requests, at any time and for any duration to all of the students in the class or to selected students only, provided that the instructor feels it is in the best educational interests of the student(s) receiving such authorization.

- (c) Major papers and projects: major papers and projects should be completed only by the student or by the members of a student group constituted by the instructor for the purpose of completing the paper or project in question without other assistance of any sort, except as explicitly authorized by the instructor. This authorization may be articulated either orally or in writing when granted in the classroom directly under the supervision of the instructor but must be given in writing on assignment sheets or other written instructions disseminated to all of the students in the class when granted for work to be completed outside of the classroom setting.

HONOR COUNCIL

Event	Action
Suspected Academic Misconduct	If an administrator, faculty member, staff member, parent, or student suspects that someone has broken the Honor Code, email the Principal of Academic Programs at deborahhenry@clps.info . Please include a brief description of the alleged violation, the course involved, and the names of witnesses (if any). Your name will be kept confidential.
Honor Council Confirms Misconduct	<p>First offense: a first offense will result in</p> <ol style="list-style-type: none"> (1) a written notice from the Principal to both the student and his parent(s), (2) a grade of zero for the assignment affected by the academic dishonesty, and (3) a written report sent to the campus administration. <p><i>Previous Academic Misconduct Reports should be considered by the Principal before penalties are given.</i></p>
<p>Second Offense</p> <p><i>Penalties reset in High School</i></p>	<p>Second offense: a second offense will result in</p> <ol style="list-style-type: none"> (1) a written notice from the principal to both the student and his parent(s), and input of the incident into RenWeb. (2) a grade of zero for the assignment affected by the academic dishonesty, (3) a conference between the principal and the parent(s) of the student, and (4) a writing assignment for the student, in which the student investigates and reports on Biblical instruction regarding honesty and integrity.

Third Offense	Third offense: a third offense will result in (1) a one day suspension from school with academic penalty , in accordance with the guidelines generally applicable to such a suspension, including receiving a grade of zero for any satellite work or projects due, and/or quizzes, tests or any other grades assessed during class the day of the suspension, (2) a grade of zero for the assignment affected by the academic dishonesty, (3) placement of the student on scholastic probation, which shall remain in effect until two (2) full regular semesters have passed with no further confirmed incidence of cheating, and (4) removal of all participation privileges for extra-curricular activities, including those unaffected by the school’s policies on scholastic probation.
Fourth Offense	Fourth Offense: a fourth offense will result in expulsion from the school.

2. Appeals Process: Should a student desire to appeal the determination of the course instructor, the student must request in writing a hearing with the principal, who will arrange for a conference with the student, one or both parents (or guardians), and the instructor of the course. During this conference, all relevant evidence will be presented and examined. Following the conclusion of the conference, the principal, or another administrator, should the principal be an original party to the case, will render a determination in the matter based on the assessment of the weight and credibility of whatever evidence is presented for review. Should the student desire to appeal the determination of the principal, the student must request in writing a hearing before the Honor Council, which shall be chaired by a member other than the principal for the purposes of the hearing. During this hearing, only that evidence that was presented and examined during the previous Council Meeting shall be reviewed; should new evidence having a serious bearing on the matter surface during the hearing, the matter shall be referred back to the principal for a new hearing to be conducted according to the procedures described above. The Council shall be responsible for determining the admissibility of any new evidence. Following the conclusion of a hearing before the council, that committee, excluding the principal and any other member who has been a part of any earlier conferences or discussions regarding the matter, or any member who feels he or she may have a conflict of interests in the matter, will render a determination in the matter based on its assessment of the weight and credibility of whatever evidence is admitted for consideration. In all cases, the determination of the Principal will be final. If that committee finds the student guilty of academic dishonesty, it shall impose the proper penalties as described below.

3. Penalties: The primary intentions of the imposition of penalties against students found guilty of academic dishonesty are to (a) act as a deterrent against such conduct, (b) to enhance the integrity of grades awarded by CLPS, and (c) to place pressure on an erring student in the hope of motivating the student to abandon this destructive behavior. The penalties are assessed according to the number of

occurrences the student has been discovered to be engaged in academic dishonesty within that “school” (i.e. Elementary, Middle School, High School). In other words, the academic record will restart in 6th grade and 9th grade.

- (a) First offense: a first offense will result in (1) a written warning from the teacher to both the student and his parent(s), (2) a grade of zero for the assignment affected by the academic dishonesty, and (3) a written report sent to the campus administration.
- (b) Second offense: a second offense will result in (1) a written warning from the principal to both the student and his parent(s), (2) a grade of zero for the assignment affected by the academic dishonesty, (3) a conference between the principal and the parent(s) of the student, and (4) a writing assignment for the student, in which the student investigates and reports on Biblical instruction regarding honesty and integrity.
- (c) Third offense: a third offense will result in a one day suspension from school with academic penalty, in accordance with the guidelines generally applicable to such a suspension, including receiving a grade of zero for any satellite work or projects due, and/or quizzes, tests or any other grades assessed during class the day of the suspension, (2) a grade of zero for the assignment affected by the academic dishonesty, (3) placement of the student on scholastic probation, which shall remain in effect until two (2) full regular semesters have passed with no further confirmed incidence of cheating, and (4) removal of all participation privileges for extra-curricular activities, including those unaffected by the school’s policies on scholastic probation.
- (d) Fourth Offense: a fourth offense will result in expulsion from the school.

NOTE: adapted from the UNT Student Handbook

STUDENT BEHAVIOR

STUDENT DISCIPLINE PROCEDURES

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

The keys to discipline are that the child must feel he is loved, that he knows and accepts the boundaries of behavior, and that he sees the proper direction in which to head to avoid repeated wrong decisions. The key to discipline for a school is that it gives its children support and direction while also working in harmony with the home. The primary goal of the CLPS staff will be to practice "preventative" discipline through the use of good teaching techniques and levels of least intervention.

