

POLICY MANUAL

Approved by the **Board of Trustees**: Nov 2021



FAITH MENNONITE HIGH SCHOOL

"So faith comes from hearing, and hearing through the word of Christ.

~ Romans 10:17

Purpose - The purpose of Faith Mennonite High School is to answer the call of the Scripture to assist the church and home in providing the next generation with a Biblical frame of reference in their education, along with a solid educational setting in their faith and learning development.

Mission - Faith Mennonite High School is committed to building excellence in the educational, vocational, and Biblical disciplines of our students, for the glory of God.

Vision - Faith Mennonite High School aspires to bring young people to a faith and learning relationship, based on a thorough knowledge of God's word, His world, and their own vision of impacting the world for Christ.

5085 Woodland Dr.

Kinzers PA 17535

<http://www.FaithHighSchool.org/>

Manual # _____

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Part 1 BOARD POLICIES AND PROCEDURES

1.000 FOUNDATIONAL STATEMENTS

1.0.1 Purpose statement

The purpose of Faith Mennonite High School is to answer the call of the Scriptures to assist the Church and home in providing the next generation with a Biblical frame of reference, along with a solid educational setting in their faith and learning development.

1.0.2 Mission Statement

Faith Mennonite High School is committed to building excellence in the educational, vocational, and Biblical disciplines of our students, for the glory of God.

1.0.3 Vision Statement

Faith Mennonite High School aspires to bring young people to a faith and learning relationship, based on a thorough knowledge of God's Word, His world, and their own vision of impacting the culture for Christ.

1.0.4 Statement of Faith

- **Inspiration of Scripture** – We believe that the entire Bible is inspired by the Holy Spirit; that it is inerrant in the original writings, authentic in its matter, authoritative in its counsels; that it is the final authority for faith and practice for all men of all ages and is the standard by which all men shall be judged.
- **God, His existence and nature** – We believe in one God, who is omnipresent, omniscient, omnipotent, infinitely perfect and eternally existent in three persons: Father, Son and Holy Spirit.
- **Creation** – We believe in God as creator and sustainer of all things. We accept the Genesis account of creation as an historical fact and literally true.
- **Fall of Man** – We believe that man was created in the likeness and image of God and by disobedience brought depravity and death upon humanity; thus, he inherits a sinful nature and needs to be redeemed.
- **Jesus Christ and Redemption** – We believe in Jesus Christ as the eternal Son of God, born of a Virgin; that He is the perfect Lamb of God, who died and shed His blood to make atonement for the sins of man and rose for our justification that through repentance and faith we might be saved.
- **The person and work of the Holy Spirit** – We believe in the deity and personality of the Holy Spirit; that he convicts of sin, effects the new birth, gives guidance in life, empowers for service, and enables perseverance in faith and holiness.
- **The Institution of the Church** – We believe that the church is the body of Christ, a brotherhood of the redeemed, a disciplined people, obedient to the Word of God; that Christ commissioned her to go into all the world to make disciples of all men and minister to human need.
- **New Testament Ordinances** – We believe that the New Testament ordinances are for the Christian: that baptism be administered upon the confession of faith; that communion be observed as a memorial of Christ's death and coming again; that feet washing be observed literally by the saints; that the holy kiss be practiced as an expression of Christian love; that the Christian woman be veiled; that anointing of oil be

administered to the sick for healing, to those who call for it in faith; and that marriage be the union of one man and one woman for life, with Christians marrying “only in the Lord.”

- **The Christian’s relation to society** – We believe that the state is ordained of God to maintain order in society; that it is the Christian’s duty to honor and pray for those in authority; that Christ’s disciples are to refrain from carnal force in human relations and that Christians are to show love for all men.
- **Satan** – His person and work – We believe that Satan is the personal enemy of God; that he is the deceiver of mankind, and that he is at work in men, promoting evil and seeking to draw them away from God.
- **Return of Christ** – We believe in the imminent return of Christ to receive the righteous unto himself, that he will judge the world in righteousness, and bring to fulfillment the restitution of all things unto God.
- **The Final Consummation** – We believe in Hell as the place of eternal punishment for the devil, his angels and the unrighteous, and that God has prepared Heaven as the place for the righteous to enjoy His fullness and glory eternally in His presence.

1.0.5 Philosophy of Christian education

The educational program, methods of instruction, and all activities at Faith Mennonite High School are dependent upon a Biblical philosophy of education so that the viewpoint that students encounter, in any subject area or activity, is one that provides Biblical truths and the principles for interpreting and applying these truths. The entire process of education is seen as the means by which God brings the revelation of Himself to the student through personal faith and the integration of Biblical truth in every area of life. We believe that the concepts of a Christian education include the following tenets:

A. Theological Integration

- God is the Creator and Sustainer of all things, and the source of all truth (Colossians 1:15-20).
- God has revealed Himself in a general way in creation (Romans 1:18-25), and in a special way through Jesus Christ and the Bible (Hebrews 1:1-3).
- God created man in His own image, and thus man is responsible to God for his actions (Genesis 1:26-31).
- Personal faith in Jesus Christ and knowledge of the Bible are essential to proper spiritual, intellectual, social, and physical growth (2 Timothy 3:14-17).
- The Holy Spirit indwells each believer and is significant in his education by bringing conviction of sin, revealing Christ’s glory, and guiding the believer into truth (John 16:7-14).

B. Relational Integration

- Faith Mennonite High School exists primarily as a coeducational, independent, interdenominational Christian school consisting of grades 9 through 12, in a traditional classroom setting.
- The school serves as an extension of the Christian (Mennonite) home. Parents have the primary responsibility for the education of the child; and the school is an institution developed to aid or to complement the Christian family. The function of the school is

not to replace the home, but to work in unity with the Christian home in discipling their children.

- The school holds the parent-teacher relationship as essential to all that each seeks to do. Communication between the parent and teacher is vital to the proper development of the student, and the formation of a secure bond among the three.
- The Christian family, the church, and the school provide stability in the education of the student for a life of fellowship with man and service to God (Ecclesiastes 4:12).
- Prayer by parents, teachers, staff, and students is paramount in affecting the hearts, minds, and lives of the students, and upholding the ministry of the school (James 5:16).
- God has created each student as a unique individual. It is the teacher's responsibility to challenge each student according to his/her abilities and achievement level, while calling the student to righteous living (2 Timothy 2:15):
 - Man's purpose in life is to render God the glory in all things, for he was created to have dominion over the creation, to care for it, to replenish it, and to subdue it (Genesis 1:28-30).
 - True values are perceived in the Word of God, not in the reasoning of man apart from God. The Christian is not to be conformed to the world (Romans 12:1-2).
 - Moral standards and a value system consistent with the Bible best prepare a student for fulfilling his responsibilities as a member of society (2 Peter 1:2-8).

C. Instructional Integration

- The curriculum and course of study at FMH is designed to incorporate the Christian view of God and the world.
- All subjects are taught from this Christian perspective which includes the following basic assumptions:
- The teacher is the best communicator of this bond between God, His truth, and the body of knowledge needed for a meaningful life and growing faith.
- The ultimate aim in a Christian education is to develop and foster a God consciousness in the student, with a vision that will look at the world, and all therein, from God's perspective.

1.0.6 Educational Objectives

Faith Mennonite High School is committed to the historic Christian perspective of life as set forth in the Scriptures. We believe that the reverent fear of God is the beginning of wisdom; that fellowship with God is the true basis for fellowship with one another; and that God has uniquely created each student. The chief goal of the school is to assist all students to grow in the understanding of God and man, and to develop their capabilities to the greatest degree so that they may become "equipped for every good work" (2 Timothy 3:14-17). Particular objectives that stem from these premises are expressed as seeking to produce graduates, under the counsel and leading of the Holy Spirit, with a Christian worldview express the following characteristics.

- **Spiritually**
 1. Seeing God is the Creator and Sustainer of the universe and man.
 2. Knowing, understanding, and applying God's Word in their daily lives.
 3. Committing to a personal relationship with Jesus Christ, empowered by the Holy Spirit.
 4. Articulating and defending their faith and their Christian view of the world, while having an understanding of opposing worldviews.

