

NCCS Handbook

2024-2025 School Year



They shall mount up with wings like eagles.
Isaiah 40:31

wfnccs.com

618-435-7285

(voice or text)

Dr. T. J. Gentry, Superintendent

Mrs. Analisa Woods, Principal

2024-2025 Schedule

- First Day of School: Tuesday, August 13
- Labor Day: Monday, September 2, **No School**
- Teacher Institute: Friday, October 4, **No School**
- First Grading Period Ends: Friday, October 11
- Columbus Day: Monday, October 14, **No School**
- Fall Break: Tuesday, October 15 to Friday, October 18, **No School**
- Veterans Day: Monday, November 11, **No School**
- Annual Thanksgiving Lunch: Tuesday, November 26
- Thanksgiving Break: Wednesday, November 27 – Friday, November 29, **No School**
- Christmas Sing: Thursday, December 19, 2:30 pm
- Teacher Institute: Friday, December 20, **No School**
- Christmas Break: Monday, December 23 to Friday, January 3, **No School**
- Second Grading Period Ends: Tuesday, January 7
- Martin Luther King, Jr. Day: Monday, January 20, **No School**
- 100th Day of School: Tuesday, January 28
- Presidents' Day: Monday, February 17, **No School**
- Teacher Institute: Friday, March 7, **No School**
- Third Grading Period Ends: Tuesday, March 11
- Spring Break: Monday, March 17 to Friday, March 21, **No School**
- Easter Sing: Thursday, April 17, 2:30 pm
- Easter Break: Friday, April 18 to Monday, April 21, **No School**
- Teacher Institute: Friday, May 2, **No School**
- Annual Assessment Testing: Monday, May 5 to Friday, May 9
- Fourth Grading Period Ends: Tuesday, May 20
- Fun Day and **Last Day of School**: Wednesday, May 21
- Graduation: Wednesday, May 21, 6 pm
- Teacher Institute: Thursday, May 22
- Daily
 - 7:30 am, Campus Opens
 - 8:10 am, School Day Begins (Chapel begins the day on Tuesday.)
 - 8:10 to 11:30 am, Morning Classes
 - 11:30 am to 12:00 pm, Lunch (Students will bring their own ready-to-eat lunch. Microwaves are not available.)
 - 12:00 to 3:10 pm, Afternoon Classes
 - 3:10 pm, School Day Ends
 - 3:30 pm, Campus Closes

2024-2025 Spiritual Theme: Prayer

- First Grading Period Bible Memorization for All Grades
 - “In this manner, therefore, pray: Our Father in heaven, hallowed be Your name.” (Matt. 6:9 NKJV)
- Second Grading Period Bible Memorization for All Grades
 - “Your kingdom come. Your will be done on earth as it is in heaven.” (Matt. 6:10 NKJV)
- Third Grading Period Bible Memorization for All Grades
 - “Give us this day our daily bread. And forgive us our debts, as we forgive our debtors.” (Matt. 6:11-12 NKJV)
- Fourth Grading Period Bible Memorization for All Grades
 - “And do not lead us into temptation, but deliver us from the evil one. For Yours is the kingdom and the power and the glory forever. Amen.” (Matt. 6:13 NKJV)

Daily Pledges

- Pledge to the Bible
 - “I pledge allegiance to the Bible, God's holy word, I will make it a lamp unto my feet and a light unto my path and will hide its words in my heart that I might not sin against God.”
- Pledge to the Christian Flag
 - “I pledge allegiance to the Christian flag and to the Savior for whose kingdom it stands. One Savior, crucified, risen, and coming again with life and liberty to all who believe.”
- Pledge to the American Flag
 - “I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

Our Story, Distinctives, and Partners

**The world needs well-educated Christian leaders for today and tomorrow.
New Covenant Christian School is here to help.**

Our Story

*‘Tis education forms the common mind;
just as the twig is bent the tree’s inclined.
(Alexander Pope)*

As a ministry of First Christian Church of West Frankfort, Illinois, NCCS is rooted in the local church with a goal of reaching and serving individuals, families, our community, and the world by returning to the foundational values of truth, goodness, and beauty in education as expressed by the Christian worldview.