As the need arises, the school may also employ mild forms of reproof, rebuke, and correction (under no circumstances does CLPS practice spanking or similar forms of corporal punishment) in order to encourage cooperation among the student body. The school will control the impact of serious discipline problems by limiting or withdrawing the participation privileges of consistently uncooperative students. Parents are responsible for dealing with discipline problems of an ongoing or more serious nature. The General Discipline Policy Guidelines to be employed in response to inappropriate student conduct follows below:

1. The instructor will determine the severity of the infraction. Most misconduct is of a relatively mild nature and should be dealt with the least forceful response needed to restore correct behavior and an orderly instructional environment. At this level, the range of appropriate responses available to the instructor is rather narrow, basically consisting of various forms of verbal and non-verbal (and always firm but polite) rebuke and moderate corrective measures (such as a rearrangement in seating or a brief and informal conference after class).

Should rebuke or moderate correction fail to bring about the necessary response, or if attempting to correct the student's misconduct would in itself detract from an orderly classroom environment, or if the misbehavior is ongoing or of a more serious nature, then the instructor should remove the uncooperative student from the classroom. This may be done by sending the student to the main office to meet with appropriate administration.

OR by notifying the school office of the problem and requesting that the student be removed. In the latter case, an Administrative Staff Member will quietly remove the child from the class, discuss the problem with the student, and will supervise the student until such time as:

- The student can return to class without causing further problems, or
- The parent is notified and arrives to discuss the problem directly with the appropriate staff member. Removal of the child for the remainder of the day may be necessary.

Once a student has been removed from class, the administration and the parents assume the main responsibility for correcting the student's misconduct. While he is no longer directly responsible for correcting the student's misbehavior, the classroom teacher is welcome and encouraged to share any concerns or insights he may have regarding the situation. He may also request (or be asked) to participate in a parent-teacher conference, and may be consulted by the administration with regard to any more serious measures to be taken (these measures are discussed in greater detail below, under Discipline Management Tools and Techniques). In all cases, love will be an integral part of the discipline process at CLPS. Discipline is more than control. We consider it to be a vital teaching opportunity.

DISCIPLINARY ACTIONS FOR MAJOR OR REPETITIVE MISCONDUCT

SUSPENSION

Suspension from all classes and activities can be made with or without permission to make up work. Suspensions can be from one to three consecutive class days. Suspensions may carry with them any number of requirements that the administration deems appropriate. Failure to meet these requirements can extend the duration of the suspension or lead to expulsion considerations.

EXPULSION

Expulsion may be imposed with or without permission to appeal. All final expulsions must appear on the student's permanent record.

Expulsion Guidelines:

- The student is suspended immediately from all classes and activities.
- The family's admission agreement with the school is declared null and void.
- If the family does not wish to appeal, then the student is no longer a CLPS student and the record of expulsion will appear on the student's transcript.
- If the family wishes to appeal, they must submit their formal request for readmission in writing, stating their reasons for wanting to negotiate a new and more restricted admission with the school.
- If the formal request is accepted, the student may continue to receive class assignments while the appeal is pending. Both parents and the student must schedule a time to appear before the administration to discuss the appeal.
- Re-admittance may only be on the condition that the family obligates itself to a new and revised admission agreement, complete with the administration's required corrective actions, restrictive measures, and future accountabilities. Failure to keep the new agreement can result in automatic forfeiture of the student's admission status with no permission to appeal.
- If the new agreement is kept faithfully and without incident, the student may apply to have the record of expulsion deleted from his or her permanent record at the end of that school year or at a later time as deemed appropriate.

CLASSROOM RULES AND PROCEDURES

At CLPS, the classroom is a place of learning where the teacher is able to teach and the student is able to learn. Conduct that disrupts teaching or learning will not be tolerated.

Who is the Excellent Student?

- An excellent student first and foremost lives out the two great commandments of loving God and neighbor.
- An excellent student actively engages and participates in the Christian life within the context of family and a local church community.
- An excellent student seeks to fulfill the expectations of the Profile of a Graduate.
- An excellent student upholds personal responsibilities to family, administration, teachers, staff, and classmates within the school community.
- An excellent student understands that the strength of the intellect is not the ultimate measure of the strength of the person, but rather the strength of the heart which guides the intellect.
- An excellent student knows his or her limits - when to speak and when to be quiet.
- An excellent student exhibits intellectual honesty in his or her academic pursuits.
- An excellent student is respectful of the time of others and always prepared.
- An excellent student cultivates the qualities of patience, perseverance, and diligence in his or her work.
- An excellent student is intellectually curious and seeks to become a life-long learner.
- An excellent student desires to participate in a community of learners.

EXTRA-CURRICULAR PARTICIPATION

To participate in CSAF or TAPPS clubs or competitions, students must maintain a grade above 70% for each class during each semester. Eligibility may be withdrawn for students exhibiting poor conduct.

TAPPS Subchapter K – Eligibility

Section 77 - No Pass, No Play

This section applies to the eligibility of students based on grades.