5. Understanding the worth of every human being as created in the image of God.
- **Communally**
 1. Being involved in a church community, in order to worship God and minister to others.
 2. Seeking to fulfill what the Lord requires in “acting justly, loving mercy, and walking humbly with their God” (Micah 6:8)
 3. Participating in appropriate social / community activities.
 4. Practicing the principles of healthy, moral family living.
 5. Respecting and relating to others with integrity.
 - **Educationally**
 1. Valuing intellectual inquiry and engaging in the marketplace of ideas.
 2. Becoming life-long learners
 3. Developing skills to question, solve problems, and make wise decisions.
 4. Integrating subjects and activities with the teaching of the Scriptures.
 5. Incorporating Biblical ethics and standards of morality to every part of life.
 6. Applying themselves to their studies, activities, and responsibilities, desiring to excel in their academic work.
 7. Being well prepared in all academic disciplines; skilled in reading, writing, speaking, listening, and thinking.
 8. Becoming proficient in mathematics and science, seeing the God of order and creation in their studies.
 - **Culturally**
 1. Having a knowledge and understanding of people, events, and movements in history, along with the cultures of other people and places.
 2. Gaining an appreciation of our heritage and a concern for the spiritual issues facing our society and the world.
 3. Seeing their obligation to pray for and honor the leaders of our country and live as God honoring citizens.
 4. Appreciating literature and the arts, with an understanding of how they express and shape one’s beliefs and values.
 5. Having a critical respect of languages and cultures of other people, promoting inter-ethnic harmony, and encouraging Biblical hospitality to the “alien and stranger” (1 Peter 4:9)
 6. Understanding that physical fitness, good health habits is an appreciation of the body as the temple of God.
 7. Respond personally to the Great Commission, both locally and around the world.
 - **Vocationally**
 1. Knowing how to utilize resources including technology to find, analyze, and evaluate information.
 2. Learning and develop vocational skills that will be an asset to the communities in which we live.
 3. Understanding that work has dignity as an expression of the nature of God.
 4. Stewarding their finances, time, and other God-given resources.
 5. Developing their creative skills, by gaining exposure to the fine arts.
 6. Having an appreciation for the natural world and practice responsible stewardship of God’s creation.

1.0.7 Affirmation Standards (*) (Appendix A)

Faith Mennonite High School seeks to be one of the three major influences in Christian family life. We view the Christian home, the church, and the school as three strands of a “cord that is not easily broken” (Ecclesiastes 4:12). Because of the times and society in which we live, it is imperative that these three institutions work in harmony as we strive to nurture young people in a Christian world and life view. As part of this focus, we at FMH desire to have our faculty, staff, and families affirm, on an annual basis, their pledge to the basic principles of faith and conduct, along with their commitment to be in regular worship in a local church. This is not to be viewed as a legalistic dictate, but rather a way to assist the entire school community in maintaining a mission of unity, clarity and consistency. To this end, we require each family to affirm their belief and agreement with the following:

- FMH Statement of Faith
- Statement of Church Affiliation
- Standard of Community Life

Part 3 STUDENT POLICIES AND PROCEDURES

3.000 ADMISSIONS

3.0.1 Non-Discriminatory Policy

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

3.0.2 Philosophy

The purpose of Faith Mennonite High School is to answer the call of the Scriptures to assist the Church and home in providing the next generation with a Biblical frame of reference, along with a solid educational setting in their faith and learning development.

The purpose of education, then, is to teach man to view himself and his world through eyes of God, and as a result to make him aware of his responsibility.

Man learns of these things through two sources, God's truth to man as it has been revealed in His Word and God's truth as it has been recorded and can be observed outside of His Word. It is the responsibility of God's child to familiarize with God's truth wherever it occurs, and to apply it to his life in such a way that God's purpose can be fulfilled in him.

3.0.3 Admissions Requirements

Admission will be limited to Christian families in which at least one parent expresses a clear testimony of the Scriptural principles that are in alignment with the FMH statement of Faith (see 1.0.4) and is willing to sign the FMH affirmation statement on the application and/or re-application forms. Included with this, all parents must be interviewed as outlined in this policy.

3.0.4 Admissions Process

Prospective applicants should request an application. Following receipt of the application, an interview will be arranged between the school, the parents, and the student. Students will be notified of their admission status following the interview. Students can be accepted with probationary requirements based on any of the following; academic, tuition delinquent, and behavioral.

Students desiring admission and readmission to FMH must meet the following qualifications:

1. Students and/or one of their parents must be Christians in good standing in their local churches.
2. The parents understand the concepts of and desire a Christian education for their child(ren).
3. Students and their parents must support the right of FMH to teach and promote its Statement of Faith.
4. Students must be in good standing in their current schools in a class immediately prior to that which they desire to enter at FMH and should be doing passing work in all major academic subjects.
5. Students must receive a satisfactory conduct recommendation from the school in which they are currently enrolled.

6. Academic records and/or transcripts of previous schooling, health records, and references are reviewed and found to be acceptable under the standard set by FMH.

Students can be accepted with conditions; for example: attending summer school, be tutored, repeat a grade, or placed on probation.

3.0.5 Probationary Admissions

In limited cases, students may be accepted for admission to FMH on a probationary basis. This probation status falls into two categories:

1. Academic Probation: This is due to the student exhibiting difficulties in past academic achievement, problems with particular courses, or a poor transcript/report card, and, as a result, does not meet the required standard for admissions or readmission. This probationary period can vary in length from one semester to an entire school year. At the end of the probationary time, as well as throughout the period, the student's progress will be monitored and evaluated, with a decision made as to the student's continuance at FMH (See 3.3.7).
2. Behavioral Probation: When a student applies or re-applies, who has documented past behavioral problems, a questionable attitude expressed at the interview, or concerns raised by references, the administration may consider enrollment after placing the student on disciplinary probation. Monitoring and evaluation would proceed through the probationary period and may result in termination of enrollment at any time. Conditions would be set forth in writing, requiring all parties to agree to the terms by signing a probationary contract.
3. Delinquent Tuition Probation (re-enrolments): Current patrons that have not paid tuition in full by the last day of school will be put on probation status. All unpaid tuition will be added to the next year's tuition and divided by 12 monthly payments. All of these monthly payments will be due on the last day of the month. At no time shall these payments be overdue. If any payment is missed, the board representatives shall meet with the delinquent patron to discuss the status and secure payment prior to the next monthly board meeting. Failure to receive payment by that board meeting puts into place automatic termination of the students for that patron family. Any exception to this policy can only be made by a 2/3 vote at every monthly board meeting until the situation is resolved.

3.0.6 Enrollment Periods

Students may apply for admission at any time during the calendar year, but will only be enrolled at the following times:

1. During the summer recess up to the end of the first week of August.
2. At the beginning of the second semester.

Exceptions will be considered for new families, or for other children of families already enrolled in the school.

3.0.7 Waiting Lists

Once the maximum number of students has been enrolled for a class, additional applicants are placed on a waiting list. Students on the waiting list will be contacted for enrollment when an opening in a particular grade occurs. Family contact is made in the dated order applications were received.

3.0.8 Home Schooling Policy

Faith Mennonite High School makes no provisions for a home-schooling program or maintains any relationship with an outside home-schooling network. FMH does allow for homeschool and part-time students on a will consider any requests for cooperative services on a case-by-case basis with the following expectations:

1. Admission requirements are the same as for full-time students.
2. The academic and health requirements may vary with each student
3. There will be a \$100 registration for each student.
4. Course costs will be pro-rated based on current the current cost of education.
5. Attendance to each class is required unless arrangements are made with the teacher(s).
6. Students will be expected to follow the school dress code.
7. Part-time students are not eligible to be class officers, StuCo officers, or class representatives to StuCo or to participate in class socials, junior/senior banquet, or senior trip.
8. Most classes will have the usual academic prerequisites.
 - a. Chorale
 - i. Application
 - ii. Audition
 - iii. May need to take sight singing as a co-requisite
 - b. Volleyball and basketball
 - i. Each one will be charged tuition for 1/4 credit.
 - ii. Student needs to have taken or be signed up for at least 2 other credits in the current year before being on the school team.
 - iii. Being on a school team requires passing grades in all subjects.
9. Transcript certificates will be given for completed courses.
10. High School diplomas will only be given to students who are full-time for at least their graduating year.