The vision for NCCS was birthed amid the increasing and painful awareness of the continuing decline of public education in the wake of persistent efforts to remove all traces of God and the Bible from the classroom and curriculum.

Removing God from education in this way brought about the systematic and far-reaching introduction of radical ideologies and educational philosophies that now shape our children’s lives. The result is a culture in rapid decline, a society without a moral compass, and children being educated without an awareness of their God-given worth and purpose.

Whereas schools used to be the aid and ally to families, churches, and communities in the development of a child's ethics, civility, and academic proficiency, government restraints and mandates forced upon the many otherwise committed Christian public school teachers resulted in a loss of moral absolutes, an inability to conduct civil discourse, and most students testing below proficiency in basic educational content.

Thus, in 2021, the vision for NCCS became a reality after a prayerful realization of the urgent need for a viable Christian alternative for Pre-K through 12th grade education in West Frankfort and the surrounding area.

Our school's name is significant: We are *Christian*, dedicated to Jesus Christ. We are a *school*, focused on excellence in education. We are *New Covenant*, a declaration that we stand in the gracious gift of God's New Covenant in Christ, no longer under the Old Covenant and its limitations.

Since our first day of school, the effects of restoring God, the Bible, and prayer to education are notable. Here are a few of our God-given blessings and benefits:

- The use of phonics and traditional methods of teaching elementary math resulted in NCCS's 2023-2024 cumulative average of 83.6% proficiency in English/Language Arts and 86% proficiency in Math for the end-of-year testing cycle in 2023-2024. This is nearly double the highest proficiency percentages in any local public school.
- NCCS enjoys a low student-teacher ratio, fostering deeper levels of involvement, communication, and learning among teachers, students, and families.
- The use of the tried-and-true Abeka and ACE curricula, along with flexible and creative approaches to integrating traditional learning with student-initiated exploration makes NCCS a cutting-edge and historically orthodox Christian school.
- NCCS maintains low tuition and fees while benefiting from excellent and spacious facilities and the support and commitment of First Christian Church, faithfully serving Christ and the West Frankfort community since 1903.

Our Distinctives

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

Our students receive an academically excellent education grounded in the biblical truth of the lordship of Jesus Christ in all things, preparing them to become virtuous citizens capable of countering the unstable thinking and counterfeit ideas undermining our culture.

Our students learn basic and foundational biblical views on such issues as the origin and meaning of life, marriage, sexuality, gender, race, economics, government, science, and history.

Our students are taught to discern truth from falsehood and to defend and express the Christian faith with passion and charity as the spiritual battle around us intensifies.

Our students are taught to understand, cherish, and guard the Judeo-Christian principles and rule of law that provide the foundation of the United States of America, as enshrined in our Constitution and Bill of Rights.

Our students are mentored to become virtuous leaders who wisely steward the gifts and resources given by God to individuals, families, societies, cultures, and the world.

Our students are taught to love God with their whole heart, soul, mind, and strength, and to love their neighbors as themselves.

Our Partners

*They first gave themselves to the Lord,
and then to us by the will of God.
(2 Corinthians 8:5)*

NCCS desires to partner in our mission with like-minded individuals, families, and churches. Here are ways you can be involved.

- **Pray:** Ask God to protect the ministry, to grant healthy and sustained growth, and to accomplish His will through us.
- **Volunteer:** We need aides, lunchroom help, tutors, instructors of short-term specialty classes, recess help, greeters, substitute teachers, library help, and other areas.
- **Eagle Club:** The Eagle Club is a great way to make regular monthly gifts to NCCS. To become an Eagle Club donor, please make your Eagle Club commitment online at wfnccs.com/eagle-club. Monthly donations to the Eagle Club may be made by mailing a check or online at wfnccs.com/make-donation. Donors receive monthly updates about NCCS and enjoy a donor banquet at the end of the year. Donor levels are:
 - Platinum: \$125 per month
 - Gold: \$100 per month
 - Silver: \$75 per month
 - Bronze: \$50 per month
- **One-Time Gifts:** One-time gifts are also encouraged, as well as legacy and estate planning through wills and endowments. One-time gifts may be made online at wfnccs.com/make-donation.
- **Church Mission:** Consider us as part of your church's regular mission budget.
- **VBS:** NCCS makes a great giving project for Vacation Bible School!