I. Time Frame

- A. The rules presented in this section govern student eligibility
 - 1. During the school year and
 - 2. on a weekly basis.
- B. No Pass / No Play requirements do not apply to
 - 1. Summer participation
 - 2. Breaks between semesters/trimesters (exception: District Contests)

II. Activities

- A. Athletics
- B. Fine Arts

III. Courses

- A. All courses in which a student is enrolled
- B. Course structure includes the following
 - 1. Brick and Mortar
 - 2. Virtual
 - 3. Dual Credit

IV. Grading

- A. Passing grade levels shall be established by the TAPPS member school.
- B. Any additional grade points for Honors/Accelerated courses shall be local control.
- C. Grading may be numerical or pass/fail.
- D. A grade of incomplete shall be considered a failing grade for purposes of establishing student eligibility if not resolved within one week of the end of the weekly period.
- E. Students whose courses are graded on a semester basis are still required to have a grade review at no later than nine weeks for eligibility purposes in alignment with the member school grading periods.(including Dual Credit)

V. Grading Periods

- A. Grading periods shall be established by the TAPPS member school.
- B. For the purpose of this section, student grades must be reviewed on a weekly basis.

VI. Period of Ineligibility

- A. Students failing more than one course are ineligible for a minimum of two weeks.
- B. The period of ineligibility shall begin on following Friday after grades are checked by the Athletic Director and shall continue for 14 days.
- C. A student who continues to fail one course shall be ineligible on a week to week basis until such time as the student is failing the one course.
- D. A student who is failing one course after the 14 days shall be considered eligible to participate in games.

FIELD TRIP GUIDELINES

- 1. At least two adult chaperones must be present on any school-sponsored field trips (only one chaperone is allowed with administrative approval).
- 2. There must be a minimum of 1 adult chaperone for every 10 students on a CLPS field trip.

3. All drivers and chaperones must be at least 25 years old (at least 21 with administrative approval) or be paid staff members of CLPS.
4. Non-staff drivers and chaperones will be utilized only when requested by the administration. Individuals selected for these purposes must always have administrative approval.
5. No student may participate in a CLPS sponsored field trip unless the chaperones have the following signed by the student's parent or guardian:
 1. A medical treatment release form
 2. A permission slip to participate (which includes any school transportation that might be involved).
2. Any use of school assets must be approved by the school's administration.
3. All students, drivers, and chaperones must abide by the stricter of the state's seat belt laws or the standards of the driver regarding the use of seat belts.
 1. Each school vehicle used for a field trip must carry a first aid kit.
 2. Students shall not share medication. All prescription medications must be in their original containers and properly labeled, and must remain under the control of approved school representatives, who will administer them according to the instructions given on the label.

School Uniform

The purpose of the CLPS uniform is to present a positive image, minimize distraction, and provide an environment conducive to learning. CLPS adopted the official uniform in 2002.

All students are expected to maintain good grooming habits and appropriate dress. Items should be in good condition and should not be torn or have holes, even if that is the fashion of the day. Clothing should be neat, modest, and appropriate. Clothing should be appropriately sized – not too small and not too large.

Parents may purchase uniform items from any vendor but should ensure that the item matches the uniform guidelines listed here. If there are any questions about an item, please contact the front office. The school utilized *Land's End* as a vendor for the convenience of our families. *Land's End* often replaces articles as items are discontinued and replaces them without informing us. Please compare items that are available to the uniform requirements for the school. The school will make every effort to keep the *Land's End* site up to date.

A helpful note on sizing:

Parents should measure their students to see if the item fits. On the *Land's End* website they can click on "size chart" and then choose "item dimensions" to find garment length. Parents need to

measure the front of their child from waist to knee and the back from waist to knee to know if the item is long enough.

The skirts labeled "at the knee" are 21" long and the below the knee are 24.5" long and can be tailored to the right length. The "below the knee" skirt is recommended for taller girls or with certain body types that can cause a discrepancy between the front length and back length. Boys should pay special attention to inseam lengths to ensure shorts reach mid-knee.

Parents and students have the primary responsibility to understand and adhere to the uniform rules and "Out of Uniform" dress code. Teachers submit a form to report incidents of students being out of uniform. A form letter is sent from the Dean of Students to inform students and parents of the issue. Families should remedy the uniform issue before the next school day. In all circumstances CLPS Administration retains the final authority to determine, in its discretion, whether a student is in compliance with the uniform.

If uniform or "out of uniform" dress code issues persist (see chart below), then a meeting will be called between the student and the Dean of Students (for male students) or a female Administrator (for female students). In these meetings with students Administrators will give a detailed review of all elements of the dress code and provide a paper copy to the student. After explaining the dress code expectations, they will answer any questions the student may have and discuss any efforts that may already be in the works to remedy the issue (for example, if another clothing item has been ordered but has not arrived) or if there are other issues the Administration needs to know. The goal of the meeting is to educate the student about the uniform, encourage the student and to remedy the uniform issue at the same time.

After the meeting between Admin and the student educating them about the details of the uniform, the responsibility for daily adherence remains with the student and parents. Additional reminders and warnings will not be issued. If any other notifications are submitted by faculty then another meeting will be held with the students, his/her parents and the Dean of Students. Students may face disciplinary action including suspension with or without an academic penalty. As with any behavioral issue, continual issues may incur further disciplinary action including expulsion.

Due to the one-on-one training that the student receives in meeting with the Administrator to learn the details of the dress code, reminders and notifications should not be necessary in a new semester. Therefore, the uniform record remains throughout enrollment in Middle School and High School at CLPS. The violations are not expunged with a new semester. If there has been significant time elapsed since the last uniform meeting, there *may* be additional training before disciplinary action is taken, but this is at the discretion of the Administration.

If you see someone wearing something, do not assume it is in the dress code. Students must wear CLPS uniform while attending any school activity and must follow "Out of Uniform" guidelines at all school-sponsored events unless otherwise notified.

Special school-sponsored events may have exceptions or extensions of the dress code that will be determined by the official CLPS employee in charge of the event. These may include more formal award ceremonies, society inductions or school performances. The CLPS Administration will again determine what is considered to be in compliance with the school dress code.