3.0.9 Admissions for Foreign Exchange Student Applications

FMH seeks to promote Christian education and develop relationships internationally. We view the enrollment of foreign students as an extension of our school's mission emphasis. FMH will consider having foreign exchange students as part of the student body each year. The number of foreign students enrolled each year will be determined primarily on eligibility for admissions, class size, and financial considerations. All exchange students must be living in residence with an established family in good standing of a supporting church. The process for the admission of any foreign students will follow the same guidelines established in the admissions policies.

There may be special consideration given to financing foreign students' tuition as recommended by the Principal. Relationships will be built with both reputable outside agencies, along with churches and families seeking to host foreign students and have them attend FMH.

3.0.10 Class Room Size Policy

Because the teacher/student ratio is critical to the teaching/learning process, FMH will set a ceiling on students in each class and other relevant factors to ensure a quality educational experience. Each class should not exceed 32 students.

The school administration is given authority to adjust these figures where unusual circumstances warrant. The maximum number is only extended in cases where a family with several children is enrolling, and a particular grade is already at maximum.

3.100 ATTENDANCE POLICIES

3.1.1 Attendance

In order for course objectives to be achieved both for the individual student and the whole class, regular school attendance is necessary. Because of classroom discussion and group interaction, classes missed cannot be duplicated.

The Board has established that students must be in attendance at school for a minimum of 85% of the school days in the school year in order to keep pace and achieve success in their educational development. Therefore, any student who accumulates more than 20 days of absence, excused or unexcused, will be considered for retention in that grade, or possibly will be in jeopardy of receiving no credit for that course. Instances of disciplinary suspension from school would be included in this 20-day limit.

Students missing classes due to a school-sponsored activity are not considered absent. School-sanctioned activities would include field trips, athletic events, special school group events, administrative removal (discipline, testing, counseling), or Driver Education training.

Students who are absent without approval will be fined \$50/day for each unexcused absence. Seniors who meet academic requirements for graduation but fail to meet minimum attendance requirements will be allowed to attend commencement exercises but will not receive a diploma or an official transcript until all fines, incurred by unexcused absences, are paid in full.

3.1.2 Tardiness

All absences, instances of tardiness, and early dismissals will be classified as excused or unexcused.

Arriving between 8:15 a.m. and 11:30 a.m. is considered one-half day unexcused absent.

3.1.3 Truancy

Truancy ("skipping school") is an absence without the knowledge and consent of parents and school administration. This includes leaving the school campus without prior permission or staying out of scheduled classes or activities without prior approval. The state of Pennsylvania requires action after three days of unexcused absence. Since FMH does not want to initiate legal action the procedures in the appendix will be used:

1. After a student has two days of unexcused absence, the school administration will send parents a "First Notice of Unexcused Absence" letter.
2. In all school districts that request it, the school district will be notified after three unexcused absences.
3. If more unexcused than three absences occur after parents have received that letter, the principal or the school board chairman will arrange a meeting with the parents, principal, and school board chairman. This meeting may include the student. The objective of this meeting is to review the reasons for past unexcused absences and put in place a plan to avoid more unexcused absences.
4. If the problem persists, the school board chairman may invite the student's pastor to join the parents, student, principal, and board chairman for a meeting.
5. If the problem still is not resolved the school board will give serious consideration to expelling the student.

3.1.4 Family Vacations

In the event that students miss school due to a family trip, the teacher will use his/her discretion regarding the issuing of homework prior to the trip. Any homework given prior to the vacation must be completed and turned in as specified by the teacher. If the teacher decides that no homework will be given prior to the trip, then all work missed is to be completed within the same number of school days the student missed.

3.1.5 Pupil Records

FMH shall keep records of the registration and attendance of pupils and shall maintain an up-to-date permanent cumulative record of individual pupils showing personal data and progress through school. This cumulative record will include academic achievement, health information, disciplinary records, and test results. These records will be maintained and stored in the SIS (Sycamore)

The principal and office staff are responsible for maintaining these records. Parents and legal guardians who wish to review any of their child's records should make an appointment through the secretary. Parents wanting a copy of such items may make a request through the principal.

3.200 MEDICAL/SAFETY POLICIES

3.2.1 3.201 Medical Requirements

Physical exams are required for students entering school (Kindergarten or Grade 1), Grade 6, and Grade 11. These are arranged by the school nurse in cooperation with parents. Parents can choose between having these exams done with their family doctor. FMH provides a form for this purpose. This "Student Physical Form" must be on file before a student may attend school.

The Pequea Valley School District provides health services for our school by providing a school nurse. The nurse keeps a file with each child's health record, performs routine eye and ear checks, and is on-call if a child becomes ill or injured. Parents are to fill out an Emergency Card authorizing the school's staff members to take a child for treatment if there is an emergency or to call an ambulance.

3.2.2 Immunization Policy

The school's immunization policy adheres to Pennsylvania Public Health Law, which requires all entering and attending students to meet the established immunization requirements. All students entering FMH must present documentation of the immunizations that are required or complete an exemption card available at the school office.

3.2.3 Infectious Diseases

Each admitting case will be considered on an individual basis. The decision about admitting or continuing to enroll an infected student will be based upon evaluation of contagion, the behavior, neurological development, and the physical condition of the student. The expected type of interaction with others in the school environment and the possibility of contagion will likewise be considered in the decision.

3.2.4 Medications in School

If possible, students should take prescribed medication at home. If this is not possible, the following guidelines will be used regarding students taking medication, including over-the-counter medicines (cough syrup, aspirin, etc.), and supplements while at school:

1. Parents or guardians should notify the secretary and teacher in writing that the student is to receive the prescribed medication and give their written permission for the student to take the medication. The student will be responsible for taking the medication.
2. Parents or guardians should provide a copy of written orders from a physician that includes identification of the medication and directions for giving it. Students will not be allowed to take medication during the school day unless the school has a copy of the written order or the appropriate prescription bottle with orders on it. When medications must be brought to school, they should be taken directly to the school office upon entering the building.

Special arrangements may be made with the school staff to keep a small supply of prescribed medication or inhalers at school which the student needs to take on a long-term basis or needs to take only occasionally (i.e. treatment for migraine headaches, certain allergies, bee stings, etc.). Cough drops may be used with permission from the classroom/homeroom teacher.

3.2.5 Emergency Medical Procedure

At the beginning of the school year all families must have an “Emergency Medical Release Form” on file in the school office. This form is used to contact the proper people in case of a medical emergency. In cases of minor illness or injury office personnel or administration will assist students. Parents will be notified as to the situation and its seriousness. With more serious conditions or injuries, the family will be contacted immediately and parents requested to pick up their child. In cases where no contact can be made, the Principal may have to make a decision to call an ambulance. The family health care provider also will be notified of the situation.

3.2.6 Student Accident Insurance

Faith Mennonite High School shall provide student accident insurance to cover activities during the school day. The insurance coverage shall be a second carrier for families who have other insurance policies.

3.300 ACADEMIC POLICIES

3.3.1 Graduation Policies

Academic preparation for continuing education after high school is a vital component of the ministry of FMH. Therefore, we set as standard, requirements that go beyond those mandated by the state (to include Bible classes). In order to be qualified for graduation from Faith Mennonite High School, students must follow the credit requirements as approved by the Board of Trustees. Graduation requires a total of twenty-one (21) credits.

Credit will be accepted for most transfer courses. Transferring students may have some requirements waived if there is no conflict with state graduation requirements.

Seniors who are within one (1) credit of meeting all graduation requirements may take part (“walk”) in the commencement exercises. However, no student will be awarded a FMH diploma without successful completion of all requirements. Seniors lacking more than one credit toward graduation will not be permitted to take part in the graduation ceremony.

Every graduate must have all financial, academic, and personal obligations met prior to the last day of school before graduation in order to receive their diploma.

Because we believe in the wholeness of a Christian education, and the total development of a child over the full time of that offered at FMH, the Board of Trustees does not encourage a

student at FMH to graduate early. Any requests for consideration of early graduation must be submitted, in writing, to the high school principal. No requests that would require a change in graduation requirements will be considered.

3.3.2 Definition of Grade Designation

In high school, students earn and receive credits toward graduation. In order to progress to the next grade level, a student must be in good standing according to the following schedule:

Freshman (grade 9)	=	successful completion of grade 8
Sophomore (grade 10)	=	completion of 6 credits
Junior (grade 11)	=	completion of 12 credits
Senior (grade 12)	=	completion of 18 credits

3.3.3 Grading Standards

The Board has established a grading standard for use for evaluating student progress and conduct. All faculty members are required to adhere to this prescribed standard.

