



LAKE CENTER
CHRISTIAN SCHOOL

2026 - 2027

ELEMENTARY
PARENT/STUDENT
HANDBOOK

KINDERGARTEN-SIXTH GRADE

**Glorifying God through a
Christian Community of Excellence!**

lccs.com

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Mission Statement

Lake Center Christian School assists Christian families and their churches in equipping students for lifelong learning and service to Christ. Lake Center Christian School offers an accredited K-12 education which is centered in Jesus Christ.

Statement of Faith

GOD. We believe there is one God, infinitely perfect, eternally existing in three persons: Father, Son and Holy Spirit. God reveals Himself through the Bible and through His creation.

(Genesis 1:1, 26; Deuteronomy 6:4; Mark 12:29; 1 Corinthians 8:6; 2 Corinthians 13:14)

God the Father. We believe in the Father as revealed in Scripture, a person of the triune Godhead. In His wisdom and compassion, He sent His Son for the salvation of the world. His Son Jesus Christ claimed and addressed Him as His Father. He is a Father in a personal relationship to all who confess and follow Jesus Christ as Savior and Lord.

(Genesis 1:1, 26; Psalm 104; 148; Matthew 28:19; Mark 12:29; John 1:1-4, 14, 18; 2 Corinthians 13:14; 1 Timothy 2:2-4)

God the Son, Jesus Christ. We believe that Jesus Christ was God in human flesh, at once fully divine and fully human. We believe in His virgin birth, His sinless life, His miracles, His vicarious (substitutionary) and atoning death on the cross, His bodily resurrection, His ascension to the right hand of the Father, His present ministry of intercession and His personal return in power and glory.

(Colossians 1:15; Isaiah 7:14; Matthew 1:18-25; Luke 1:26-35; John 1:14-18; 5:16-29; Philippians 2:6-11; 1 Peter 2:24-25; 1 Timothy 2:5-6; Hebrews 1:1-14; 1 Thessalonians 4:16-18)

God the Holy Spirit. We believe the Holy Spirit is God present and active in the world. He convicts of sin and ministers comfort, assurance, guidance and victory. He enables the Christian to pursue a life of faithful discipleship in obedience to Jesus Christ.

(Psalm 139:7-12; John 14:16-17; 16:7-8, 13-14; Romans 8:9; 1 Corinthians 6:19; Ephesians 4:30; 1 Thessalonians 5:19; Ephesians 5:18; Galatians 5:16; Galatians 5:22-23)

THE BIBLE. We believe the Bible, both Old and New Testaments, to be the Word of the living God, divinely inspired, inerrant and infallible. The Scriptures are the complete revelation of God's will for the salvation of humanity, and the Divine and final authority for Christian faith and life.

(Luke 24:27; John 5:39; Acts 28:23; Romans 15:4; 1 Corinthians 2:10-14; 2 Timothy 3:16-17; 2 Peter 1:19-21; Hebrews 4:12; Matthew 4:10; 5:17-18; John 17:17; 10:34-35)

CREATION. We believe that God created the universe and that He sustains it by His power.

(Genesis 1:1-17; 2:7-25; 3:1-24; Hebrews 1:1-3; Colossians 1:16-17; Psalm 104:30; Psalm 19:1; 33:5-6; 104:24; Isaiah 40:26, 28)

HUMANITY. We believe that human beings were created in the image of God but rebelled against God, and are therefore fallen, lost, and estranged from their Creator, under the sentence of death, and in need of salvation. We believe in the resurrection of all people: those who are saved to everlasting blessedness with the Lord, and those who are lost to eternal separation from God.

(Genesis 1:26-27; Romans 3:10, 23; John 3:3; John 3:16; 2 Corinthians 5:1; Matthew 25:46; 2 Thessalonians 1:7-10)

SALVATION. We believe that regeneration by the Holy Spirit through the redeeming blood of Jesus Christ is absolutely essential for the salvation of lost and sinful people. Only those who repent and believe in Jesus Christ, are born again of the Holy Spirit, receive the gift of eternal life and become the children of God. This salvation is by God's grace and not a result of human effort.

(John 1:12; 3:16-18, 36; John 5:24; Acts 13:38-39, 4:12; 16:31; Romans 3:23; 6:23; 4:1-5; 10:9-10; Ephesians 2:8-9)

THE CHURCH. We believe that the church, the “body of Jesus Christ,” is composed of all those of every nation who through saving faith have entered into a vital relationship with Jesus Christ as Savior and Lord. God has committed to the church the task of making Jesus Christ known throughout the world. We believe that local congregations of baptized believers exist to equip the body of Christ by worship, prayer, teaching, fellowship and service.

(Matthew 18:15-17; 28:18-20; 1 Corinthians 1:2; 12:12-28; 7:17; Ephesians 1:22-23; 4:11-16)

MARRIAGE and FAMILY. We believe that Lake Center Christian School is a religious institution providing an education in a distinct Christian environment, and believe that our biblical role is to work in conjunction with the home to mold students to be Christlike. We believe that the term “marriage” has only one meaning and that is marriage sanctioned by God which joins one man and one woman in a single, exclusive union as delineated in Scripture¹. On those occasions in which the atmosphere or conduct within a particular home is counter to or in opposition to the biblical lifestyle the school teaches, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student. This includes, but is not necessarily limited to, living in, condoning, or supporting sexual immorality²; practicing homosexual lifestyle or alternative gender identity³; promoting such practices; or otherwise having the inability to support the moral principles of the school. We believe that every person must be afforded compassion, love, kindness, respect, and dignity. Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture, nor the doctrines of this religious Christian institution⁴.

1 – Genesis 1:27; Genesis 2:24; Ephesians 5:31-32.

2 – Genesis 1:27; 2:24; Ephesians 5:31-32; Malachi 2:15; 1 Corinthians 7:3-4; Hebrews 13:4;

Exodus 20:14; Matthew 5:27-38; 1 Corinthians 6:9-10, 18; Ephesians 5:3; 1 Thessalonians 4:3-4.

3 – Leviticus 20:13a; Romans 1:26-27; Matthew 19:4-6).

4 – 2 Chronicles 19:6-7; Romans 12:10; Philippians 2:3; 1 Peter 2:17.

THE CHRISTIAN LIFE – THE WAY OF LOVE. We believe that the way of love¹ and reconciliation² as fulfilled by Jesus Christ is God’s way for His people. The people of God are called to value all human life as sacred³, alleviate suffering, confront injustice⁴, work for peace in all relationships,⁵ and live as responsible stewards of the earth’s resources. We believe that parents are responsible to train each child diligently in God’s Truth⁶. We believe in respect of and obedience to the institution of government, as long as its decrees do not violate the Word of God⁷.

1 – John 13:34; 1 John 3:16-17; 4:20-21; Amos 5:15; Matthew 22:34-40; Matthew 5:44.

2 – 2 Corinthians 5:18-20.

3 – Psalm 139:13-16; Exodus 21:22-25.

4 – James 2:14-17; Acts 11:29-30.

5 – Romans 14:17-19; Psalm 34:14; 2 Corinthians 13:11; 2 Timothy 2:22.

6 – Proverbs 3:5-6

7 – Matthew 22:16-21; Romans 13:1-7; 1 Peter 2:13-17; Titus 3:1; Daniel 3; 6; Acts 5:20.

Our History

In 1947, leaders of five Amish and Mennonite churches participated in constructing the first set of buildings and organized the program of Lake Center Christian School. The school opened its doors in September 1947. During the first year, sixty patron families enrolled 181 students in Grades 1 through 10. Grades 9 and 10 were discontinued in 1959.

The school was originally located on three acres of land on what is now Woodland Street.

The original structures were two cinder block classroom buildings, which were listed as temporary buildings on the permit obtained from Columbus. In 1965 the cinder block buildings were razed and a new building erected.

With a new building and a new administration committed to growth, LCCS began a gradual increase in size throughout the 1960s. Kindergarten was introduced. One attempt was made in 1983-84 to revive the high school, but it was discontinued after just one year. The composition of the student body included more and more “other than Mennonite” students after 1965. In 1947 the student body was composed entirely of students from Amish and Mennonite families. Currently, less than 10% of the student population is from Mennonite Churches. Over 150 other congregations are represented in the LCCS student population.

When the school obtained the property on Kaufman Avenue, the school began a pay-as-you-go practice. All the buildings on the campus were built with donations and gifts. The buildings were added in several phases. The first phase was the Kaufman Center, a multipurpose building, now used for p.e, secondary lunches, and study hall. Next was the elementary building, then a gymnasium, music and cafeteria addition. The fourth phase in 2005, was a new high school and finally our newest addition was completed in summer 2019 - a cafeteria, gymnasium/auditorium.