6th-12th Uniform Correction	
<p>Any staff member can notify admin about dress code issues using an official form. <i>The uniform record remains throughout enrollment in 6th-12th grades at CLPS. The violations are not expunged with a new semester.</i></p>	
Event	Action
1 and 2nd dress code violation	Dean of Students will email parents and student.
3rd dress code violation <i>can be a combination of different issues</i>	Student meeting with Dean of Students or Female Admin. Discussion in detail to educate the student about the details of the dress code. Student and Administrator will come to an agreement for next steps including further disciplinary steps. This may include a time frame to fix the issue or to report back. Because time has been taken to fully discuss the expectations, the responsibility moves fully into the parent and students' hands to check their own clothing before coming to school.
4th dress code violation	Student and Parent meeting with Dean of Students, suspension without Academic Penalty
6th dress code violation	Student and Parent meeting with Dean of Students, suspension with Academic Penalty
7th dress code violation	Student and Parent Meeting with the Head of School and Dean of Students with a possible expulsion for neglecting to comply.

CLPS Student Dress Code– Girl’s Uniform

Top Options:

White Button Down
Hunter Green Polo
Navy Blue Polo
White Polo
White Middy (may be untucked)
Long Sleeve or Short Sleeve allowed for all
(Tucked in for K-5)

Bottom Options:

Navy Dress Slacks or Capris (Slacks should be business casual-style For example: no skinny-style, cargo, jogger, denim, etc.)

“White Plaid” Jumper, Skirt or Skort (A-line design only)
Must reach mid-knee (no upper leg visible)
Modesty Shorts (under all skirts)-OR-
Navy, Black or White Leggings

Navy Jumper, Skirt or Skort (A-line design only)
Must reach mid-knee (no upper leg visible)
Modesty Shorts (under all skirts)-OR-
Navy, Black or White Leggings

Parents need to measure the front from waist to knee and the back from waist to the bend of the knee to know if the item is long enough in the front and back.

Shoes (closed-toe and closed-heel)

Predominantly Black or White Tennis Shoes (K-5)
Black or Brown Mary Janes (Max heel 1 inch)
Black or Brown Boots (Max heel 1 inch)
White, navy or black socks or tights only.

Outerwear

Knit Sweaters
Knit Cardigans
CLPS or CLPS Sport Brand Hoodies or sweatshirts
Solid Color options:

Hunter Green	Navy
Black	White Gray

Outerwear must be worn over regular uniform collared shirt
Outerwear must be solid (no stripes, patterns, spots, plaids, etc)
No Logos (except CLPS logo)

Accessories

Hair bows and headbands should be in school colors
Students may wear modest jewelry.
Hats, beanies or other head coverings are not allowed
Plaid ties are optional

Notes:

1. Students may ONLY wear approved items listed here and may not add accessories or other clothing items or styles to the dress code.
2. K-5 girls may wear solid white shirt under uniform shirt
3. 7-12 girls may wear any color undershirt
4. 7-12 girls may wear any color, closed-toe and closed-heel shoe with heel under 1 inch
5. No tattoos
6. Clothes should not be torn or have holes
7. Girls may not wear khaki
8. Coats may be worn to school but cannot be worn in class, lunch or hallways.
9. Parents should measure students and check all uniform item dimensions at retailers before purchasing to make sure items fit properly and meet the length requirements. A variety of skirts are offered to help parents find a fit for their child.

Out of Uniform Day for Girls:

Modesty is expected
Clothing must reach mid-knee (no upper leg visible)
No tight-fitting skinny jeans (please use discernment)
Leggings may not be worn as pants
Closed toed and closed heel shoes only
No shoes with heel over 1 inch
No hats, beanies or other head coverings
No sleeveless shirts
No transparent clothing
No clothing with inappropriate emblem, insignia, wording or picture
No clothing that is torn or has holes

Where can I purchase items?

You may purchase uniform clothes in many different places. The store below is our primary source. Be sure to check item dimensions and that the items are in uniform guidelines before purchasing:

Lands’ End School
www.landsend.com/school
Preferred School Number 900141805

Update Version 5/5/23: The purpose of the CLPS dress code is to present a positive image, minimize distraction, and provide an environment conducive to learning. All students are expected to maintain good grooming habits and appropriate dress. Students in violation of the dress code will have a discipline report written. Multiple infractions will require a meeting between parent, student and administration to discuss and modify the behavior. If you see someone wearing something, do not assume it is in the dress code. Students must wear CLPS uniform while attending any school activity and must follow “Out of Uniform” guidelines at all school-sponsored events unless otherwise notified.

CLPS Girls Uniform

Shirts



Navy, green, or white polos allowed – short sleeve or long sleeve. Collared, buttoned shirts are allowed in WHITE only.

Jumpers, Skirts, Pants & Capris



“White plaid” pattern or navy A-line **skirts and jumpers must reach mid-knee** when standing; modesty shorts or leggings are required under skirts. Pants must be in the style of business-casual slacks. No cargo, jogger, skinny-style or other styles may be worn.

Sweaters & CLPS Brand Hoodies



Students must wear a collared, uniform-approved shirt under sweaters, sweatshirts or hoodies. Students may wear knit sweaters, cardigans or sweater vests. They must be solid navy, green, white, black, or gray; no patterns or logos other than a CLPS logo are allowed. Hoodies and Sweatshirts may only be CLPS or CLPS Sports Brand or solid with no logos. Outerwear (coats, jackets, etc.) may not be worn in the building but may be stored in a backpack or hallway until the end of the day.