Courses designated as “Pass/Fail” are not included in the calculation of a student’s Grade Point Average (GPA).

3.3.4 Report Cards and Progress Reports

Student report cards are issued quarterly for all students. These report cards will include grades and comments, which help gauge student performance and conduct.

Progress Reports are designed to notify parents of the student’s present status in a particular grade or subject. They are normally distributed at the mid-point of each grading period but may be issued at any time during the term.

An on-line grade book program will keep parents informed of their students’ progress in each class.

3.3.5 Testing Policy/Final Examinations

Each classroom teacher administers tests and quizzes in order to evaluate the student’s academic progress and understanding. Students will not be required to take more than two (2) major tests in any given day. There is to be no test administered on days following a major school event. These events will be determined by the administration and announced in advance.

3.3.6 Incomplete Work/Make-up Work

A mark of “Incomplete” (I) may be given on a student’s report card if absences or extenuating circumstances have prevented a student from finishing the required work by the end of the marking period. Incompletes should only be given with prior consultation with the Instructional Coordinator. The incomplete must be made up in a determined period of time not to exceed the next marking period.

Students that are absent from school for any reason will be granted the same number of days absent to make up the work that was missed. Students that are dismissed early for a school-sanctioned activity may be required to give any work due for classes prior to their leaving school.

3.3.7 Plagiarism

Plagiarism is a form of cheating and will not be tolerated. A student who plagiarizes will receive 55% of the grade for the first offense; all other offenses will be given a 0% grade. Plagiarism includes the following:

1. not giving credit for ideas, words, quotes, photos, etc belonging to other people that are then used to complete assignments, or
2. copying words or information verbatim (word-for-word) from texts, websites, etc.

3.3.8 Academic Probation

The purpose of probation is to set before the student and parents a system of accountability with regard to academic progress in situations where performance, motivation, study habits, and/or attitude need to be encouraged. FMH seeks for the home and the school to work in partnership in order to effectively monitor student progress and development. To this end, academic probation will be instituted in those cases where a student is not performing to the standard expected. The program of academic probation will operate under the stated guidelines outlined in the Parent-Student Handbook

3.3.9 Course Changes

Courses not included on a student's schedule can be added during the first week of each semester. An add form is required and is available at the office. Before adding a course, students must obtain the signature of the teacher and the principal on the add form.

Courses can be dropped without penalty during the first two weeks of the semester on a drop form from the office. The signatures of the parent, teacher, and the administration on the drop form is required before a student can skip any periods of the course being dropped.

Following the drop-add period, a student may receive special permission from the teacher and the administration to drop a course. He will receive a "WP" (withdrew passing) or a "WF" (withdrew failing) on his permanent transcript.

1. Withdrawn passing – students passing a course may withdraw with no effect upon their GPA.
2. Withdrawn failing – students failing a course may withdraw from the course, with that grade being computed into their GPA.

The deadline for withdrawing from a course is before it is half-way complete.

Students may not drop a course if it places them below the six (6) credits minimum per year.

3.3.10 Course Failure

While we hope that students will work to pass all their course requirements, we understand that failures do occur. When this happens, the school allows students to make-up that course, or courses, in the following ways:

1. Summer school at a recognized school or program.
2. Repeating the course the next year. This option may be considered only if it does not interfere with a student's schedule of courses.
3. Retention – in accordance with the stated board policy (see: [3.3.2](#))

3.3.11 Homework Policy

The Board of Trustees recognizes homework as an integral part of the learning process and is at the foundation of academic excellence at FMH. Meaningful work is a necessary part of each pupil's educational program and should be related to the educational philosophy and goals of the school. **Learning tasks should be a purposeful extension of the class period, which provides students with reinforcement of the classes' instructional objectives. The assignment of learning tasks is a consistent part of a student's education and is to be expected on a regular basis.** At the same time, it is recognized that students have a life outside of school and are involved with extracurricular activities. Therefore, the following guidelines are to be followed with the assignment of homework:

1. Homework for high school students is not to exceed 120 minutes per evening, for all subjects.
2. Papers, projects, or long-range assignments would be in addition to this time frame.

Teachers, at all levels, are required to coordinate tests, papers, and projects with others instructing the same students so that major assignments do not overlap, run concurrently, or create a burden on the students. These major projects are to be kept in perspective with a student's regular assignments, and the total scope of the student's overall workload. Therefore, teachers will not assign two major projects and/or papers for the same time frame unless approved by the administration.

It is the expectation that all learning tasks and homework assignments shall be completed by all students. FMH's vision is that teachers provide students with solid instruction, whole-class and individual practice, and clear directions and fair rubrics before assigning homework or learning tasks.

If a student is unable to complete a particular assignment due to learning challenges, the student shall be provided with supports so that they are able to complete the original assignment. FMH does not lower expectations; it maintains high expectations and offers students additional supports and scaffolds needed to meet them.

Assignments that are not turned in by the due date will be marked "Missing" and entered as a 55%. An assignment marked as "Missing" can still be turned in for credit, but the student's grade is deducted at the teacher's discretion. Students must complete all homework. Skipping assignments and "taking a zero" is not permitted.

3.3.12 Honor Roll Recognitions

Recognition is made for academic achievement that earns this honor. This honor roll is determined through a student's GPA each marking period. Designations include: First Honor Roll and Second Honor Roll.

3.3.13 Awards Programs

As part of its academic, activities, and graduation programs, FMH awards students with recognitions, honors, and awards for achievement, prowess, character, and abilities that enhance both the student and the school. This recognition is balanced with Christ's call for us to servant hood, humility, and glorifying God with the talents He has given.

3.3.14 Guidance Services

Faith Mennonite High School will work with students and parents as much as possible to provide guidance services. Out of school resources, approved by the school administration in accordance

with the school's philosophy and objectives, may be used. The guidance and counseling service at FMH may consist of the following programs: testing, individual and group counseling, college, and career planning, reviewing grades and evaluation of student progress, parent/teacher conferencing, transcripts, teacher consultation, scheduling, administrative assistance, and graduation planning.

3.3.15 Extracurricular Eligibility

Students are declared "eligible" for any and all extracurricular involvement/participation based upon both academic achievement and behavioral conduct and attitude. Students may not be absent from classes and allowed to participate in extracurricular practice or activities scheduled for that day (exceptions may be considered)

3.3.16 Bible Version

FMH recognizes that the KJV and ESV are used in our supporting churches and families, they will both be acceptable for use in the classroom. The use of the Scriptures in the classroom is a fundamental, integral, and principal part of the educational process.

3.3.17 Bible Memorization

Each student will be involved in Bible memorization each year. FMH believes that Scripture memorization is a vital Christian discipline and serves a dynamic role in spiritual growth. James promises that implanting God's Word into our hearts can lead to salvation (1:21).

Filling our minds with scripture is important because:

1. It is one of the ways God reveals Himself to His people.
2. It provides the way to live above sin.
3. It leads to victory over Satan.
4. It provides counsel for decision making.
5. It provides comfort for the hurting.
6. It equips God's people to be effective.
7. It transforms the mind.
8. It nurtures the soul.
9. It creates faith in the heart.

All students will memorize the same passages based on the 4-year schedule and will be recited on the monthly due dates given at the beginning of the year. Modifications will be made for students with diagnosed learning disabilities.

3.3.18 Course of Study

FMH provides a graded course of study for grades 9-12. Provisions are made for periodic review of curriculum development through a rotation of courses and subject areas. Curriculum development reflects FMH Statement of Faith, philosophy, and objectives, and is based on reliable findings from the educational field dealing with child growth, development, and learning. The methods of instruction are ones, which promote inductive learning through exploration and discovery, inquiry and interpretation, critical thinking and creativity. The goal of the entire school effort is to achieve excellence in the ministry of this educational process as we view our calling before God (Luke 2:52).

3.3.19 Curriculum and Textbooks

The mission and philosophy of Faith Mennonite High School must be carried out in the entire educational program. Textbooks and curriculum guides are important factors within this framework and must be carefully chosen and formulated.