Statement of Purpose

- New Covenant Christian School (NCCS) is the K-12th grade educational ministry of First Christian Church (FCC), West Frankfort, IL. As such, NCCS is committed to modeling biblical excellence in pursuit of every student's spiritual, intellectual, emotional, physical, and social formation by partnering with Christian families to provide a Christ-centered education with strong academics and intentional discipleship.
- The highest priority of NCCS is that it be a Christian institution in nature, accepting the full authority of God's Word above all others in every area of operations. Accordingly, NCCS will educate students in a manner that is fully integrated with biblical truth and the principles of Christian living.
- NCCS seeks to partner with Christian families in providing a school where educational excellence, spiritual growth, and maturity are pursued simultaneously, and where students are enabled to reach their fullest God-given capabilities. In that context, NCCS shall be a school where committed believers in our Lord and Savior Jesus Christ can enroll their children to be taught in a like-minded Christian perspective and where educational development is integrated with the salvation message and the promotion of spiritual growth. Thus, the school is committed to students of homes in which at least one parent or guardian professes Christ and is a regularly attending member of a Bible-believing church, and whose parents are desirous that their children attend a Christian school. Accordingly, NCCS has chosen not to be primarily evangelistic in its purpose, meaning that it does not consider as its mission and ministry to enroll non-Christian families and students with the specific intent of evangelizing them toward acceptance of the Christian faith.
- NCCS shall not be a facility of rehabilitation whereby parents seek to enroll their children in a Christian school environment for the purpose of addressing emerging patterns of undesirable behavior. Notwithstanding, NCCS

affirms the inherent call to evangelism that is foundational to the Christian faith. Therefore, NCCS will teach the gospel of Christ to its students and will cultivate the biblical mandate of evangelism in the educational process.

- In addition to its primary purpose as a Christian school, NCCS is committed to the United States of America, its founding documents, and the protection of religious freedom in America. Therefore, the Declaration of Independence, the Constitution, the Bill of Rights, and other original documents will be respected, honored, and studied as the political basis for our freedom to worship, live, educate, and evangelize as we see fit.
- NCCS is a private, church-based educational organization that will not be placed in a position where the government can interfere in the affairs of the school. Accordingly, NCCS will not accept government funds, grants or vouchers, or other assistance through which acceptance would in any way compromise our ability to maintain our stated purpose, beliefs, and practices.

Statement of Faith

- The NCCS Statement of Faith summarizes the core biblical doctrines and standards of the school. NCCS is a church-based school in the Stone-Campbell/Restoration Movement tradition, though students, faculty, and staff may come from varied Christian denominations so long as they agree to respect the NCCS distinctives as detailed in this handbook.
- We believe in one God: Father, Son, and Holy Spirit.
 - We believe in God the Father Almighty, Creator of all things visible and invisible.
 - We believe in Jesus Christ, the Son of God, the eternal Word, the one and only Savior. Who was conceived by the Holy Spirit and born of the virgin Mary, both fully human and fully divine; Who lived a sinless life; Who suffered and was crucified as an atonement for sin; Who rose again bodily from the dead on the third day; Who ascended into Heaven; and Who will return in victory to rule forever.
 - We believe in the Holy Spirit. Who convicts of sin; Who indwells every Christian; Who helps us in our weakness and intercedes for us in prayer; and Who empowers us to a fruitful Christian life.
- We believe in the Bible—God’s Word.
 - We believe God inspired the original writings of the Scripture and those original writings were consequently without error.
 - We believe that the Bible is the final authority for all matters of faith, truth, morality, and Christian living.
 - We believe the Bible teaches that God is the Creator and Sustainer of human life; that God creates each person in His image; and that life is, therefore, sacred, from conception to natural death. We believe that God creates each person as male or female; that these two distinct, complementary genders together reflect the "image of God" in humankind; and that each person's biological gender is an intrinsic, immutable aspect of his or her nature and identity.
 - We believe the Bible teaches that God established marriage in the beginning as a lifelong, exclusive relationship between one man and one woman; that He has reserved sexual intimacy as an expression of love and commitment between married couples; and that any intimate expression of sexuality outside of biblical marriage is sin.
- We believe in the Gospel—the Good News of Salvation.
 - That man, created by God, willfully sinned against God and is consequently lost and without hope apart from Jesus Christ.
 - That salvation—the forgiveness of sins—is only by grace through the blood of Jesus Christ.
 - That one receives salvation by putting faith in Christ, repenting of sin, confessing Christ, and being united to Him in baptism by immersion.
 - That those who have received salvation are sent into the world to proclaim the Gospel and to love and serve the world just as Jesus Himself did.
- We believe in the Church—God’s redeemed people.