K-5th Grade Girls Shoe Dress Code



Dark dress shoes with a maximum heel height of 1 inch or predominantly black or white tennis shoes or boots are allowed. Must be closed-toe and closed-heel. **Socks or tights must be white, navy or black.**

7th – 12th Grade Girls Shoe Dress Code

Any closed-toe and closed-heel shoe with a maximum heel height of 1 inch is allowed. **Socks or tights must be white, navy or black.**

CLPS Student Dress Code– Boy’s Uniform

Tops

White Button Down
Hunter Green Polo
Navy Blue Polo
White Polo
Long Sleeve or Short Sleeve for all options
(Tucked in for K-5)

Bottoms

Khaki Slacks or Khaki Shorts
Must reach mid-knee (no upper leg visible)
Slacks should be business casual-style For example: no skinny-style, cargo, jogger, denim, etc.)
Navy Pants or Navy Shorts
Must reach mid-knee (no upper leg visible)
Slacks should be business casual-style For example: no skinny-style, cargo, jogger, etc.)

Shoes (closed-toe and closed heel)

Predominantly Black or White Tennis Shoes (K-5)
Black or Brown Dress Shoes
Black or Brown Boots
White, Navy or Black Socks

Outerwear

Knit Sweaters
Knit Cardigans
CLPS or CLPS Sport brand hoodies Or
Solid Color options:
Hunter Green Navy
Black White Gray

Outerwear must be worn over regular uniform collared shirt
Outerwear must be solid (no stripes, patterns, spots, plaids, etc.)
No Logos (except CLPS logos)

Accessories

Hats, beanies or other head coverings are not allowed at any time
Plaid ties are optional
Dark belts are optional

Notes:

Students may ONLY wear approved items listed here and may not add accessories or other clothing items or styles to the dress code.

K-5 boys may wear solid white shirt under uniform shirt

7-12 boys may wear any color undershirt

7-12 boys may wear any color, closed-toe and closed-heel shoe

No tattoos

Clothes should not be torn or have holes

Coats may be worn to school but cannot be worn in class, lunch or hallways.

Parents should measure students and check all uniform item details at retailers before purchasing to make sure items fit properly and meet the length requirements. A variety of options are offered to help parents find a fit for their child.

Out of Uniform Day and School Event Guidelines for Boys:

Modesty is expected

Clothing must reach mid-knee (no upper leg visible)

Closed-toed and closed-heel shoes only

No shoes with heel over 1 inch

No hats, beanies or other head coverings

No sleeveless shirts

No transparent clothing

No clothing with inappropriate emblem, insignia, wording or picture

No clothing that is torn or has holes

Where can I purchase items?

You may purchase uniform clothes in many different places. The store below is our primary source. Be sure to check item dimensions and that the items are in uniform guidelines before purchasing:

Lands’ End School

www.landsend.com/school

Preferred School Number 900141805

Update Version 11/28/22: The purpose of the CLPS dress code is to present a positive image, minimize distraction, and provide an environment conducive to learning. All students are expected to maintain good grooming habits and appropriate dress. Students in violation of the dress code will have a discipline report written. Multiple infractions will require a meeting between parent, student and administration to discuss and modify the behavior. If you see someone wearing something, do not assume it is in the dress code. Students can be addressed about dress code at any time of the day. Students must wear CLPS uniform while attending any school activity and must follow “Out of Uniform” guidelines at all school-sponsored events unless otherwise notified.

CLPS Boy's Uniform

Shirts



Navy, Hunter green, or white polos allowed – short sleeve or long sleeve. Collared, buttoned shirts are allowed in WHITE only. Navy or plaid ties are optional.

Pants & Shorts



Pants must be in the style of business-casual slacks. No cargo, jogger, skinny-style or other styles may be worn. Shorts must reach mid-knee (no upper-leg visible)..

Sweaters & CLPS Brand Hoodies



Students must wear a collared, uniform-approved shirt under sweaters, sweatshirts or hoodies. Students may wear knit sweaters, cardigans or sweater vests. They must be solid navy, green, white, black, or gray; no patterns or logos other than a CLPS logo are allowed. Hoodies and Sweatshirts may only be CLPS or CLPS Sports Brand or solid with no logos. Outerwear (coats, jackets, etc.) may not be worn in the building but may be stored in a backpack or hallway until the end of the day.

K-5 Boys Shoe Dress Code



Dark dress shoes with a maximum heel height of 1 inch or predominantly black or white tennis shoes or boots are allowed. Must be closed-toe and closed-heel. **Socks must be white, navy or black.**

7th – 12th Grade Boys Shoe Dress Code - Any closed-toed and closed-heel shoe is allowed. **Socks should be black, white, or navy.**

Out of Uniform Dress Code Guidelines

Students are required to wear clothing in accordance with the “Out of Uniform Day” guidelines for all school sponsored events including, but not limited to: rehearsals, labs, childcare, tutoring, sporting events, clubs, as well as volunteer/service opportunities.

Special school-sponsored events may have exceptions or extensions of the dress code that will be determined by the official CLPS employee in charge of the event. These may include more formal award ceremonies, society inductions or school performances. The CLPS Administration will again determine what is considered to be in compliance with the school dress code.

Out of Uniform for Girls:

- Modesty is expected
- Clothing must reach mid-knee (no upper leg visible)
- No tight-fitting skinny jeans (please use discernment)
- Leggings may not be worn as pants
- Closed-toed and closed-heel shoes only
- No shoes with heel over 1 inch
- No hats, beanies or other head coverings
- No sleeveless shirts
- No transparent clothing
- No clothing with inappropriate emblem, insignia, wording or picture
- No clothing that is torn or has holes

Out of Uniform Day and School Event Guidelines for Boys:

- Modesty is expected
- Clothing must reach mid-knee (no upper leg visible)
- Closed-toed and closed-heel shoes only
- No shoes with heel over 1 inch
- No hats, beanies or other head coverings
- No sleeveless shirts
- No transparent clothing
- No clothing with inappropriate emblem, insignia, wording or picture
- No clothing that is torn or has holes

Student Code of Conduct

The Code of Conduct for Student Participants outlines specific expectations of students.