One characteristic of the school has been volunteerism. Most of the masonry and carpentry labor needed on the early buildings was donated. Parents and others have given sacrificially to the school for the operation of the program.

Lake Center was granted a charter by the State of Ohio in 1972. Its academic and spiritual programs have been strengthened since that time. The school is a chartered member of the Association of Christian Schools International (ACSI). The K-12 grades are accredited by both ACSI and Cognia (formerly AdvancED).

Nondiscrimination Policy

Student

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

Employment

Employment at Lake Center Christian School is open to qualified individuals who are Christians of good character, without regard or reference to race, gender, national or ethnic origin, color, age, or disability. Lake Center Christian School is a religious educational ministry, permitted to discriminate on the basis of religion. All prospective and current employees must agree with Lake Center Christian School's mission statement, and they must be willing to conduct their lives in conformity with the school's statement of faith and the school's declaration and agreement to ethical and moral integrity.

Admission & Enrollment

Admission Procedures

The following admission procedures have been adopted to assure consistent standards of admission in agreement with the philosophy and by-laws of the school.

1. The parents will affirm that they have accepted and continue to acknowledge Jesus Christ as their personal Lord and Savior, and will be expected to declare this in writing. If one parent cannot fulfill this requirement, or cannot agree with the *Statement of Faith* or the *Parent's Code*, the administration may grant admission, if that parent agrees to and signs the *Admissions Supplement*. As part of the admission process, an email reference will be required from a member of the pastoral staff where the family attends church.
2. The parents will state in writing that they have read and agree with the *Statement of Faith* of the school, and both parents will agree to have their children educated in accordance therewith.
3. The parents will agree, in writing, that:
 - a. the school has full discretion in the discipline of their children within the bounds of the discipline policy and appropriate handbooks.
 - b. the school has full discretion for the grade placement of children.
 - c. they will meet all tuition and other financial obligations.
 - d. they will willingly support the school in prayer and lending practical help as needed by the school.
 - e. they have read, agree with, and will abide by the *Parent's Code*.
4. As part of the application process, all parents will be interviewed by an administrator. Both parents are to be interviewed except under unusual circumstances.
5. All families will be in active participation in a Christ-centered church.
6. All prospective students entering kindergarten will be given an entrance screening to determine their developmental readiness. Students entering grades 1st through 12th will be required to submit state testing scores from the past 12 months. If a student does not have current state testing, they will be required to take an entrance test to determine grade placement and to determine if the prospective student fits the educational capabilities of the school. (High school students will be required to submit their transcripts). Students who have an IEP will need to submit their most current ETR (within 18 months).
7. Prospective kindergarten students will be five years old on or before August 1st to enroll at LCCS and six years old by the same date to enter first grade. Exceptions may be made at the discretion of the school upon receiving a Gifted Assessment and the approval of the administration.
8. Current school families have priority over those enrolling for the first time based upon the administrative decision of whether the student's needs can best be met at LCCS and based upon the total number of students in the classroom.

9. The administrative team will determine the admissibility of a family, and may refuse to admit a student with severe academic, disciplinary or psychological challenges.
10. Acceptance or rejection of applicants will usually be by written notification.

Admission Supplement

The Bible clearly gives the responsibility of training children to parents (Eph. 6:4, Prov. 22:6, Deut. 6:4-9). Lake Center Christian School exists to assist parents in fulfilling their Biblical responsibilities. The school does not replace the home or the church. The school attempts to support the home by reinforcing the Biblical concepts and values taught at home.

The school's *Admissions Policy* requires that parents affirm that they have accepted Jesus Christ as their personal Lord and Savior and attend a local church. If one parent cannot affirm this statement, or cannot agree with the *Statement of Faith* or the *Parent's Code*, the administration may grant admission, if that parent agrees to the following statements:

1. I agree to have my children educated in accordance with the *Statement of Faith* of the school, and will not oppose the Biblical teachings of the school.
2. The school has full discretion in the discipline of my child in accordance with its *Discipline Policy*.
3. The school has full discretion for the grade placement of my child.
4. The school reserves the right to dismiss any student who does not cooperate with the educational process.
5. I understand that tuition rates do not cover the cost of operating the school and thus my participation is needed in lending practical help and support in a mutual effort to train our children.
6. I have read the *Policies Relating to Tuition Payments* and agree to pay all tuition fees, and other financial obligations to Lake Center Christian School on or before the due date in accordance with these policies.

Continuous Enrollment Agreement

In consideration of the option for continuous enrollment as provided herein, I agree with Lake Center Christian School (LCCS) for the *Continuous Enrollment* option. This means that my LCCS student(s) will continue to be enrolled at LCCS for the following school year(s) unless I notify the school otherwise.

1. I understand and agree that I have until February 1st each year to notify the Lake Center Christian School Admissions Office in writing or via email to admissions@lccs.com of any changes in my plans for enrollment of my student(s).

2. I understand and agree that it is my responsibility to review and keep information up to date on all enrollment documents electronically for the coming school year and that I will review that information yearly and confirm that the information is true and accurate by August 1st. Such documents include information on address, phone number, email address, verification of church attendance, marital status, custody, emergency medical, transportation, picture permission, and the computer acceptable use policy. This electronic review will apply to all years going forward until such time as I have notified LCCS of changes in my plans for the enrollment of my student(s).
3. I understand and agree that I am financially responsible for the coming school year tuition and all additional fees. This will apply to all years going forward until such time as I have notified LCCS of changes in my plans for the enrollment of my student(s).
4. I understand that there are policies and financial consequences should I not fulfill these obligations. The Annual Student Commitment Fee for the following school years will automatically be billed on February 1st annually and must be paid by March 1st unless I have notified LCCS prior to March 1st of my intent to withdraw my student(s) for the following school year.
5. I understand and agree that if I breach this *Continuous Enrollment Agreement* by withdrawing my student(s) after March 1st, the Annual Student Commitment Fee is non-refundable.
6. I understand and agree that between March 1st and June 1st an additional fee will be assessed for withdrawing and that after June 1st the family is obligated to pay 25% of the tuition per student for the coming school year.
7. I understand and agree that if the *Annual Student Commitment Fee* is not paid by March 1st, my student(s) will be put in the wait pool for the following year and their names will not be included on a class list. A *Late Student Commitment Fee* may be assessed after March 1st in order to move my student to a class list (assuming the class is not full) if the family determines that they do want their student(s) to continue at LCCS.
8. Unique Circumstances: Lake Center Christian School recognizes that family plans may change. For any of the following unique circumstances, families withdrawing after March 1st, may be exempt from further financial obligations as determined in the sole and absolute discretion of LCCS:
 - a. Moving/Relocation 50+ miles away from LCCS.
 - b. Educational needs for the student that can no longer be met at LCCS as determined by LCCS Special Services Team.
 - c. Withdrawal at the request of LCCS for academic, behavioral, or financial reasons.
 - d. Family status changes supported by court documents.
 - e. The family has completed a verified application for tuition assistance by the April due date, and the family has determined that the amount received is not sufficient.
 - f. Other circumstances as determined by the Board of Directors.

I understand and agree that LCCS may determine in its sole and absolute discretion to disenroll a student or refuse to enroll a student for the following school year.

Withdrawal of a Student

Upon withdrawal of any student, parents are responsible to pay all past due tuition and any outstanding fees. All records will be withheld, with the exception of health records and Individualized Education Plans (if applicable), until all accounts are paid in full. Special hardship cases may be decided by the Head of School. In such cases he/she has authority to release student records.

Attendance & Transportation

Attendance and Absences

Studies have shown regular attendance is essential to success in school as well as in one's vocation. When healthy, students should be in school every day that school is in session. The school provides in its calendar a Thanksgiving break, a Christmas break, a Spring break, and occasional four-day weekends. Families are strongly encouraged to take vacation trips during those times rather than when school is in session.

For the best possible experience, students should be dropped off at the appropriate door by 7:50 a.m.

When students are called off sick in the morning, we ask that they be kept home for the remainder of the day including evening performances or events. Exceptions to this policy can only be made by the Elementary Principal with a documented pre-existing medical condition.

Excused Absences

Absences are excused for the following reasons, provided the parent or legal guardian contacts the office on the day of unplanned absences or submits the reason in writing at least one week in advance for planned absences. All other reasons and absences without proper notification are considered unexcused. Parents will receive a confirmation that your student is absent from school.