It is expected that teachers will adhere primarily to the established written curriculum for each subject area. This does not mean that topics of varied interest cannot be introduced or discussed, but primary attention is to be given to the stated curriculum.

In selecting classroom textbooks, resource materials, and supplemental books, both Christian and secular publishers will be considered. Committees composed of teachers and administrators shall review potential textbooks and resource materials as part of the curriculum review.

Subjects are evaluated on a rotation basis established by the administration. Each year a major subject and a selected minor subject are formally evaluated for all grades. This evaluation includes the stated curriculum guides, textbooks, resource materials, teaching methods, and laboratory activities. Changes in materials, objectives, textbooks, etc., are made during that subject's evaluation year.

Students are responsible for keeping and caring for their textbooks. There is a required cost for the damage and/or replacement of textbooks due to abuse or loss.

3.3.20 Teaching of Literature

Faith Mennonite High School strongly believes that a Biblical worldview is the correct one – the only valid one for faith and life. An individual with a framework for Biblical thinking is equipped to make the proper judgments in all areas of life. While this kind of decision-making usually comes later in life, students at FMH will be building this Biblical world view even beginning at a young age.

The teaching of literature fits into this scheme of development. Using good literature (American and English as well as other cultural and traditional literature) can help develop this process. Literature must be taught with analysis and evaluation. Selected and approved literature that is not in total agreement with Christian values may be taught in order to encourage the students to evaluate and analyze the written word on the basis of Scriptural truth.

This Christian worldview of literature is not limited to classroom instruction, but also is applicable for library acquisitions, and for our summer reading selections.

3.3.21 Teaching of Science

We stand firmly on the belief that the world was created in seven literal days and is sustained by the Living God, the Creator. In this manner we provide the proper atmosphere and information so that students can defend their faith against philosophies and theories that run counter to that faith (II Corinthians 10:3-5). As in the teaching of literature, we believe that a strong Biblical world and life view is essential to good education. Therefore, in the area of science, we choose to teach all aspects and theories associated with scientific research. We take a strong position that evolution should be taught as an exercise in apologetics, with an understanding that it is both theoretical and philosophical in its stance on how man views the world.

3.3.22 Physical Education

Physical education is an essential part of a student's development and academic course of study. Participation, attitude, proficiency, and dress are all factors in course grading.

High school students (grades 9-12) may elect to satisfy up to 1 of a credit of PE needed for graduation by participating, as a member in good standing, for a full season, on a junior varsity/varsity sport, and is eligible to earn only one-quarter (1/4) credit per sport.

3.3.23 Sex Education

In keeping with the philosophy of FMH to develop a Christian worldview in the hearts and minds of our students, we believe that fostering sound moral values and providing Biblically correct information with regard to sex education is vitally important. Therefore, we include Biblically based sex education at appropriate grade levels in the school's program. This instruction takes place in health, Bible, and biology classes.

Some basic principles, which govern our teaching of sex education, are:

1. Instruction is always approached from a sound Biblical perspective.
2. Marriage is for life. (Gen 1:27-28, Mark 10:9)
3. Abstinence is the focus with regard to HIV/AIDS instruction and all dealings with sex outside of marriage. (1 Cor 6:18, 1 Cor 7:3-5)
4. Gender is determined at birth. (Gen 1:27, Matt 19:4)
5. Parents are provided with an opportunity to meet instructors, review curriculum materials, and ask questions regarding the program.
6. Boys and girls will either be separated or combined as specific discussion dictates.
7. Parents who do not wish to have their son/daughter receive instruction must inform the school in writing.

3.3.24 Learning Support Program (LSP)

FMH seeks to provide a quality academic program for students of Christian families that meet our admissions criteria. We recognize the presence of learning disabilities (diagnosed through testing and evaluation) among high school students, and we provide accommodation in order for most students to participate in the regular classroom. Occasionally, students are admitted with such disabilities, and are so enrolled with expectations and within the established programs that FMH can realistically offer, so that they can achieve success.

The learning support services assist students with individualized instruction, tutoring, and mentoring, along with providing accommodations in their regular classroom setting. Students are tested and evaluated with consultation of the Instructional Coordinator.

In some cases, outside testing, counsel, or physical examination may be required in order to ascertain the severity of the learning disability, or the school's ability to service the student's need.

3.3.25 Field Trips

Field trips are a valuable part of the educational program. Teachers are encouraged to develop new trips that would enhance their class instruction and the integration of the subject matter with "real life" experience.

These field trips are to be a formal part of the curriculum and the principals will establish an approved list of field trips, by grade level. Teachers are to keep in mind the following guidelines in reference to field trips:

1. Trips are to be well planned and approved by the Principal at least ten days in advance.
2. All field trips will require the prior written consent of the parents/guardians of each student attending.

3. The administration may postpone or cancel a field trip if it is their evaluation that the trip is not sufficiently valuable to students or is not in the best interest of the student's education or the school's philosophy.
4. A student's academic performance and behavioral standing will be evaluated and may affect participation and attendance on some special trips.

3.400 GENERAL STUDENT POLICIES

3.4.1 Student Handbook

Policies and procedures that relate to student life at FMH are detailed in the official STUDENT HANDBOOK. Each student is to be issued a handbook yearly. A regularly scheduled evaluation and update of this handbook is to be scheduled by the administration.

3.4.2 Discipline Code

Christian discipline has its foundation in the Scriptures (Hebrews 12; 2 Timothy 3:14-17; 2 Peter 1:5-8). Its purpose is to bring about Godly conduct, character, obedience, and self-control. Discipline becomes a vital means of instruction in correcting behavior and training students in self-discipline, responsibility, and righteous living.

The Faith Mennonite High School Board of Trustees has approved the STUDENT DISCIPLINE CODE. This code outlines the policy and procedure for the administration to follow in order to accomplish the objectives stated above, set a foundation for proper conduct in our school, and provides teachers and parents with an outline of proper and accepted procedures for discipline. The specific definitions and offenses, along with the procedures for handling offenses, are outlined in this code (see Appendix - Discipline Codes).

The discipline policy of FMH applies to students while they are on campus, on a school bus, or at any school-sponsored function or activity. Behavior that impairs the testimony of the school will not be ignored. Therefore, behavioral offenses that occur outside the limits of the jurisdiction of the school will be considered as to the severity and the impact on the school's reputation.

3.4.3 Suspension

Students may be suspended without notice for smoking, drinking, use of obscene or vulgar language, choosing to view pornography, use of illegal drugs, stealing, cheating, possession of illegal firearms or weapons and open rebellion against authority. This will apply to all of life during enrollment at FMH.

Students may be reinstated following a satisfactory parent-principal-student conference.

3.4.4 Reinstatement After Expulsion

A student who has been expelled from Faith Mennonite High School may be considered for reinstatement only the school year is complete. Written expectations, determined by the Pastoral Advisory Committee (PAC), specific to the student's situation, will be agreed upon and signed by the student, parents and administration, before reinstatement may occur.

A student who is reinstated will be placed on disciplinary probation for a period of one (1) school year, after which time the PAC will reevaluate that status.

The student requesting reinstatement, his/her parents, and any other individuals whom the PAC deems appropriate, shall meet with members of the PAC and Principal. The PAC members will interview the student, his/her parents and other relevant parties, which may include a pastor,

spiritual mentor and/or counselor. The PAC will seek to determine whether the student understands the seriousness of the offense(s) that was committed, takes responsibility for the offense(s), is repentant for the offense(s), is committed to Godly behavior, and has demonstrated, during the time of absence from FMH, spiritual and behavioral maturity. Other factors to be considered prior to reinstatement will include academic performance, commitment to regular worship, involvement in a Bible-believing church, as well as other relevant information.

Following the interview, the same members of the PAC that conducted the interview will review all the information and vote. There can be no abstentions from voting, and there can be no more than one (1) dissenting vote.

If the reinstated student was expelled for perpetrating an offense against a member(s) of the FMH community, and if those parties are still affiliated with the School at the time of reinstatement, the PAC shall apprise those offended parties of the PAC's decision to reinstate the student.

3.4.5 Standard of Dress

It is the desire of FMH that our students live and conduct themselves in a manner that is pleasing to God and glorifying the name of Christ. Standards of appearance are a means of building character and distinction in the lives of our students. The dress code is not intended to measure spirituality, but rather to serve as a tool in fostering the academic and character development of the students as they participate in the educational process.