Abuse or Mistreatment

CLPS’s top priority is keeping students safe. Any form of abuse or mistreatment of students, children, employees, and volunteers is prohibited. Students shall not abuse or mistreat employees, volunteers, or other students in any way.

Students shall not engage in the verbal or emotional abuse or mistreatment of other students, employees, or volunteers. Use of abusive language, obscene or profane language, including racial, religious, or sexual references directed at other people will not be tolerated. It is important to treat others as you would like to be treated.

Students shall not engage in the physical abuse or mistreatment of other students, employees, or volunteers.

PROHIBITING THE ABUSE OR MISTREATMENT OF ONE STUDENT BY ANOTHER STUDENT

Christian Life Preparatory School (CLPS) has **zero tolerance** for abuse, mistreatment, or sexual activity among students within the school. CLPS is committed to providing all students with a safe environment and will not tolerate the mistreatment or abuse of one student by another student. Conduct by students that rises to the level of abuse, mistreatment, or sexual activity will result in intervention or disciplinary action, up to and including, expulsion from the school.

In addition, CLPS will not tolerate any behavior that is classified under the definition of bullying, and to the extent that such actions are disruptive, CLPS will take the necessary steps to eliminate such behavior.

DEFINING APPROPRIATE AND INAPPROPRIATE PHYSICAL CONTACT

CLPS’s physical contact policy promotes a positive, nurturing environment while protecting students, employees, and volunteers. CLPS encourages appropriate physical contact with students and prohibits inappropriate displays of physical contact. Any inappropriate physical contact by employees or volunteers towards students in CLPS’s programs will result in disciplinary action, up to and including termination of employment.

CLPS’s policies for appropriate and inappropriate physical interactions include but are not limited to:

Appropriate Physical Interactions	Inappropriate Physical Interactions
Contact initiated by the student such as: <ul style="list-style-type: none"> ● Side hugs ● Shoulder-to-shoulder or “temple” hugs ● Pats on the shoulder or back ● Handshakes ● High Fives and Hand Slapping ● Pats on the head when culturally 	<ul style="list-style-type: none"> ● Full-frontal hugs ● Kisses ● Showing affections in isolated areas or while one-on-one ● Lap sitting ● Wrestling ● Piggyback rides

<p>appropriate</p> <ul style="list-style-type: none">● Touching hands, shoulders and arms● Arms around shoulders● Holding hands (with young children in escorting situations)	<ul style="list-style-type: none">● Tickling● Allowing a student to cling to an employee or volunteer's leg● Allowing students, older than kindergarten to sit on an employee or volunteer's lap● Any type of massage given by or to a student● Any form of affection that is unwanted by the student or the employee or volunteer● Touching bottom, chest or genital areas
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DEFINING APPROPRIATE AND INAPPROPRIATE VERBAL INTERACTIONS

Employees and volunteers are prohibited from speaking to students in a way that is, or could be construed by any observer, as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating.

Employees and volunteers must not initiate sexually oriented conversations with students. Employees and volunteers are not permitted to discuss their own sexual activities with students.

Our organization’s policies for appropriate and inappropriate verbal interactions include but are not limited to:

Appropriate Verbal Interactions	Inappropriate Verbal Interactions
<ul style="list-style-type: none">● Positive reinforcement● Appropriate jokes● Encouragement● Praise● Strength-based conversations	<ul style="list-style-type: none">● Name-calling● Discussing sexual encounters or in any way involving students in the personal problems or issues of employees and/or volunteers● Secrets● Cursing● Off-color or sexual jokes● Shaming, belittling● Oversharing personal history● Derogatory remarks● Harsh language that may frighten, threaten, or humiliate consumers● Comments or observations (whether intended positively or negatively) relating to physique or body developments

Personal Relationships

Appropriate personal relationships between students are encouraged. However, our organization strongly discourages romantic relationships between student participants while in programming. Students are not permitted to hold hands, sit on others’ laps, use full-frontal hugs, or kiss other student participants while in programming.

There should never be, under any condition, a romantic or otherwise personal relationship between a student participant and an employee or volunteer.

One-on-one Interactions

Most abuse occurs when an adult is alone with a student, or when a student is alone with another student. Our organization aims to eliminate or reduce these situations and prohibits private one-on-one

interactions unless approved in advance by the organization administration. If you observe one-on-one interactions between employees and students, you should report this to the Head of School.

Electronic Communication

Student participants will comply with the organization's policies governing the use of personal mobile communication devices. Student participants are not permitted to share cell phones with or show phone or device screens to other student participants.

Alcohol, Drugs, and Tobacco

Possession and/or use of alcoholic beverages, drugs, and tobacco products while at the organization is strictly prohibited. Students will not be permitted to participate in any program while under the influence of alcohol, drugs, or illicit substances. Parents/guardians will be notified as appropriate.

Weapons

The organization is a safe place for students, children, and families. Weapons and items that may be considered weapons are prohibited. Anyone found to be in possession of such items will be required to leave campus and the items will be confiscated. This includes laser pointers. Parents/guardians, and/or the authorities will be notified as appropriate and follow up meetings conducted to determine proper discipline.