- a. personal illness
 - i. 4 or more consecutive days of absence requires a written doctor's excuse for absences to be excused
- b. death or serious illness in the family
- c. medical appointments
 - i. documentation from office visited must be provided within one week of absence in order to be excused
 - ii. only the time necessary for the appointment will be excused (including travel time)
- d. court appearance
- e. marriage in the family
- f. vacation with parents/guardians – provided planned absence procedure is followed
- g. job shadowing – provided planned absence procedure is followed

Calling off Students

- a. Parents must contact the office by 9:00 a.m. on the morning of any unplanned absences. Please use either the Attendance Hotline or the Attendance Email to notify the office of unplanned absences or late arrival to school. Leave a brief message stating the student's name, grade, reason for absence, and the name of the person making the report.

Attendance Hotline: 330-587-0200

Attendance Email: attendance@lccs.com

- b. Medical and dental appointments should be made outside of school hours. Appointments requiring absence from school will be excused for the time necessary provided documentation is submitted to the office following the appointment. The student will be marked unexcused until documentation is submitted.

Planned Absences

- a. Planned absences include family trips/vacations, church/youth events.
 - i. A Planned Absence Form, available in the school office or online, is to be filled out and submitted to the office at least one week in advance of the absence. For a family trip/vacation to be excused, a parent/guardian must accompany the student on the trip.
 - ii. Planned absences are not to exceed 5 consecutive days or 10 total days during the school year. If a family trip/vacation is planned for more than 5 days, the family will need to contact the Elementary Principal for approval separately in addition to submitting the Planned Absence Form.
 - iii. Missed work: It is the parents'/guardians' responsibility to check-in with teachers to develop a plan to make up for missed work. In such cases, the work will need to be made up after the absence. Lessons taught while the student is on a trip or vacation will not be re-taught by the teacher.
 - iv. Planned absences may not be excused during the last or first week of a semester.
 - v. Planned absences may not be approved for students who are on Attendance Watch (see below).

Unexcused Absences

A student absence is considered unexcused when the above procedures are not followed.

- a. Parents need to contact the school in advance or by 9:00 a.m. the morning of an absence. Failure to do so will result in an unexcused absence which may only be changed after approval from the principal.
- b. When an unexcused absence is recorded, students are not allowed to make up assignments, projects, tests, or quizzes that are missed.

Excessive Absences

- a. Absent 38 or more hours in a calendar month (excused or unexcused), or
- b. Absent 65 or more hours in a year (excused or unexcused)

When one of these thresholds is met, LCCS will work with parents to develop an Attendance Intervention Plan. The Attendance Intervention Plan (AIP) may include a requirement for parents to provide academic tutoring at their own expense in order for the student to be re-enrolled the following year.

Parents/guardians should be aware that excessive absences can impede the process of Educational Support Services evaluation with local school districts. One of the first items considered by the districts is improving student attendance.

If an AIP's goals are not being met by the end of the year, re-enrollment will be reevaluated by the team.

Truancy

- a. Absent 30 or more consecutive hours (unexcused)
- b. Absent 42 or more hours in one month (unexcused)
- c. Absent 72 or more hours in one year (unexcused)

When a student is habitually absent, the Attendance Intervention Team will develop an AIP. The team will be composed of staff members and administrators.

Students that meet any of the thresholds above will be placed on Attendance Watch. Students on Attendance Watch may face restrictions in planned absences, field trips, and any other activity that would take the student out of the regular classroom.

Tardiness to School

1. Definition: Arriving in the classroom between 8:00-8:25 a.m.
2. Excused Tardiness to School: Students tardy to school due to a medical appointment will be excused provided a parent notifies the office either in person, by phone, or written note when the student arrives. All other reasons will be unexcused, including sleeping in and heavy traffic.
3. Excessive Tardiness to School: Consequences are based on tardiness within an academic quarter.
 - a. 1-3 unexcused tardies = message home reminding student and parents of the importance of being on time
 - b. 4 unexcused tardies = letter home reminding student and parents of consequences for excessive tardies
 - c. 5 unexcused tardies = phone call to parents from administration
 - d. 6 unexcused tardies = student placed on Attendance Watch, phone call home - no field trips, no planned absences
 - e. 7 unexcused tardies = conference with parents, student, and principal

Early Pickup/Late Arrival

1. For early pick-up due to an appointment, use the Pikmykid app to alert the school and enter door #4 to get your child. Please send in a note the morning of with your child or email Shirley Mulkey the night before smulkey@lakecenterchristian.org.
2. For late arrival, please park in the South parking lot and enter door #4 with your child.
3. Pikmykid should be updated **daily BEFORE 1:00 p.m.** Please make this a priority.

School Closings

School closing announcements can be heard on all Cleveland local TV stations and many radio stations including 1480 WHBC and 103.3 WCRF. Lake Center also employs an auto call system to alert families of School Closings. When bad weather occurs, LCCS follows the decision of Lake Local Schools whether to open or close. LCCS will work with families living in outlying areas and who experience worse road conditions than in the Hartville area. Students must note that assignments and tests due on a day when school is canceled will be due the next day school is in session.

Traffic Procedures

LCCS has three entry/exit driveways along Kaufman Avenue.

The South driveway is the *Main Entrance* - the nearest entrance to State Route 619.

The North driveway is the *Main Exit* - the exit behind the building.

The Center driveway is *only open* from 8:00 a.m. - 2:00 p.m. and after 3:00 p.m. daily.

1. Speed limit around the school is **10 mph**. Please observe this rule for everyone's safety.
2. White lines/arrows on the parking lot are to be followed **at all times (evenings and weekends too)**.
3. Cars coming from the North or exiting the North driveway must yield to buses.
4. During drop-off, we ask that you pull up in the lane as far as possible so multiple vehicles are able to drop-off at the same time.
5. During pick-up, please follow the Pikmykid instructions - your child will be dismissed when you check the software that you are on campus. **Please only announce at the appropriate stop sign.**
6. For safety reasons, all pedestrians who park in the South lot must use the crosswalk.
7. Parent drop-off and pick-up for elementary will be at door 10 for 2nd-6th grade students and door 3 for Kindergarten and 1st grade students and their siblings.
8. During pickup and drop off, the main exit is left turn only. Those exiting must wait on bus traffic.

Transportation Changes

It is very important to keep the transportation information for your student(s) updated. If you need to pick up your student early, a note should be sent to school with your student on the morning of the appointment so that they will be ready to meet you at Door 4 at the appropriate time. In an effort to reduce the strain on our teachers and office staff as well as to protect instructional time, if you have a last-minute pickup change, please call the elementary office to notify us of your plans or make changes in Pikmykid before 1:00 p.m. After 1:00 p.m., we will accept emergency calls only. Parents who repeatedly make transportation changes after the 1:00 p.m. deadline will be asked to meet with the principals to discuss alternative transportation options. If there will be a regular change, please contact the office so that we may update your information.

Bus Transportation

Bus Riders

Buses will use the North driveway (an exit only for all cars) and will turn around just before the loading dock. Drop-off and pick-up will be along the sidewalk on the north side of the school building. Students will enter the building at Door #11.

Bus Behavior

Students must follow bus rules and regulations along with the LCCS Student Conduct Expectations or the privilege to ride the bus may be denied. The bus driver is in charge and is responsible for issuing discipline reports to the principal when necessary. The laws of the State of Ohio are very specific about the rules for riding school buses. In order for our transportation to be safe and successful, it is important that all bus safety rules are obeyed.

After School Supervision

Extracurricular Activities After School

Students remaining after school for extracurricular activities, or any other reason, need to have a faculty/staff member responsible for them and an assigned room to be in. Students should not be freely roaming the halls. Students staying after school for any reason other than a scheduled activity must have permission from the administration.

AfterCare

Students who are not picked up by 3:10, or who are not under adult supervision, will be sent to AfterCare, which operates from 2:50 p.m. to 6:00 p.m. daily when school is in session. Parents will be charged a fee of \$12 per day for AfterCare. If students are picked up after 6:00 p.m., a fee of \$20 will be charged for each 15-minute period or part thereof.

Academics

Curriculum

The curriculum guides the academic program. The term curriculum includes a planned course of study, textbooks, and teachers. The curriculum has been built to meet the State-mandated requirements as well as the objectives emerging from the purpose and philosophy of the school. The curriculum is designed for the average student with enrichment and remedial services provided to meet individual needs. From the school's beginning, it has been the goal to teach all subject matter from a biblical point of view. This view is partially defined and explained in the philosophy of education and objectives of the school, with greater expansion in the written courses of study prepared for the whole range of subject areas. The universe is taught to be the result of God's creative act and power, not an accidental or a random occurrence. Human history is viewed in the light of man's selfishness and sinfulness, as well as spiritual redemption through Jesus Christ. The record of man's stewardship of the earth and its resources is viewed in light of the original command to Adam and Eve to "rule and subdue" it. Throughout the grade levels, a systematic form of Bible study is standard. This is in addition to the state-mandated academic requirements. The Bible curriculum includes Bible stories, memory work, scriptural concepts, and practical applications of the Christian faith. Chapel services are held weekly for K-1, 2-3, 4-6, 7-8, and 9-12.