The Board of Trustees has established a UNIFORMED STANDARD OF DRESS for all students of FMH. The purposes of this code are primarily pedagogical in nature:

1. As a broad principle, students act the way they dress. Neatness, modesty, and appropriateness form the underlying standard for student dress.
2. Because the school seeks to educate both girls and boys, young men and women, modesty and good taste are stressed to keep interaction between male and female students focused on well-balanced relationships.

The Board believes parents, teachers, and students in our school community broadly share these values. Therefore, we expect that parents take the primary role of enforcement, explaining it to their children and guiding them in their attitude toward school dress.

3.4.6 Standard for Community Life

One of the main goals of Faith Mennonite High School is to assist parents in nurturing a Christian mind and heart in our students. FMH exists to build an environment in which a student's spiritual, mental, and emotional growth can thrive, integrating all aspects of school life in a biblical context. We then expect to see this Christian perspective developed in their conduct and attitude, not only in school, but also at home and in the larger world community. Therefore, parents and students who enjoy the privilege of enrollment at FMH must agree to the responsibilities of behavior that the school sets as standard.

3.4.7 Drug Abuse

We at FMH believe that any non-medical involvement (i.e. consumption, procurement, provision) with controlled substances, or material generally acknowledged to be harmful to an individual's physical, spiritual, or psychological health, is inconsistent with the Christian lifestyle.

As a matter of policy, Faith Mennonite High School will investigate any incident suggesting drug involvement on the part of students, staff, or parents. Confirmation of substance abuse will be reported to the appropriate authorities and will subject the individual(s) involved to immediate disciplinary review by the Administration and the Board of Trustees.

3.4.8 Child Abuse

The abuse of children will not be tolerated at FMH. Following the example of Ecclesiastes 4:12, the school views the home, the church, and school in vital union together in the educational and emotional development of each child. Therefore, FMH will act on each and every report, “reasonable cause to suspect” or incident of child abuse.

The school administration will report any and all incidents of child abuse to the appropriate authorities. In addition, the administration will contact, if deemed appropriate, the family’s pastor. Instances of child abuse will include physical, emotional, sexual abuse, as well as maltreatment and neglect.

3.4.9 Policy on Moral Conduct

The potential for serious moral misconduct of students is as real in a Christian school as it is in society. This is particularly true with the de-emphasis by secular institutions of moral values and the substitution of relativistic principles. This policy defines the issues of sexual immorality and the responsibility of FMH to maintain Biblical standards and discipline in accordance with these standards. While the parents, not the school, are the primary entity responsible for corrective discipline, it will be the school’s responsibility to deal with the particular moral issue and its impact on the reputation, atmosphere, and standard of the school. Therefore, the thrust of the school’s action must be the maintenance of moral standards of conduct and the presentation of the Biblical role model.

It is the policy of FMH that any immoral sexual activity on the part of students will be investigated by the Principal and dealt with in accordance with the school’s Discipline Code.

3.4.10 Student Pregnancy

In accordance with the school’s Affirmation Standards (1.06), Standard For Community Life (3.4.5), and Policy on Moral Conduct (3.4.8), the school does not approve or condone sexual activity outside of the marriage relationship (Hebrews 13:4). While we acknowledge that all sexual conduct outside marriage is sin (1 Corinthians 6:18-20), we recognize that pre-marital sex may result in pregnancy. In such cases, where one or both of the students involved attend FMH, the Pastoral Advisory Committee (PAC) will intervene in the situation as it affects the standards and testimony of the school. These instances will be treated with Christian love and concern for all parties involved, seeking God’s good (Romans 8:28) to emerge for the all persons in the situation and the greater school community.

Sensitivity will be at the forefront of the school’s interest and involvement as it relates to the fact that FMH represents young children, adolescents (Matthew 18:6), and a broad spectrum of Christian understanding among its families. Decisions regarding how the school will handle these situations will also be based on such factors as student attitudes and family support and cooperation. This policy is based, not solely on the projected effect it will have on the school, but also on its ability to help families through a crisis situation, working for the good (Philippians 2:12-13).

FMH, in keeping with its commitment to teach, influence, and nurture a Biblical world and life view, takes a “sanctity of life” stance on the issue of abortion (Deuteronomy 30:19-20, Psalm

139:13-16). Therefore, the school will encourage, guide, and assist the students and families through the pregnancy, with a view that would not include abortion. Should a volunteer (therapeutic) abortion occur during the period of pregnancy, the mother of the aborted child would be dismissed from the school. If the father of the aborted child attends FMH, the PAC will investigate his involvement in the abortion decision. If the PAC finds that he encouraged, approved, or condoned the abortion, he will be dismissed from the school.

3.4.11 Students Living at Home

It is the philosophy of FMH that the home and the school are working in harmony in the nurturing and development of our young people. It is this relationship that brings stability to the home, to the school, and the student. Therefore, all students attending FMH must be living at home with a parent or guardian, as recognized by the administration.

There may be instances where students need to stay with a family other than their own. In order for the student to be able to attend FMH, these living arrangements must be made with the knowledge of the school administration and recognized by the school as acceptable.

3.4.12 Church Attendance

We affirm that the home, church, and school should work together. Believing that our role at FMH is to assist the home and the Church, we feel that it is of utmost importance for all our students, with their families, to be in regular attendance at their church (Hebrews 10:25). We do not feel that we are working in harmony with the home if the family is not active in.

3.4.13 Athletics

The Christian philosophy of athletics must stem from the school's Christian philosophy of education. The ultimate goal must be to develop the spiritual part of the athlete so that the Holy Spirit is in control and directing both the body and mind (I Thessalonians 5:23). It is the goal at FMH that the athletes develop positive Christ-like character qualities and express them through the medium of sports. It is the job of the coaches to properly direct their athletes in these situations so as to build positive and Biblical character.

Athletics is a means to an end, not an end in itself, in that athletics represent one aspect of the educational program, not the main focus of the program. It is a goal that a participant in the athletic program becomes a well-rounded individual, striving to fulfill his/her God-given potential.

3.4.14 Social Events

As a coed institution, FMH seeks to provide many wholesome activities for student development and social life in a Christian context. The activities planned by each individual class and the Student Council provide opportunities for participation and social interaction. All students are encouraged to be involved with their class planned and activities and to participate in school-wide events.

While the school will have no jurisdiction with regard to student conduct at non-school functions, "behavior that impairs the testimony of the school . . . will be considered as to the severity and the impact on the school's reputation".

Freshmen and sophomore socials should begin right after school and end at 9:30 p.m. Junior and senior socials may end at 10:30 p.m. All socials will be planned by the class officers along

with their staff advisors and be approved by the principal. Two sets of parents shall be present at the social to serve as chaperones.

3.4.15 School Calendar

The Administration shall establish an annual school calendar, which shall meet or exceed 180 days of school, including orientation and professional development days.

3.4.16 Inclement Weather

School closing due to severe weather conditions may be necessary during the school year. If school is closed, announcements will be made using text messaging.

3.4.17 Student Drivers

Only students who have a valid license may drive to and from school. Students are to use the student parking area only, unless otherwise authorized by the administration. All student drivers must respect and abide by driving laws and signage. Failure to do so may result in disciplinary action.

3.4.18 Communications with Parents

FMH believes that it is of vital importance for the home and the school to work together. In order to promote effective communication and understanding, the school has established the following avenues for information regarding school and student life:

1. Parent Notice - the school will publish a monthly email during the school year that will communicate items of information, events, important notices, meetings, reminders, and other information to keep parents informed of opportunities and responsibilities.
2. Report Cards – are issued four times a year at the end of each marking period or term. These are designed to monitor and assess student progress in their academic achievement, conduct, work habits, and attitude.
3. Student Progress Reports – serve as an interim report, for students in elementary grades at each five week interval between report cards in order to inform parents of student progress, missing work, grades, and other signs of both positive and negative aspects of the student's work.
4. On-line Grade Book Program – allows parents and students to view their academic standing.
5. Parent/Teacher Conferences – person- to person meetings with the teacher(s) to assess the present state of a student's welfare, determine a course of action, and set up monitoring procedures to ensure success. Individual or group conferences are arranged through a particular teacher.
6. Notes/Phone Calls: FMH operates on the 24/7 principle, which states that all notes and telephone communication from parents will have a response within a 24-hour time frame. A solution, conference, and/or course of action will be established within a 7-day period.
7. State of the School - this special event is typically the last PTF of the year to share the vision, direction, and progress of the school in all aspects of its operation. This will usually include the presentation of academic, co-curricular, financial, and developmental reports, along with testimonies and special student presentations.