- We believe in the Church of Jesus Christ, founded on the Day of Pentecost, consisting of all Christians everywhere, and organized into local assemblies, called churches.
- We believe the Bible teaches that every Christian should be an active member of a local church.
- We believe that the elders of the church are the overseers of its affairs and the shepherds of its members; that they are the final interpretive authority of the Bible's meaning and application for the church; and that they are responsible for the oversight, instruction, edification, discipline, and restoration of church members.
- We believe that the Bible instructs church members to:
 - Meet regularly for fellowship, worship, teaching, and the Lord's Supper.
 - Use our natural abilities and spiritual gifts to serve one another.
 - Love one another, bear with one another, accept one another, and forgive one another.
 - Seek unity, agreement, and peace with one another.
 - Encourage and build up one another.
 - Bear one another's burdens and pray for one another.
 - Spur one another to love and good deeds.
 - Submit to the authority of the elders of the church.
 - Support the church financially.
 - Pursue personal holiness and obedience to God's Word.
 - Strive together to fulfill the Great Commission.

Philosophy of Christian Education

- Regarding Spiritual Growth
 - Each student will love and respect the Bible as the inspired Word of God.
 - Each student will love the Lord Jesus Christ, God the Father, and the Holy Spirit.
 - Each student will know that he or she is saved and give evidence of growth in Christ.
 - Each student will understand basic Bible doctrines.
 - Each student will desire to know and do God's will.
 - Each student will serve Christ in the local church.
 - Each student will develop self-discipline and responsibility that results in a wise use of time.
 - Each student will develop the humility that results in respect for and submission to God-ordained authorities.
 - Each student will develop a biblical worldview by integrating biblical principles into all of life.
- Regarding Academic Growth
 - Each student will pursue academic achievement commensurate with their God-given aptitude.
 - Each student will demonstrate independent study skills and the ability to reason logically (critical thinking), using proper biblical criteria for evaluation.
 - Each student will understand and appreciate the foundations of our Christian and American heritage – responsible freedom, human dignity, and human government – essential to being a good citizen.
 - Each student will appreciate God's creation and understand the need for responsible stewardship.
 - Each student will develop a growing understanding and appreciation for the fine arts through active involvement in opportunities for personal growth and expression.
 - Each student will, upon graduation, continue to pursue opportunities for academic growth and development within the will of God.
- Regarding Social Growth
 - Each student will understand that he or she is uniquely created in the image of God.
 - Each student will demonstrate love and respect toward others as God's image-bearers.

- Each student will develop proper attitudes toward dating, marriage, and the family, and will employ biblical principles necessary for establishing a God-honoring home.
- Each student will develop a correct biblical attitude toward material things and use them responsibly to glorify God.
- Each student will develop a realistic and biblical view of life and work.
- Each student will demonstrate essential skills for developing healthy relationships with others.
- Regarding the Christian Home and the Local Church
 - NCCS will cooperate closely with parents/guardians in every phase of the student’s academic and spiritual development, recognizing that parents/guardians are ultimately responsible to God for the education and discipleship of their children.
 - NCCS will communicate regularly with parents/guardians about the school’s mission, purposes, and goals.
 - NCCS will assist families in Christian growth and fellowship, providing resources, including biblical counseling if needed, that will strengthen and encourage parents/guardians in their role as spiritual leaders.
 - NCCS will assist graduating seniors and their families with college planning and preparation.
 - NCCS, as a ministry of FCC, will recognize the authority of the local church.
 - NCCS will support the authority of the FCC elders and the goals of the local church.
 - NCCS will encourage each student to be faithful to a Bible-believing church.