Chapel Program

Chapel is an essential part of the entire program at LCCS. Goals of chapel include corporate worship, training, challenges to live for Christ, and opportunities for students to help lead worship and participate in the service. Chapel programs are held weekly and are considered part of the Bible curriculum. Students are expected to participate in the worship and give full attention to the leader/speaker.

PowerSchool Portal

PowerSchool is a website that provides students and parents access to report cards, student information, and more. (lccs.com - click on Parents at the top - PowerSchool Parent Login towards the bottom).

Assessment and Progress Reporting

LCCS Progress Scale

Students will receive a skills-based report card. Progress will be reported using the following marks related to concepts listed on the report.

Beginning (B)	Student is not yet demonstrating a consistent understanding of the knowledge and skills expected at this grade level.
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Progressing (P)	Student is adequately progressing toward mastery of the knowledge and skills expected at this grade level.
Meeting (M)	Student consistently demonstrates mastery of the knowledge and skills expected at this grade level.
Exceeding (E)	Student consistently demonstrates an understanding above what is expected at this grade level.

If a skill is not being assessed during a given quarter, it will remain blank for that period.

Assessment

Standardized testing and progress monitoring tools will be administered throughout the school year with the results being reviewed to discover both strengths and weaknesses of students.

Parent-Teacher Conferences

Parent-Teacher conferences are scheduled in the fall and spring. Conferences enable the teachers and parents to become better acquainted and communicate about the child's needs and progress. The parent or the teacher may arrange for additional conferences as needed.

Communication

Classroom newsletters (K-6) will be available weekly. Parents are expected to be able to receive information electronically as this will be the primary means of communication.

Homework

Purpose of Homework

LCCS maintains that purposeful homework is a valuable aid in helping students make the most of their experience in school. Homework can accomplish the following:

1. Reinforce what has been learned in class
2. Allow students to work independently and develop responsibility
3. Develop and practice organizational and time-management skills
4. Aid in evaluating student progress

Homework Expectations

Regular nights for homework may be established by classroom teachers and communicated to parents. The

average student should expect to spend an average amount of time as follows:

Grades 1 and 2	10 - 15 minutes
Grade 3	15 - 20 minutes
Grades 4 and 5	20 - 25 minutes
Grade 6	25 - 40 minutes

Completing Homework

1. All assignments must be completed and submitted on time. Assignments that are incomplete or where the student lacks understanding may need to be redone to determine mastery of concepts.
2. Students should attempt to do homework on their own and to the best of their ability. Parents may check work for accuracy, but should only assist students after they have first made serious attempts on their own.
3. Students are responsible for making up homework assignments due to absence. For each day a student is absent, one additional day is permitted for making up work.

Recording Assignments

The teacher will check homework and keep a record of assignments completed or not completed. Completion of homework/accuracy will determine additional support and/or practice that may be needed.

Consequences for not Completing Homework

When students choose not to do assigned homework the teacher may take actions such as the following:

1. Inform parents if a pattern develops
2. Schedule a meeting with parents, students, teacher and administrator to determine a course of action to support the student
3. Create an intervention plan to assist students with completion, mastery and/or organization and time management

The course of action to be taken at each grade level will be communicated to parents at the beginning of the school year. If there is a legitimate reason (such as a family emergency) for a student not to complete homework, the parent should send a signed note to the teacher on the day the homework is due stating the reason it was not completed. The teacher may then decide if an additional day will be allowed for completion.

Parent Support

Parents are a key factor in a child's achievement in school. Therefore, parents must play an important role in the education process. LCCS seeks the support of parents in the following ways:

1. Establish education as a priority for your child(ren)
2. Provide necessary supplies and a quiet environment at home for your child to complete homework
3. Establish a quiet independent reading routine
4. Provide positive support when homework and/or independent reading is completed
5. Check on your child(ren)'s homework, but please do not do it for them
6. Contact the teacher if child(ren) consistently have problems with homework

Student Support Services

Response to Intervention (RtI)

Lake Center is dedicated to helping all students succeed. One way that Lake Center is committed to supporting children who are in need of intervention (either academic support or academic extension/enrichment) is through a process called Response to Intervention. RtI is a process that provides intervention and educational support to all students based on individual needs. Individual progress is monitored and results are used to make decisions about further instruction and intervention. RtI is commonly used to address additional needs with reading and math, but it can be used in other areas of learning or with behavior.

Gifted and Talented

At LCCS, we believe all students have unique, God-given gifts and talents. The “gifted” label exists here because it is common language among schools used to best meet the specific learning, social, emotional, and even spiritual needs of individuals identified as such.

LCCS provides whole-grade nationally normed assessments that are used to assist with identification of gifted ability in the areas of superior cognitive and specific academic ability. LCCS uses assessments approved for gifted identification by the Ohio Department of Education in order to do this.

LCCS follows the Ohio Department of Education’s standards for identifying students as gifted in:

- Superior Cognitive Ability (currently evaluated using the scores from CogAT in grades 2, 4, and 6)
- Specific Academic Ability in:
 - Mathematics (3-12)
 - ELA (3-12)
 - Science (7-12)
 - Social Studies (7-12)

In order to be identified as gifted at LCCS, a student has one of the following:

- Scored in the 95th percentile or higher on CogAT or equivalent
- Scored in the 95th percentile or higher for 2 qualifying areas (in his/her grade level) on the IOWA, ACT or equivalent
- Students accepted for enrollment with a WEP or a WAP from another school district will be evaluated using LCCS criteria to ascertain qualifications

Parents, guardians, teachers, or administrators may refer students for a gifted identification evaluation or twice exceptionality after following the RtI process. Sufficient data must be in place to be considered (differentiation, individual goals, team input). If an evaluation is approved, LCCS will evaluate each student within a timely manner. LCCS will provide one referral and one whole-group screening/assessment (in specific academic areas listed) per year for the evaluation of students in grades 3-12 in any area of gifted ability. Referral forms are available in the Central Office and in the Elementary Office.

Please note that because key developmental milestones take place in grades K-2, LCCS waits to identify students until the data from IOWA assessment taken at the end of second grade is determined. At this point, students will be identified and provided services for Gifted and Talented Educated (GATE) beginning in third grade.

Gifted services vary by grade-level, but can include:

- GATE sendout services
- High-quality professional development for faculty and staff on the needs of gifted students
- Differentiation in the regular classroom/co-planning with grade-level teachers
- Parent training and consultation
- Combination of inclusion and small-group enrichment in upper elementary grades
- Resources for teachers - Gifted Library, Beast Academy math enrichment

Educational Support Services

Description of Special Education Services

The Department of Educational Support Services Program at LCCS supports the learning needs of students with an IEP by offering a full inclusion model with pull-out supports that serves students with disabilities such as Learning Disabilities, Attention Deficit/Hyperactivity Disorder, Autism, and Emotional and/or Behavioral needs. LCCS is a registered provider of the Jon Peterson Special Needs Scholarship Program.

Educational Aide (K-12)

Educational Aides are assigned to particular students who need significant personal assistance in the areas of learning, behavior regulation, social interaction, communication, and/or personal care. LCCS strives to increase each student's level of independent functioning as one-on-one aide support is faded over time as appropriate for each student.)

Intervention Specialist (K-12)

Provides specially designed instruction to students with special needs, according to the student's IEP/SP. Specially designed instruction may include:

Consultative Service

The Intervention Specialist and classroom teacher collaborate to implement the goals and objectives of the student's IEP/SP

Direct Services

The student receives individual or small group special designed instruction (SDI) described in an IEP/SP.

Specially Designed Instruction (SDI)

SDI for each student is developed individually by the student's district of residence, starting with their present level of performance. The student's present level of performance is determined by the results of standardized test scores, classroom performance, curriculum-based assessments, and the collection of baseline data in the subject area of concern. SDI is provided for both individual students and small groups of students with similar skills. A variety of methods, materials, and/or educational programs are used to teach each student at his/her educational level and learning style.

Occupational Therapy (K-12)

The role of the Occupational Therapist (OT) or Occupational Therapist Assistant (OTA) is to work with students who have special needs in the areas of sensory integration, motor planning, activities of daily living, fine motor skills, range of motion, and postural tone. Occupational Therapist Assistants are supervised by OTs. LCCS contracts the services of OT/OTA to provide intervention services as outlined on the student's SP/IEP. Occupational Therapy services are usually administered through direct pull-out services. The OT/OTA also provides consultative services for the special education staff, teachers, aides, and parents. The place, type, and frequency of services are dependent on the details specified in the student's Service Plan or Individualized Education Plan (SP/IEP).