Violence

The organization seeks to provide a safe environment for individuals in our community. Violence and threats of violence will not be tolerated at CLPS, on our grounds, in organization facilities, in other facilities being utilized by our organization, or during CLPS sponsored activities and events. Employees are available to assist in the resolution of differences.

Disruptive Behavior

CLPS takes pride in the appearance of the school, and always wants to ensure that members are safe. Inappropriate or disruptive behavior is not permitted in our organization. This includes, but is not limited to, graffiti, littering, spitting, or throwing objects that could intentionally or unintentionally harm others or cause disorder.

Bullying

CLPS will not tolerate the mistreatment or abuse of one student by another student. Bullying is aggressive behavior that is intentional, is repeated over time, and involves an imbalance of power or strength. Bullying can take on various forms including:

1. *Physical bullying* – when one person engages in physical force against another person, such as by hitting, punching, pushing, kicking, pinching, or restraining another.

2. *Verbal bullying* – when someone uses their words to hurt another, such as by belittling or calling another hurtful name.
3. *Nonverbal or relational bullying* – when one person manipulates a relationship or desired relationship to harm another person. This includes social exclusion, friendship manipulation, or gossip. This type of bullying also includes intimidating another person by using gestures.
4. *Cyberbullying* – the intentional and overt act of aggression toward another person by way of any technological tool, such as email, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyberbullying can involve:
 1. Sending mean, vulgar, or threatening messages or images.
 2. Posting sensitive, private information about another person.
 3. Pretending to be someone else to make that person look bad; and
 4. Intentionally excluding someone from an online group.
 5. Hazing – an activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers that person regardless of that person’s willingness to participate.
 6. Sexualized bullying – when bullying involves behaviors that are sexual in nature. Examples of sexualized bullying behaviors include sexting, bullying that involves exposures of private body parts, and verbal bullying involving sexualized language or innuendos.

Anyone who sees an act of bullying, and who then encourages it, is engaging in bullying. This policy applies to all students, employees, and volunteers.

Reporting

Because CLPS is dedicated to maintaining zero tolerance for abuse, it is imperative that everyone, including students, actively participates in the protection of students. If students observe any suspicious or inappropriate behaviors and/or policy violations on the part of other employees, volunteers, or other students, it is their personal responsibility to immediately report their observations. Remember, at our organization, the policies apply to everyone.

ELECTRONIC COMMUNICATION AND SOCIAL MEDIA POLICY

The terms “electronic communications” and “social media” or “social network” refer to activities that integrate technology, telecommunications, and social interaction using words, images, video, or audio tools. Examples include, but are not limited to social websites, blogs, message boards, wikis, podcasts, image- and video-sharing sites, text and voice chat platforms for gaming, live webcasting, and real-time web communities. Additionally, sending text messages between two or more (group texting/messaging) mobile phones or fixed or portable devices over a phone or wireless network is included within these definitions.

CLPS strongly encourages employees and volunteers to refrain from electronic communication and/or social media use with students. However, if these interactions are part of programming for outside organizations to which employees, volunteers and students are mutually involved in, or interactions that are otherwise unavoidable, this organization offers the following guidelines:

1. Employees, volunteers, students, parents/guardians are required to sign a *Social Media Code of Conduct* that includes guidelines about appropriate and inappropriate communication with stakeholders. [This allows parents/guardians to play a role in monitoring consumer’s interactions with employees and volunteers. In addition, it teaches students how to interact appropriately through social media sites.]
2. Employees and volunteers must change settings to ensure “private” profiles so that students do not have access to their private information. Common settings to check are:
 - a. Which information on certain platforms is always available to the public (e.g., name or username, bio, profile photos, associated networks)
 - b. Who can send the user a friend or follow requests, search for them by email address or phone number, and send them direct messages?
 - c. Who can tag the user in photos or posts and potentially give away location or personal information?
 - d. Can the user prohibit search engines from linking to their social media profile or allowing it to appear in public searches?
3. Employees and volunteers should keep all approved communications professional in nature and limit discussion to programmatic purposes.
4. CLPS will train employees and volunteers on how to respond to private electronic communication from students. The responding procedure should include:
 - a. Alerting a supervisor about the private communication and carefully documenting and forwarding the communication according to Christian Life Preparatory School’s guidelines. For most organizations, employees and volunteers should not respond privately to students except to state that such communications are prohibited by the Code of Conduct.
 - b. Exceptions may be made under emergency situations wherein private messages may occur

to locate a consumer and secure his/her safety, but all such contact must be documented accordingly.

- c. If a consumer reveals abuse or inappropriate interactions with an adult or child, the employee or volunteer must report this information to a supervisor and child protective services or law enforcement immediately.
5. CLPS will provide students and parents/guardians with information about how to respond to inappropriate communication from employees and volunteers. The responding procedure should include:
 - a. Contact information for the program administration.
 - b. An anonymous method for reporting concerns.
6. **Requests to discontinue**—Parents/guardians may request in writing that a consumer not be contacted through any form of electronic communication or social media by Christian Life Preparatory School.