3.500 ADDITIONAL PROCEDURES

3.5.1 Lockers

Students are assigned lockers at the beginning of each school year. All books, coats, lunches, and personal items must be kept in lockers. Lunches, books, and coats are not to be kept in the rest rooms or on hallway benches.

Lockers are subject to inspection for neatness and orderliness.

3.5.2 Lost and Found

Teachers return lost or mislaid items to Lost and Found. Such items may be redeemed at the office for \$1.00 an item. Students may pick up lost articles before and after school, and during lunch and study hall. Any unclaimed items will be disposed of regularly.

3.5.3 Internet

The school's internet is filtered. Any attempt to bypass or alter the filtering will result in disciplinary action.

3.5.4 Music

The use of musical instruments and headphones at FMH is at the discretion of the principal as governed by school policy. Students are not to use musical instruments or personal audio equipment on campus unless permitted to do so by the principal. This includes the time before school, during lunch, and after school.

3.600 STUDENT ORGANIZATIONS

3.6.1 Choruses

Chorus is an required-elective for all students unless a waiver is granted by the administration. Men's, Ladies', and Large Choruses participate in the Christmas and spring concert. Large chorus is required for Music Theory I students and Faith Chorale.

The music program at FMH is designed to stimulate appreciation for a cappella music.

3.6.2 Evangelism Team

Evangelism Team provides training and practical experience in one-to-one and group witnessing. Students raise their own support to participate on the team. Evangelism team witnesses to Christ's saving grace in area churches and through community outreach in parks, prisons, and detention centers.

Groups are arranged on a volunteer basis. Preference is given to juniors, and seniors. ½ credit is awarded for this activity.

3.6.3 Faith Chorale

Faith Chorale is FMH's touring musical group. Admission is by tryout only. Preference is given to juniors and seniors.

Chorale participates in the Christmas and spring concerts as well as in programs in local churches. One tour each spring allows students to share in a series of programs outside the local community. (1 credit is awarded for this activity)

3.6.4 Publications

The Silver Crest is FMH's annual yearbook. The staff is chosen by the advisor and approved by the faculty. The Mustard Seed is the school's newspaper combining student news, board news, and alumni news. The staff is chosen on the same basis as the Silver Crest staff.

Staff members gain experience in photography, newspaper layout, and journalism.

3.6.5 Quiz Team

The team is organized from student volunteers who study a given scripture portion chosen by a MACSA quiz committee. They attend a preliminary and final quiz-off in the spring. (1/2 credit is granted for this activity)

3.6.6 Student Council

Student Council is responsible to coordinate student fund drives, special assemblies, student chapels, and other selected activities. Activities planned by Student Council must be approved by the principal.

In addition, Student Council provides a liaison between the faculty and the student body.

Each May, students elect from the student body the president, vice-president, secretary, and treasurer. Each class elects its representatives to Student Council in the fall.

3.6.7 Class Officers

Class officers must be good examples to their fellow students and be passing all subjects.

3.6.8 Term of Service

Students participating in the above organizations commit themselves for one year at a time. In some cases, a tentative two year commitment may be requested.

The faculty of FMH reserves the privilege of withdrawing students from the above organizations if:

1. their participation in school life is not consistent with Christian character or
2. they are not able to maintain a satisfactory grade average.

Appendix A Graduation Requirements

FMH in conjunction with the Commonwealth of Pennsylvania requires 21 credits for graduation. Each credit is the equivalent of 40 minutes per class per day for 180 days.

Students must take the following to graduate:

- 3½ credits – Bible
- 4 credits – English
- ½ credit – Health
- 3 credits – Math
- 1 credit – Math/Personal Finance
- ½ credit – Music
- 1 credit – Phys. Ed.
- 3 credits – Science
- 3 credits – Social Studies/History

Students entering grades 10-12 may have High School credits evaluated for transfer. Bible credit requirements may be reduced if there are no Bible credits to transfer.

Course Load

Students will register for at least six credits per year. Advanced students will be encouraged to register for more courses.

If a course normally runs and needs to be canceled because not enough students have registered for it, provisions may be made for independent study courses.

Appendix B Grading Standards

Percentage grades will be interpreted according to the following scale:

99 – 100	A+	(4.0)	I – Incomplete
95 – 98	A	(4.0)	WP – Withdraw Passing
93 – 94	A-	(3.7)	WF – Withdraw Failing
91 – 92	B+	(3.3)	
87 – 90	B	(3.0)	
85 – 86	B-	(2.7)	
83 – 84	C+	(2.3)	
79 – 82	C	(2.0)	
77 - 78	C-	(1.7)	
75 – 76	D+	(1.3)	
72 – 74	D	(1.0)	
70 – 71	D-	(1.0)	

Below 70 F

Honor Roll

Only students who are carrying a full credit load (6 credits) are eligible for the honor roll. A student's final grades are averaged together to compute his grade point average (GPA). Students earning a GPA of 3.75 or above and having no D's will be listed on first honor roll. Students earning a GPA between 3.20 and 3.74 and having no F's will be listed on second honor roll.

Assignments and Homework policy

Students are not expected to be able to complete all their assignments in study hall and should expect homework each evening. Assignments that are not turned in by the due date may be subject to a 10% per day grade penalty and/or other penalties explained by the teacher at the beginning of the school year. Within each class the immediate consequence for the first time offense, per quarter, will be eating lunch with the teacher to provide the student with one-on-one time with the teacher. The second offence also results in eating with the teacher. The third offence, per quarter, is a 1 hour detention after school. FMH staff will attempt to inform parents and work closely with them if unfinished homework is a recurring problem. Students shall expect to complete all homework.

Students who are absent from school will be given the same number of days absent to make up work missed, after which it will be 10% per day. Students missing from classes due to absence of school-related activities have the responsibility to find out what work was missed and make arrangements for completing it.

Zeros Are not Permitted (ZAP)

Assignments that are not turned in by the due date will be marked "Missing" and entered as a 55%. An assignment marked as "Missing" can still be turned in for credit, but the student's grade is deducted at the teacher's discretion. Students must complete all homework. Skipping assignments and "taking a zero" is not permitted. The lowest grade a teacher can assign for work completed is a 55%.

Appendix C Discipline Code

To align our discipline program with the school's mission to build excellence in the educational, vocational, and Biblical disciplines of our students, for the glory of God, discipline is intended to be discipleship-minded and less punitive. The discipline program will be corrective, restorative, and looking for restitution. Conversations and plans for students may appear different, but are aiming for the same goal of encouraging growth and maturity. Using the metaphor of a garden, the gardener recognizes that different plants need different nutrients, or supports or trellises, or some need thick mulching. We want to recognize that different students will need different approaches to grow.

The discipline program at FMH will have these six characteristics:

1. Each student is made in the image of God; we are all fallen and in need of restoration and growth in our relationship to God.
 2. There will be a balance of respect and obedience through developing mutual caring relationships.
 3. Students will be treated as individuals while keeping normal classroom practices that encourage learning.
 4. Everyone will be participating in restoring peaceful communities, inside and outside the classroom.
 5. There is a place for teachers to be prophet, priest, and king in the school.
 - a. Prophet – to speak gospel truth into the students.
 - b. Priest – seeking restoration in relationships and praying without ceasing.
 - c. King – using their authority to create order.
- 2 Timothy 4:2 – to “preach the word; be ready in season and out of season; reprove, rebuke, and exhort, with complete patience and teaching.”
- d. We recognize that individual growth is the work of the Holy Spirit, and the staff will rely on prayer, sensitivity, and wisdom in each conversation.

Following is written policy explaining new procedures, what would be included in the student handbook and in the staff handbook.

Discipline Code – for Student Handbook

Students are expected to support and participate in the following school-wide goals: academic excellence, vocational preparedness, and Biblical training.

Students demonstrating attitudes or behavior that do not support these core values will participate in a corrective conversation, and a discipline log will be added in Sycamore. A second offense will result in a second corrective conversation and discipline log, plus a phone call to the student's parents. A third offense will result in a discipline log and meeting with the administrator, in which the student will create a plan for restitution, after demonstrating alignment with the school's core values.