Speech and Language Therapy Services (K-12)

The speech/language pathologist's goal in addressing communication and related disorders is to produce measurable and positive changes in a student's communication skills, thereby enabling the student to participate as fully as possible in all areas of his/her life – educational, social, and vocational. The speech pathologist provides individual or group therapy and consultative services. Therapy is provided through direct pull-out services or in the general education setting. The place and frequency of therapy services depend on the details specified in the child's IEP or SP. LCCS also offers social skills training through the use of social groups for students who display impairments in pragmatic language skills, social skills, and social interaction.

Counseling Services (K-12)

Licensed school counselors provide individual counseling sessions for students once or twice per month if issues affect progress in the classroom. The number of counseling sessions is determined by the school counselor, based on the student's needs and progress in counseling. Parents or teachers may request this service for a particular student who is dealing with social, behavioral, or emotional issues. Counseling sessions are scheduled during the school day. Also, parents are welcome to seek additional counseling services through private counseling agencies.

JPSN Quarterly Progress Reporting

The intervention specialist is responsible for completing progress reports. Four progress reports are completed during the school year: Summer (July-September), Fall (October-December), Winter (January-March), Spring (April-June). Progress reports will be sent to parents every 9 weeks.

Student Life & Conduct

Student ROARS Expectations

1. **Respect God and People:**

- D1. understand that all people are created in the image of God (Genesis 1:27)
- D4. value people's differences (i.e. cultural, academic, racial, socioeconomic) treat others with grace, respect, and dignity (Isaiah 1:17, Acts 10:34-35, Romans 12:3, 9-13, Colossians 4:5-6, James 2:1)
- CC1. know, understand, and apply Scripture as the authority for establishing priorities for all areas of life (Matthew 7:24-27, Philippians 4:8, 2 Timothy 3:16-17)
- CC8. respect and pray for those in authority (1 Samuel 12:23, Romans 13:1, Ephesians 6:1, Hebrews 13:17, 1 Peter 2:13-17)
- CC11. love mercy, walk justly (Deuteronomy 10:12-13, Micah 6:8, Luke 10:30-37, James 2:12-13)

2. **Own Your Actions:**

- D3. value community and live in unity (Romans 12:10, Ephesians 4:3, Galatians 3:28, Philippians 2:2-4)
- CC5. desire to glorify God (Matthew 5:16, 1 Corinthians 10:31, 1 Peter 2:9)
- CC10. speak life, understand the value and power of words (Matthew 12:34-37, Colossians 4:6, 1 Peter 4:11)
- AE.3 are productive, responsible, and dependent on Christ (Matthew 6:33, 1 Corinthians 4:2, Hebrews 12:1-2)
- AE.6 display academic honesty and integrity (Exodus 20:16, Proverbs 16:11, Titus 2:6-8)

3. **Attitude that Reflects Jesus:**

- SC9. display a grateful heart (Psalm 100, Ephesians 5:20, 1 Thessalonians 5:18)
- CC2. recognize the authority of Christ and rely on the power of the Holy Spirit (Matthew 7:32, Matthew 28:18, Luke 24:44-49, John 14:10, John 14:26, John 16:7-11, John 17:1-5)
- CC6. view work as an act of worship (Philippians 2:14-16, Colossians 3:23-24)
- CC7. practice restorative justice (Matthew 5:9, Matthew 5:23-24, Romans 12:17-21)

4. **Be Responsible:**

- SC6. care for God's creation (Genesis 1:28-30)
- CC9. exercise responsibility and discernment to manage resources - time, talent, treasure (also technology, physical body) (Matthew 6:19-23, Matthew 25:14-21, 1 Corinthians 6:19-20, 2 Corinthians 9:7, Hebrews 6:12)
- CC13. exercise a voice in current culture (Matthew 5:13-17, Romans 12:2, 2 Corinthians 10:3-5, 1 Peter 2:11-17)

5. **Serve Others:**

- SC2. willingly participate in service opportunities (Matthew 9:35-38, Galatians 6:9-10, Colossians 3:17, James 2:14-18)
- SC3. take initiative to improve the lives of others (Romans 12:6-13, 1 Peter 4:10, 1 John 3:16-18)
- CC4. cultivate a life of faith and love within their families, communities, workplaces, etc. (Matthew 5:13-16, Galatians 5:22-23, Colossians 3:12, James 2:17)

Lake Center Christian School strives to maintain a Christian atmosphere for learning, working, and living together. The school seeks to have the attitudes, conduct and appearance of the students reinforcing these goals by upholding Biblical moral principles. It is assumed that every pupil will strive to maintain a high standard of personal discipline, and that only a minimum of disciplinary action will be necessary. The purpose of LCCS is instructional rather than correctional.

Discipline Philosophy

LCCS believes strongly in relationships and the development of community. To complement this belief, LCCS employs disciplinary procedures that are restorative in nature. Restorative discipline, like punishment, concerns itself with appropriate consequences that encourage accountability – but accountability that emphasizes empathy and repair of harm. Parents will be notified via email of any disciplinary infractions.

Students are to avoid:

- Talking that disturbs and interrupts others in class or in the hallway. (Proverbs 14:23, 10:19)
- Scoffing, ridiculing, or mocking. (Proverbs 22:10)
- Rude and degrading conversation, gossip. (Ephesians 4:29; 5:4)
- Bullying, hazing, harassment.
- Being disrespectful, insolent, dishonest. (Hebrews 13:17)
- Acts of violence, threats.
- Possession of knives or guns on school property.

Restorative discipline requires flexibility and creativity. It requires thinking about the behaviors that rules are meant to regulate, more than the rules themselves, and being aware of the unintended consequences of rules. It means giving attention to how we learn to live and work together. Therefore, violations will be handled on an individual basis.

The restorative approach views misbehavior as primarily an offense against human relationships, either against an individual, a group or against the community as a whole. When misbehavior occurs, faculty and administration listen to the needs of the student(s) harmed and the student who harmed. Faculty and administration guide students in fully understanding the harm done, reflecting on accountability and responsibility, and making the situation right. Reconciliation, restoration, and reintegration into the community is the goal.

Some circumstances necessitate consequences that tend to be more punitive than restorative. Even when punitive consequences are applied, the goal is toward developing self-control and care for others. Punitive consequences include the following: reflective writing, lunch or after-school detention, service assignment, in-school suspension, out-of-school suspension, and expulsion from school.

We encourage students to **Respect** God and people, **Own** their actions, have an **Attitude** that pleases Jesus, be **Responsible**, and **Serve** others. *LCCS ROARS!*

Disciplinary Actions

The following is a list of actions the administration may take in dealing with chronic misbehavior and severe breaches of behavior:

- **Detention**

Detentions are one of the consequences for an infraction of rules. Detentions may be assigned as determined by the teacher and administrator.

- **In School Suspension**

An administrator may assign a student up to 5 days of ISS for a single infraction. Typical reasons for ISS include: repeated misbehavior or disrespect, lying, cheating, fighting, failure to complete homework, or for several infractions over a short period of time. An administrator should notify parents of ISS in writing. A student on ISS is marked present for the day. The administrator may place the student on probation before allowing the student to return to class, but is not required to. Students are permitted to complete classwork for credit while in in-school suspension. A student who receives an in-school suspension will not be permitted to participate or attend extracurricular activities until the suspension ends. The suspension ends at midnight on the last assigned day.

- **Out of School Suspension**

The administration may suspend a student with or without warning for a period of ten days for a serious breach of conduct, whether within the school building, on the school grounds, or when involved in a school-sponsored activity (both on and off of school grounds). A parent-student-administrator conference is required before the student may return to school.

- **Probation**

Probation, which may either precede or follow suspension, is intended to give the student a period of six weeks to change behavior. During probation the student may not participate in extracurricular activities, and will forfeit any privileges the school may decide to withdraw. Probation may be given for any of the following types of misconduct:

- Continued disobedience after repeated warnings
- Defiance which is unchanged after counseling
- A continuing negative attitude that impacts peers and the classroom environment
- A serious breach of conduct which adversely affects the testimony of the school
- Academic concerns resulting from poor attitude and/or unwillingness to complete necessary coursework
- Any recurring behavior that is in opposition to the school's mission and Statement of Faith

A parent-student-administrator conference shall be held to give the parents and the student notification and explanation of the probation. If the student fails to make satisfactory progress during the probationary period, the administration may recommend to the Head of School that the student be withdrawn from the school. Participation in non-mandatory extracurricular activities is not a right and may be denied to any student who has demonstrated disregard for the rules of the school or who is under suspension, probation, or expulsion.