ELECTRONIC COMMUNICATION AND SOCIAL MEDIA CODE OF CONDUCT

In recent years, electronic communication and social media platforms have become increasingly popular. While these tools provide many benefits, they also present the potential for inappropriate behavior, increased access to vulnerable students, and privacy violations. Employees, volunteers, and students participating in this organization’s programs, events, and activities shall adhere to the following Social Media Code of Conduct:

1. Do not engage in behavior or comments that are, or could be construed by any observer to be, harsh, abusive, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating.
2. Do not engage in personal attacks, sexually oriented conversations, or discussions about sexual activity.
3. Be a positive role model by exhibiting professionalism in all interactions; portray an attitude of respect, loyalty, patience, courtesy, tact, and maturity.
4. Only program-related messaging may be communicated electronically between employees and volunteers of Christian Life Preparatory School and students, and parents/guardians. Such communication should generally occur during standard business hours.
5. Employees and volunteers are prohibited from sending private messages to students and/or replying to private messages from a student other than through official clps.info email addresses. If a student attempts to privately communicate with an employee or volunteer electronically, the employee’s or volunteer’s supervisor must be notified immediately.
6. Personal social networking profiles of employees and volunteers shall be set to “private” and not be shared with students or searchable by students. Employees and volunteers with profiles on social networking sites shall not request to be “friends” with or follow students or approve friends

or follow requests from students. Employees and volunteers may use their discernment when choosing to follow parents or other adults or allow them to access otherwise private profiles.

7. Employees and volunteers may not engage in electronic communication or social media contact with other family members or friends of students unless connected through another organization.
8. Never reveal sensitive or confidential information, including identifiable details or photos of any CLPS student (self or other) or their family members without written consent from their parent or legal guardian through any platform (digital or otherwise) before, during or after any school event on campus or off campus. This includes the student's name, age, grade, address, grade level, extracurricular participation, etc. The general rule of thumb is that community members should not create a digital footprint of any other community members without their written permission.
9. Employees, volunteers and students may not post or share on their personal social media accounts any photographs or videos of students participating in **any** Christian Life Preparatory School's programs. Moreover, student cell phones and other personal devices are not allowed on campus during school events or off campus while traveling and should not be used to capture photos or videos of any students, employees, volunteers or visitors to Christian Life Preparatory School or during events held at other locations. Parents are disallowed to take photos of children other than their own at school events. Official photographers will be present at most school events and will provide photos for parents free of charge.
10. Employees, volunteers and students may not post or share photos or comments on photos of students online.
11. Do not make pornography in any form available to students participating in Christian Life Preparatory School's programs, events, and activities or assist students in any way in gaining access to pornography.
12. Employees, volunteers, or students may not create web pages, social media accounts or any other profile or representation on behalf of Christian Life Preparatory School and may not misrepresent their work with Christian Life Preparatory School or Christian Life Preparatory School itself.
13. The Administration may choose to create websites or social media profiles utilizing photographs of community events for the purpose of internal communication and external publicity. Parents may opt out of the school using their child's photos in any capacity other than for security identification and representation in the school yearbook.
14. Students may not post classwork or satellite (homework) to online sites that exchange or collect papers, curriculum, projects, course notes or other study aides. Once a student has created content for submission for class discussions, teacher or peer-feedback, assessment or grading or any other instructor-directed purposes, it should not appear online or be exchanged electronically or in hard copy to other persons. Exceptions may be granted by CLPS Course Instructors or Administrators for the purpose of showing exemplars of student work to appropriate higher education institutions or for scholarship purposes.
15. Collaboration with ChatGPT or other AI composition software is not permitted in any capacity at CLPS, whether it be in the central classroom, satellite classroom or other CLPS-affiliated event or

program.

16. Employees, students, volunteers or other stakeholders may **not** use the Christian Life Preparatory School's name (or derivative, abbreviation, mascot, logo, nicknames, House names or mascots, acronym or any other identifying reference or likeness (i.e. "nights," "Knytes," "CLiPS" or any other derivative or reference) intended to pass information or commentary on the school's events, stakeholders, rules, personnel, values or situations whether sincere or satirical.
17. Employees, volunteers and students engaging in social media and online communication become a public figure associated with Christian Life Preparatory School and are responsible to help protect Christian Life Preparatory School and its students. Always act in a professional and constructive manner and use sound judgment before posting or sharing content.
18. Rather than personally defend Christian Life Preparatory School's reputation, employees, volunteers and/or students should notify their supervisor or an administrator of a negative comment or online representation or if any member of the media contacts them about any matter related to Christian Life Preparatory School.
19. Employees, volunteers and students must adhere to uniform standards of electronic communication and social media use as outlined in any applicable organizational policies and procedures.
20. This Code of Conduct and associated policies and procedures shall be provided to parents/guardians of students. It shall also be available on Christian Life Preparatory School's website for public view.
21. Students and Parents/guardians may request in writing that a student not be contacted through any form of electronic communication or social media by an employee or volunteer of Christian Life Preparatory School

Christian Life Preparatory School Student and Parent Handbook

Acknowledgement

CLPS Students and Parents will be required to read the entire Student and Parent Handbook upon admission, when updated or at any other time requested by the Administration.

Please initial below:

_____ I have received a copy, read, and voluntarily agree to comply with this organization's **Standard Operating Procedures.**

_____ I have received a copy, read, and voluntarily agree to comply with this organization's **Statement of Faith.**

_____ I have received a copy, read, and voluntarily agree to comply with this organization's **Academic Policies.**

_____ I have received a copy, read, and voluntarily agree to comply with this organization's **Student Code of Conduct (Includes the Social Media Code of Conduct).**

_____ I have received a copy, read, and voluntarily agree to comply with this organization's **Absence and Tardy Policies.**

_____ I have received a copy, read, and voluntarily agree to comply with this organization's **Classroom Rules and Procedures.**

_____ I have received a copy, read, and voluntarily agree to comply with our organization's **School Uniform and Dress Code.**

_____ Moreover, I have received a copy, read, and voluntarily agree to comply with this organization's **Student and Parent Handbook** as a whole.

_____ I understand that failure to comply with these policies may result in disciplinary action including disciplinary meetings, suspension or expulsion. Further, conducting illegal activity may result in legal action.

Printed Student Full Name

Printed Parent Full Name

Student Signature

Parent Signature

Student Signature Date

Parent Signature Date