Students unwilling to align with FMH's core values and classroom expectations may be at risk for suspension or expulsion.

Discipline Code – for Teacher Handbook

Students are expected to support and participate in the following school-wide goals: academic excellence, vocational preparedness, and Biblical training. (This includes following school guidelines and participating in classroom norms.)

When students demonstrate attitudes or behavior that does not support FMH's core values, teachers will use a discipline program in which they live out the following:

1. Each student is made in the image of God. We are all fallen and in need of restoration and growth in our relationship to God.
2. There will be a balance of respect and obedience through developing mutual caring relationships.
3. Students will be treated as individuals while keeping normal classroom practices that encourage learning.
4. Everyone will be participating in restoring peaceful communities, inside and outside the classroom.
5. There is a place for teachers to be prophet, priest, and king in the school.
 - a. Prophet – to speak gospel truth into the students.
 - b. Priest – seeking restoration in relationships and praying without ceasing.
 - c. King – using their authority to create order.

2 Timothy 4:2 – to “preach the word; be ready in season and out of season; reprove, rebuke, and exhort, with complete patience and teaching.”
6. Individual growth is the work of the Holy Spirit. Staff will rely on prayer, sensitivity, and wisdom in each conversation.

Teachers will use the following discipleship process (in order) when students demonstrate attitudes or behavior that do not support FMH’s core values.

1. A verbal warning. (No discipline log.)

Teacher must:

1. Identify the student by name.
2. Provide clear instructions for what is expected.
3. Physical proximity – move toward student (within three feet).
4. Eyes and voice - use eye contact, and a steady, firm, calm voice.
5. Expect a positive response.

2. Corrective conversation, and a discipline log. (Discipline logs may not be recorded if the student has not received an individual verbal warning.)

Teacher must:

1. Acknowledge the student has violated a school guideline or classroom norm.
2. Pull student into the hall for private, two-minute conversation, or keep student after class.
3. Ask student if he/she is aware their behavior is not in line with classroom norms.
4. Ask student if they can explain how that behavior supports/does not support academic excellence, job preparedness, and/or Biblical training.
5. Indicate that a discipline log will be recorded, and that if the behavior continues, the teacher will call their parents.
6. Record discipline log in Sycamore (same day), and send BLIP to all discipline managers.
 - a. *Note: discipline logs should be created using “low inference” language. It should also be understood that at any time, the student and/or parent may read the discipline log.*

3. Second corrective conversation, discipline log, and a phone call to parents. (Discipline logs may not be recorded if the student has not received an individual verbal warning.)

Teacher must:

1. Acknowledge the student has violated a school guideline or classroom norm.
2. Pull student into the hall for private, two-minute conversation, or keep student after class.
3. Ask student if he/she is aware their behavior is not in line with classroom norms.
4. Ask student if they can explain how that behavior supports/does not support academic excellence, job preparedness, and/or Biblical training.

5. Indicate that a discipline log will be recorded, their parents will be called, and if the behavior continues, they will meet with the administrator.
 6. Record discipline log in Sycamore (same day), and send BLIP to all discipline managers.
 7. Call parents (same day).
4. **Third corrective conversation, discipline log, and meeting with the administrator.** (Discipline logs may not be recorded if the student has not received an individual verbal warning.)

Teacher must:

1. Acknowledge the student has violated a school guideline or classroom norm.
2. Indicate to student that a discipline log will be recorded and that the administrator will contact them for a meeting.
3. Record discipline log in Sycamore (same day), and send BLIP to all discipline managers.
4. Administrator will hold meeting with student within 24 hours. Student will create plan of restitution, after demonstrating alignment with school's core values. (Depending on the situation, a teacher and/or parent may be included in the meeting.)

Appendix D Standard of Dress

Philosophy – The Purpose of a dress code is meant to create a positive educational atmosphere. We want our students to live and conduct themselves in a manner that is pleasing to God and glorifying the name of Christ. Standards of appearance are a means of building character and distinction in the lives of our students. The dress code is not intended to measure spirituality, but rather to serve as a tool in fostering the academic and character development of the students as they participate in the educational process.

The Board of Trustees has established a DRESS CODE for all students of FMH. The purposes of this code are for creating and maintain a learning environment.

1. As a broad principle, students act the way they dress. Neatness, modesty, and appropriateness form the underlying standard for student dress.
2. Because the school seeks to educate both girls and boys, young men and women, modesty and good taste are stressed to keep interaction between male and female students focused on well-balanced relationships.

The Board believes parents, teachers, and students in our school community broadly share these values. Therefore, we expect that parents take the primary role of enforcement, explaining it to their children and guiding them in their attitude toward school dress.

General Expectations:

The dress code is expected to be followed each school day from the start of the day to the end of the day, as well as during school-related activities which occur outside of the normal school hours. In addition to the regular school day, the following shall be expected when arriving at or leaving from school, or at any school-related activity (on or off campus) which occurs during or outside of school hours, such as graduation, tours, tournaments, and fundraisers.

1. All students must wear shoes which always cover the toes.
2. Jewelry is not to be worn.
3. Shirts with letters/writing or shirts with pictures are not to be worn. (An exception is a small logo, one that can be covered with a hand.)
4. All shirts, blouses, and dresses must have sleeves that reach to the middle of the upper arm. Sheer, transparent or fishnet shirts are always prohibited.
5. Hooded sweatshirts may not be worn during the academic school day.
6. Clothing may not be formfitting.

For Men:

1. Hair shall be off the collar when in a standing position and shall be consistently combed to expose all the ear.
2. All shirts, except those worn for phys. ed., must have a fold-down collar and are to be completely buttoned except for the button at the collar.
3. Tight-fitting slacks or jeans are not permitted.

For Ladies:

1. All ladies who attend FMH are required to have their hair up and covered in a manner consistent with 1 Corinthians 11.
2. Pullover sweaters may be worn but only with a dress or blouse. Blouses and dresses are to be completely buttoned except for the button at the collar.
3. Dresses or skirts are to be worn and are to be worn below the knee when standing and sitting. Dresses and skirts with slits are prohibited. Necklines must be modest.
4. Cosmetics including nail polish, whether clear or colored, are not permitted.

Athletic Dress Code:

The following exceptions are made for phys. ed. and events classified as athletic events.

1. Men's gym reg.
 - Non-sheer tee shirts are permitted and may be required at the discretion of the athletic director.
 - Gym pants are permitted.
2. Ladies' gym reg.
 - Non-sheer tee shirts are permitted.
 - When the activity or weather demands them, slacks may be worn under a standard-length skirt or dress.
 - Skorts may be worn that cover the knee while sitting.

Enforcement of Dress Code

A parent of a student not in compliance with the above will be asked to pick his son/daughter up at school and take him/her home to correct the issue. Periods missed will be considered unexcused. Although other measures may be used first, students need not expect a warning before being sent home. Teachers are at liberty to make judgments about clothing not specifically covered above but clearly out of line with the general principles of modesty.

Appendix E Strategic Plan

Plan presented and approved in Spring 2021

- Staff Development – Develop out staff professionally and expand support staff for students.
 - Create educational coursework requirement for prospective teachers
 - Develop a program for teachers to continuing education around teaching / pedagogy
 - Hire a secretary
 - Provide staff for the positions of school counselor and vocational coordinator
- Academics – Improve and develop the academic offerings for all students.
 - Integrate explicit teaching of good work ethics in every course
 - Evaluate courses for Biblical Worldview integration
 - Develop and promote trade-based electives for ladies and men
 - Accommodate learning disabilities at FMH through testing, tutoring, and teacher training
 - Develop a schedule of PTF events that build the community’s understanding about the school programs, initiatives, and academic procedures
- Sustainability – Improve the presence, enrollment, and funding of the school
 - Create a job description and policy for a website and social media manager
 - Communicate clearly and consistently the school’s goals and values to parents (PTF) and the public
 - Create a team name and mascot that aligns with the school’s values
 - Increase enrollment 10% each year
 - Develop a team of 5-6 parents that can promote the school at PTFs and feeder school events
 - Initiate an Annual Fund Drive
 - Develop a tuition discount program
 - Use the true cost of education to set tuition