- **Expulsion**

The principal, with the concurrence of the Head of School and the teachers working directly with the student, may expel a student with board approval. The principal shall notify the student and his parent(s), guardian or other person having control or charge of that student in writing of the following:

- The proposed action and the reasons for the action
- The right of the student and his parent(s) or guardian to a hearing on two levels: a.) the administration b.) The Board of Trustees. A written request for a hearing must be filed with the administration within seven calendar days after the expulsion. Failure to file a written request within the specified time will

constitute a waiver of the right to a hearing.

The administration usually works with students one on one. Actions taken are kept relatively private: only parties directly involved are generally informed. The administration seeks restitution and reconciliation. Major discipline problems are defined as those which interfere with the educational process at LCCS or cause substantial disruption to the educational environment of LCCS or which endanger the safety and well-being of another. These discipline problems could be grounds for suspension or expulsion even for a first offense.

Behavior Levels and Consequences

Level 1

Level 1 behaviors are minor disruptions to the classroom. These behaviors are resolved by the teacher in the classroom. Methods of resolving these behaviors may include parent notification, additional work, loss of privileges, student conferences, written apologies, and reteaching the correct behavior.

Examples of Level 1 behavior include hallway or bathroom disruptions, minor disruptions of the learning environment, minor dress code violations, minor dishonesty, rough play, minor disrespect, inappropriate language, technology misuse, inappropriate use of materials, and tardiness to class.

Level 1 behaviors are documented by the teacher in PowerSchool. The third Level 1 behavior note in a 30-day period will be escalated to Level 2.

Level 2

Level 2 behaviors occur when the frequency or seriousness of a behavior substantially disrupts learning. These behaviors involve administration with a focus on correcting the behavior while keeping the student in school. Level 2 behaviors require parent notification and often involve the loss of a privilege. These behaviors frequently result in the student being removed from the classroom temporarily for a conference with the principal or assistant principal. Students will consider what scripture says about their behavior as well as what alternative actions could have taken place. Level 2 behaviors may also result in a phone call home from the student, a written apology, a daily check in, behavior contract, mentoring, recess/lunch detention, or small group skills interventions.

Examples of Level 2 behavior include lying, cheating, dress code violations, minor theft, profanity, major or chronic disruption, major or chronic disrespect, bullying, physical aggression, and PDA.

Administration will document all Level 2 behaviors in PowerSchool. All documentation in PowerSchool will inform behavior decisions. Three Level 2 behavior notes in a semester or four month period will be advanced to Level 3.

Level 3

Level 3 behaviors occur when the actions of a student may cause physical or emotional damage to others or themselves or cause a severe disruption to the classroom environment. These behaviors require parent communication or conferences and often include short-term removal from the classroom through an in-school suspension or out-of-school suspension and may involve a probationary contract. Students may also be asked to meet with the counselors and/or campus pastor for one-on-one counseling. An attempt will be made to determine the “who, what, when, where, and why” of the behavior with the goal of reteaching and making the challenging behavior undesirable. Corrective actions may also involve cleaning, forms for considering actions and behavior, considering what scripture says, and how returning to class will look different with an accountability plan. Daily or weekly communication home will likely be a part of the plan. Support may be offered to families in the form of prayer, conferences with the principals, counselors and campus pastor, and the kingdom education series. Level 3 behaviors may also require a loss of privileges or the replacement of property.

Examples of Level 3 behaviors include defacing school property, viewing or showing inappropriate content, fighting, possession of weapons, bullying, threats, major theft, or creating an unsafe environment for other students.

Administration will document all Level 3 behaviors in PowerSchool. All documentation in PowerSchool will inform behavior decisions. Two Level 3 behavior notes in a school year will be advanced to Level 4.

Level 4

Level 4 behaviors are the most serious offenses and would result in intensive intervention, partnership with school counselors and/or campus pastor, more frequent or continuous progress monitoring, partnership with external counseling services, as well as an in out-of-school suspension (OSS) or complete removal (expulsion) of the student from the school. Regular communication with parents would be required.

All Level 4 behaviors will be documented in PowerSchool. All documentation in PowerSchool will inform behavior decisions.

Examples of Level 4 behaviors include any immoral or criminal behavior.

Administration will have the final say on level advancement and discipline.

Student Safety & Well-Being

Bullying

Bullying is prohibited in Lake Center Christian School. It must not be tolerated during the school day nor during any school-sponsored activities on or off the school grounds. Bullying and intimidation are actions that are

contrary to the teachings of Jesus Christ. This behavior is against the fundamental tenet of “love your neighbor as yourself,” and destroys respect for the dignity of the student, undermines the Christian atmosphere of the school, and deprives the student of a safe and caring learning environment. Specific guidelines have been established to help identify behavior as bullying.

- **Scope of Policy**

The bullying policy is to be applied to Kindergarten through Grade Twelve at Lake Center Christian School. It addresses bullying and does not replace any policies that deal with individual student misconduct or behavior.

- **Definition of Bullying**

Ohio law [Ohio Revised Code (ORC) 3313.666(B)(E)] defines bullying, harassment and intimidation in Ohio schools as any intentional written, verbal, graphic or physical act that a student or group of students exhibits toward another particular student more than once, and that behavior both 1) causes mental or physical harm to the other student; and 2) is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.

Bullying includes but is not limited to physical intimidation or assault, extortion, oral or written threats, teasing and putdowns, name calling, threatening looks, gestures or actions, cruel rumors, false accusations, and social isolation.

Cyber Bullying is defined as electronically transmitted acts i.e., Internet, cell phone, personal digital assistance (PDA) or wireless hand-held device that a student has exhibited toward another particular student more than once and the behavior both: 1) Causes mental or physical harm to the other student/school personnel; and 2) Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student/school personnel.

In accordance with this definition, the following factors should be considered before identifying conduct by a student or group of students as bullying in violation of school policy. The determination that conduct does not constitute bullying under state law and school policy, however, does not restrict the right of the administration to impose appropriate disciplinary consequences for student misconduct.

A more detailed explanation of our policy is available from the Head of School upon request.

Reports of bullying and other student concerns are taken seriously and are investigated promptly. Because a thorough investigation often requires gathering information from multiple students, staff members, parents, and other sources, the process may take time to complete. We seek to approach each situation thoughtfully, prayerfully, and fairly so that decisions are based on a clear understanding of the facts.

Harassment

God calls all believers to pursue excellence for the purposes of Christ and His Kingdom. It is because of this high calling that LCCS is committed to maintaining an educational environment in which all individuals treat each other with dignity and respect and which is free from all forms of intimidation, exploitation, and harassment, including sexual harassment. LCCS is prepared to take action to prevent and correct any violations of sexual harassment between any persons in the LCCS community. The full policy is available upon request.

Student Investigations

When a report of bullying is received, the school will typically follow the process outlined below:

1. Investigate
 - a. Interview the students involved to gather information and understand the situation.
 - b. Interview witnesses and staff members who may have relevant information.
 - c. Review available evidence, including camera footage when available.
2. Consult
 - a. Consult with students and appropriate staff members, such as teachers, counselors, and administrators, to gain additional perspective and determine appropriate next steps.
 - b. Communicate with and gather additional information from parents as needed.
3. Prayerfully Determine Next Steps
 - a. Review all information gathered during the investigation.
 - b. Prayerfully consider the facts and circumstances of the situation.
 - c. Determine whether the reported behavior meets the school's definition of bullying and identify appropriate interventions, consequences, or restorative actions.
4. Communicate
 - a. Communicate findings and next steps with the students, parents, and staff members involved, as appropriate.
 - b. Conduct conferences with students, parents, or staff members when needed.
5. Implement and Follow Up
 - a. Implement the determined action steps.
 - b. These actions may include mediation, conflict resolution, counseling support, disciplinary consequences, behavior plans, or other restorative measures.
 - c. Monitor the situation and provide follow-up support as appropriate.

Locker Searches/Drug Testing

Parents and students should be aware that there may be searches done at the school for contraband items in order to assure the safety and well being of all our students. In addition, in support of our partnership with the family, Lake Center may contact the home if a student is suspected of illegal drug use and the school may require that drug testing be done. These measures are purposefully to help our students and to nurture Christian character in their lives.

Appearance and Dress Code

Students attending LCCS are expected to be neatly and appropriately dressed. A student's attire should reflect Christian values of modesty, cleanliness, neatness and should enhance the educational atmosphere of the school. Students are reminded that they represent LCCS and their appearance makes a statement to our community regarding our values; therefore, students should follow dress code guidelines at *all school related and/or sponsored events*. The major responsibility for complying with our school's dress code lies with the parents and students. Given the wide range of opinions regarding what is appropriate or inappropriate dress, we ask for your

cooperation in supporting this dress code even when your personal preference would differ. *It should be noted that the school administration reserves the right to rule on final interpretation and meaning of the following terms:* Neat, appropriate, modest, and extreme.

Tops

Appropriate:

- T-shirts, sweatshirts, hoodies, polo shirts, button down dress shirts, numbered jerseys; designs and pictures in good taste that do not conflict with Christian principles; neckline of shirts must be within a hand width of the bottom of neck/collarbone

Inappropriate:

- Sleeveless shirts and blouses; tank tops; shirts with explicit or inappropriate language; political shirts; shirts promoting secular music groups; tight-fitting shirts; low-cut shirts and blouses; exposed midriffs; sheer fabrics; any skin showing around waist or underwear/boxers, including when raising hand above head, sitting or bending over undergarments should not be visible (including straps)

Bottoms

Appropriate:

- Jeans, khaki pants, dress slacks, athletic pants; capris for girls (length of capris are to be well below the knee); must fit and be worn properly
 - Shorts (April 1 - October 31, weather permitting)
 - Jeans, khaki, athletic - no shorter than mid-thigh
 - Leggings may only be worn under a mid-thigh length dress or skirt

Inappropriate:

- Leggings/jeggings (unless worn under appropriate-length skirt/dress); shorts except when in season; underwear/boxers exposed; pants with holes, tears, frays or patches underwear lines should not be visible through fabric of bottoms
 - Shorts (April 1 - October 31 weather permitting)
 - No cutoffs, boxer-style, short shorts, biker/spandex shorts, swim trunks, shorts with holes, tears, frays, or patches

Dresses/Skirts

Appropriate:

- Dresses and skirts worn by girls, length must be mid thigh (should be long enough to not raise questions even with leggings); shorts should be worn under dresses/skirts for modesty at recess

Inappropriate:

- Dresses without sleeves; low-cut or tight-fitting dresses; miniskirts; leather, vinyl, spandex; sheer fabrics

Shoes:

Appropriate

- Dress or athletic shoes; sandals and cros must have strap around heel; all shoes must have a back; students may be required to have an extra pair of clean athletic shoes that they keep in the classroom for PE

Inappropriate

- Shoes/sandals without backs; slippers; heelies

Coats, Jackets, Hats, Boots

Appropriate

- Outside coats, jackets, hats and boots for coming and going to school and kept in locker/back of room during the day

Inappropriate

- Wearing coats, outside jackets and/or hats during the school day in the classrooms
- Hoods pulled up and worn in the building

Jewelry, Makeup, Accessories:

Appropriate:

- Boys – 1 or 2 small necklaces; 1 or 2 small bracelets; watch
- Girls – light to moderate amounts of makeup; small necklaces and bracelets; rings; 1 pair of earrings worn in the lobes only; nail polish

Inappropriate:

- Boys – earrings; 3 or more chains or necklaces; sweatbands, nail polish or makeup of any kind
- Girls – black or any extremes in eye shadow, lipstick or nail polish; earrings not in lobes; any jewelry with spikes, skulls, or evil symbols; chains hanging from clothes or pockets; body piercings; visible tattoos

Hair

Appropriate:

- Boys – neat, clean, combed, kept out of the eyes, and may not extend past the neckline of a t-shirt
- Girls – neat; clean; well-groomed, no extremes in style or cut

Inappropriate:

- All – unnatural colors or dyes; extreme haircuts/styles

Grades K-6 Out of Dress Code Policy

1. 1st offense within a category – Teacher will communicate the dress code issue to parents
2. 2nd offense within a category – Student will call home and wait in the office for a change of clothing*; administrative report sent home
3. 3rd offense within a category – Student will call home and wait in the office for a change of clothing*; report sent home, conference scheduled with parents and administration

*for haircut violations, students will be given one week to meet the Lake Center requirements.

Additional Student Expectations

Students are expected to maintain appropriate behavior at all times while on campus and/or when representing the school.

Gum

Students are not permitted to chew gum in school, *including after school hours*.

Extracurricular Activities and School Events

Students attending concerts, athletic events, or other after school activities must either be seated with parents or if sitting with friends, must be supervised by a parent of one of the students. At no time should students be left at school events without an adult or driving sibling. The supervising adult should be within 4 feet of the children.

Recess Rules

- Be kind and treat each other how you want to be treated.
- Stay inside the fenced area – if a ball goes out of the fence, tell one of the Recess Monitors
- Stay on the sidewalk and out towards playground and grass
- No climbing on top of equipment
- Slide down the curly slides – no climbing up them or jumping off them
- Students can climb the straight slides after making sure that no one is sliding down. No jumping off the slides or running down them.
- Sit on or lay on your belly on the swings – 1 person per swing
- No jumping off or standing on the swings
- No hanging on the blue-seated swing – push it only
- Swing back and forth, not side to side
- There can be up to 12 people on the circle bouncy in the middle of the playground
- Only one person may sit on each side of the teeter totter
- Do not bring toys outside. If teachers are ok with toys during indoor recess, that's ok, but not outside (balls are allowed – ex. Football, soccer ball, but you must share them)
- Report problems to Recess Monitors

Tattling	Reporting
• Gets someone in trouble • You can handle yourself • Harmless Situation • NOT important	• Keeps Someone Safe • You need adult help • Someone could get hurt • Important

- No talking meanly, calling names, etc.
- No hitting, kicking, punching, spitting, tackling (tap football only), biting, etc.
- No pretending that you have a gun or that you're shooting
- Shoes must stay on your feet at ALL times
- When you take a ball out of the ball cart, you must walk it back to the cart and drop it in the ball cart – NO shooting it, kicking it, bouncing it, etc.
- The sidewalk chalk is to be used to write on the sidewalk ONLY - not the building, equipment, benches, tables, etc. When done with it, put it back in the container.
- When your class is whistled in – come straight to the door and line up quietly, facing forward, keeping your hands to yourself (no playing on the equipment along the way)

- When there is 1 long whistle it means there is an emergency – Stop what you’re doing IMMEDIATELY and look at the monitor for directions. When given directions, follow the directions quickly and quietly.

Technology

Personal devices (phones, tablets, laptops, etc.) should be turned off and put away between the hours of 7:45 and 3:10. Smart watches are not allowed to be worn at school and must be put away during school hours. Personal devices that are out or being used during the school day will be turned in to the principal/assistant principal and can be picked up by the parent at the office before or after school.

Physical Displays of Affection

Fourth through sixth grade students are not permitted to hold hands, kiss, or display inappropriate intimacy in their affection toward one another. Such physical displays of affection will not be permitted on campus, on buses, or at school activities, and are subject to disciplinary action from the principal.

Academic Honesty

Plagiarism is defined by LCCS as copying, either word for word or by paraphrasing an idea, without quotation marks and without citing the source of the information. Students are to show their own work and creativity in assignments. Anything that is not one’s own work or idea needs to give credit to the source. Small amounts of plagiarism will result in grade reductions. Gross violations, such as purchasing a paper, copying a paper, or when a paper has more than one-third of its content copied, will be subject to the academic penalties that correspond with cheating, and may include suspension.

Cheating is defined as any time a student copies work from someone else and submits it as his/her own. Cheating also includes a student who willingly and knowingly assists another student in cheating.

General Information

Teacher Request Policy

At Lake Center Christian School, we strive to provide an optimal learning environment for all students. We have established a policy regarding teacher requests to ensure that all classroom placements are balanced and thoughtfully considered.

Lake Center Christian School will not accept specific teacher requests from parents or guardians. This decision has been made to maintain the integrity and fairness of our classroom placement process. Our goal is to create a diverse and balanced classroom environment that supports every student's educational and social needs.

Reason for Policy

1. **Fairness and Equity:** Allowing teacher requests can lead to imbalances in classroom composition. To provide an equitable learning experience for all students, we must ensure that each classroom is diverse and balanced in terms of abilities, backgrounds, and needs.
2. **Professional Judgment:** Our administration and teaching staff, along with input from our specialists, are best equipped to make informed decisions about classroom placements. They consider various factors, including academic needs, social dynamics, and individual student strengths and challenges.
3. **Optimal Learning Environment:** By carefully crafting each classroom, we aim to create a positive and productive learning environment. This approach helps foster collaboration, peer learning, and a supportive classroom community.
4. **Scripture-Based Decision Making:** As a Christian school, we believe in seeking the Lord's help in our decision-making processes. We pray for wisdom and discernment as we consider the best placement for each student. Each student is prayed for before class lists are finalized.

Placement Process

Our placement process involves a thorough review and consideration of each student's needs and the overall classroom composition. The following steps are taken to ensure thoughtful and balanced placements:

- **Teacher Input:** Current teachers provide valuable insights into each student's learning style, social interactions, and specific needs.
- **Specialist Input:** Intervention specialists, the director of educational support services, team teachers, the gifted coordinator, and school counselors contribute their expertise to ensure that the unique needs of all students are considered.
- **Administrative Review:** The administration reviews all recommendations and assesses the overall balance of each classroom.
- **Prayer for Wisdom:** We seek God's guidance through prayer, asking for wisdom and discernment to make the best decisions for our students.

- **Final Placement:** Decisions are made to create the most supportive and effective learning environment for all students.

Communication

While we cannot accommodate specific teacher requests, we welcome general input about your child's needs. Please feel free to communicate any relevant information about your child's needs to the school administration, providing it does not contain a teacher's name. This information will be considered during the placement process, ensuring that your child's unique needs are taken into account.

Recess Weather

We believe that recess is valuable and that outdoor play is beneficial for all students. Fresh air, free play, exercise, and the development of gross motor skills are important.

When checking the weather to plan for school, please look at Hartville's "feels like" temperature (this factors in the wind chill) and the timeline. Sometimes the temperature drops or increases throughout the day. Our recesses run from 9:00 am - 2:30 pm, so students need to be prepared for the temperatures all day.

While administration entrusts the daily decision making about recess temperature to our Recess Monitors, our guideline is that when the weather report indicates a "feels like" temperature of **15 degrees Fahrenheit or above**, all students are to play outside for recess. As a result, it is important for students to come to school prepared for cold weather play.

We expect parents/K-6 students to send/bring and students to wear the following to school during cold weather::

- winter coat
- winter hat or earmuffs/headband
- winter gloves or mittens (preferably waterproof for snow play and the coldness of playground equipment)
- K-3 students must also have snow boots for snow play

Tuition

The tuition schedule is established annually by the Board of Trustees and is available in the school office. LCCS offers multi-student discounts, which are incorporated in the tuition schedule. LCCS takes mutual aid and family assistance seriously. Since tuition fees are needed to pay current operating costs, prompt payment of the tuition is greatly appreciated. Tuition may be paid by the year, by the semester, or in ten equal monthly payments due the 15th of each month, August through May. There is, however, no discount for prepayment of tuition. Payment booklets are provided for your convenience. Arrangements may be made for automatic withdrawal of tuition through the business office. There is a late charge of 1.5% for all delinquent tuition payments, unless other arrangements have been made in advance with the Business Manager. Payments may be

sent to the school by mail or paid in person. All checks should be made payable to LAKE CENTER CHRISTIAN SCHOOL or LCCS. Children whose accounts are 90 days delinquent may be suspended from school until the account is paid or specific arrangements have been made with the Finance Committee. Any student withdrawing during a quarter will owe the full tuition for that quarter. LCCS must be notified if your child is not returning the next school year by the withdrawal deadline. The deadline date is set yearly. First quarter tuition will be owed by those informing the office of withdrawal after this date.

The Application/Re-enrollment fees include the cost for many activities* as well as school insurance. Each student is covered by school accident insurance. **some extracurricular activities charge an additional fee.*

Jon Peterson Special Needs Scholarship

Allowable uses for the JPSN scholarship are only for direct services and tuition. JPSN fund can not be used for the following fees:

- continuous enrollment
- annual commitment
- late commitment
- operation
- sports
- fine arts
- withdraw
- parent/training/consultation
- locker damage
- parking
- study table
- aftercare

Confidentiality Statement

Ethical Considerations and Confidentiality

As a matter of professional ethics, employees should be careful to avoid discussing student issues, grades, information discussed in professional meetings, or their personal lives in the presence of another student, parent, or visitor, regardless of the place, time, or situation. In discussions with other employees, information about students or their families should only be shared on a need-to-know basis.

While recognizing that educational effectiveness is enhanced through positive student-teacher relationships, all employees must be careful not to compromise their role as “authority” in order to be the student’s “friend”.

Students should **not** be led to expect that faculty and staff members will keep **all** information that a student shares confidential since employees may be required by school policies or by law to report certain types of information or conduct to the school, the student’s parents, and/or law enforcement.

Confidentiality of School Information

All school and employee information must be kept confidential. Individuals with knowledge are expected to hold all information about finances, business prospects, financial records, and employees in strict confidence. All school and employee records are confidential and are to be viewed only by those authorized to do so and only on a "need to know" basis. Requests for such information should be referred to the Head of School.

The student's academic and personal records are protected by privacy laws. These records are to be treated as a valuable trust, to be guarded and protected with confidentiality. Examination of such documents should have the approval of the administration. No persons, other than those who are responsible for such records, shall be permitted to examine a student's record, and under no circumstance whatsoever shall the enrollment file be made available to anyone other than school personnel (exceptions by permission of the Principal/Head of School).



Elementary Parent/Student Handbook Statement Page

2026-2027

Dear Students and Parents,

Please sign the bottom of this page and return to your homeroom teacher. *A statement page needs to be signed for each student.*

I have read and understand the policies and procedures outlined in this Elementary Student/Parent Handbook. I will follow them to the best of my ability.

Name of Student _____

Homeroom _____

Date _____

Supportive Parent Policy

Lake Center Christian School is built upon the assumption that educating your child is a team effort with teachers and parents working together in support of each other. This supportive relationship must be in place for education at LCCS to work. As a parent of a LCCS student, I make a commitment to support the faculty and staff of LCCS and trust in their ability to provide the best education for my student(s). This support includes the school's administration of consequences for poor choices made at school, willingness to meet with the teachers personally to mutually work out any issues or differences of opinions that may result in the education of my child, and the willingness to practice Matthew 18 throughout the communication process, which means talking with teachers and administrators about concerns I have, rather than with other parents and community members.

Signature of Parent(s)/Guardian(s)

_____ Date _____

_____ Date _____



Technology Acceptable Conduct & Use Agreement

ACKNOWLEDGEMENT AND CONSENT FORM

2026-2027

Parent or Guardian:

As the parent or guardian of this student, I have read the Acceptable Conduct and Use Agreement. I understand that computer access is provided for educational purposes in keeping with the academic goals of Lake Center Christian School, and that student use for any other purpose is inappropriate. I recognize it is impossible for Lake Center Christian School to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school. I hereby give permission for my child to use computer resources at Lake Center Christian School, including web or internet-based services provided by other companies or institutions which have been approved by Lake Center Christian School for student use.

I hereby give permission for my child to use computer resources at Lake Center Christian School.

Parent or Guardian's Name (please print) _____

Parent or Guardian's Signature _____ Date _____

Student:

Students in grades 4-12 must also sign an acknowledgement of the policies stated herein.

Access to LCCS technology resources will only be given upon return of this acknowledgement and consent form.

CONSEQUENCES FOR VIOLATION OF THIS AGREEMENT:

I understand and will abide by the above Acceptable Use Agreement. Should I commit a violation, I understand that consequences of my actions could include suspension of computer privileges, school disciplinary action, and/or referral to law enforcement.

Student Printed Name: _____ Grade: _____

Student Signature: _____



Student Covenant of Accountability

2026-2027

GRADES 4-6

Mission Statement

Lake Center Christian School assists Christian families and their churches in equipping students for lifelong learning and service to Christ. Lake Center Christian School offers a PreK-12 education that is centered in Jesus Christ.

Student Conduct Code

Lake Center Christian School acknowledges Jesus Christ as Lord over all areas of life. By enrolling at LCCS, each student indicates a desire to learn more about Jesus and His teachings, and to grow in a relationship with Jesus that includes all aspects of life. Each student is encouraged to develop honest, respectful, and caring relationships with fellow students, faculty, parents, and community persons.

LCCS is committed to a redemptive discipline in which counsel, support, and encouragement are given to those students who may struggle with behaviors or actions that are in violation to the school's statement of faith. Students are asked to abstain from behavior that is harmful to themselves and others. Participating in, or openly supporting sexual immorality including sexual relationships, both heterosexual and homosexual as well as transgender behavior is forbidden. These behaviors will be addressed when they occur on campus or off campus at school-sponsored events. As a partner with the Christian home and church, LCCS is dedicated to promoting a consistently Christ-centered life for the students we serve, therefore, it is in the best interests of the student and the school to address this behavior; working with students, parents and sometimes the church, helping guide students towards a consistent walk with Christ.

Continued student involvement in activities that consistently detract from the program and mission of LCCS, will show the faculty and administration that the student is not interested in living a life compatible with the example of Jesus Christ. Such a student will be asked to leave Lake Center Christian School.

Covenant

In seeking admission to Lake Center Christian School, we pledge to cooperate with the school's philosophy, objectives and policies. We will attempt to help LCCS be a witness to the church and the community as stated in the Student Conduct Code.

Student Name(*printed*) _____ Homeroom _____

Signature of Student _____

Parent/Guardian Name _____

Parent Signature _____ Date _____