Governance

- NCCS’s ultimate oversight resides with the elders of FCC.
- Administrative leadership of NCCS is provided by its superintendent, Dr. T. J. Gentry, and its principal, Mrs. Analisa Woods. Dr. Gentry is the NCCS liaison to the FCC elders and is an elder of FCC.
- Though serving no official administrative role, the NCCS Parent Group exists to facilitate helpful and ongoing dialogue, planning, and support between NCCS administrators, teachers, and students. The Parent Group is led by a member of the NCCS administration or its designate representative and will meet monthly.

Curriculum

- NCCS uses the Abeka curriculum for grades K-6th and A.C.E. curriculum for grades 7th-12th, along with material consistent with student needs. Additionally, music and art are an integral part of NCCS curriculum and will be interwoven into all learning.
 - K-6th Abeka is distinctive for its biblical commitments expressed in a rigorous curriculum entailing a spiral approach, diversity of learning styles, and cross-subject integration.
 - Abeka utilizes a spiral approach—building from the simple to the complex, with frequent review and application within each grade and from grade to grade. Since repetition is the key to learning, concepts are truly learned—and remembered. Because concepts are not presented just one time, or in one way, it means students have multiple opportunities to be successful.
 - Learning preferences—when faced with the three major learning styles (auditory, visual, and kinesthetic, or hearing, seeing, and doing), learning preferences are how you prefer, if given a choice, to learn something. Instead of favoring one and neglecting the others, Abeka incorporates all three. This helps students become adaptable, resilient learners.
 - Abeka also utilizes cross-subject integration—pulling in concepts from one subject into several others to reinforce understanding and tie learning together. Learning comes to life more with cross-subject integration (like when students learn about Abraham Lincoln in history, read about him in language arts, do a project with pennies and top hats in art, and author a story using what they

- know). Further, students feel a sense of familiarity and accomplishment when they see something they have already learned (like spelling words) “pop up” in another subject (like science or literature). They are set up to succeed. It engages curiosity and emphasizes the big picture.
- **Abeka Bible: The Foundation for All Learning**
 - The Abeka Bible program presents the Bible in the narrative style in which it is written. Students are led through the stories and truths of the Old and New Testaments, including Bible doctrine and application at an age-appropriate level.
 - **Abeka Reading: The Means by Which Each Person May Learn for Himself**
 - Because children often emulate what they read, they need reading skills and character-building reading materials from an early age. Abeka employs phonics as the most logical, orderly way to introduce reading to children. Abeka readers are beautifully illustrated and imaginatively written. Selections are carefully chosen for interest, readability, theme, and values, with literary concepts and questions throughout to guide students in comprehension of reading material and in the development of critical thinking skills, including the application of valuable principles to their lives.
 - **Abeka History: A Realistic View of Time, Government, Geography, and Economics Based on Eternal Truths**
 - Abeka’s history courses present an inspiring portrayal of peoples, lands, religions, ideals, heroes, triumphs, and setbacks considering the biblical principles that govern the natural course of history. Students benefit from this traditional, conservative approach to the study of what man has done with the time God has given to him. Along with the story of history, students see the purpose of government as ordained by God for the maintenance of law and order, not as a cure-all for humanity’s problems. The benefits of free-enterprise economics are presented in contrast with the dangers of Communism, socialism, and liberalism. Geography studies are woven in to provide a well-rounded perspective of locations in conjunction with events. This approach results in edifying history texts that give students a historical perspective and instills within them gratitude for God’s hand in history and a desire to impact the future by fulfilling the Great Commission (Matt. 28:19-20).
 - **Abeka Mathematics: The Study of Logic and Order to Apply to Science and Daily Life**
 - Abeka teaches that the laws of mathematics are a creation of God and thus absolute. Man’s task is to search out and make use of the laws of the universe, both scientific and mathematical. This is in significant contrast to the modern math theories that are based on mathematics as a creation of man and thus arbitrary and relative. Students enjoy Abeka’s variety in covering multiple branches of mathematics—arithmetic, geometry, algebra, etc.—each year on an age-appropriate level. At the same time, they benefit from the spiral approach of revisiting and building upon the learning throughout each year and from one year to the next. The learning is both relevant for today and foundational for the future, with each course purposefully preparing students for the next. This solid foundation of mathematical concepts and problem-solving skills, enhanced with a biblical worldview, intentionally and naturally results in lifelong application.
 - **Abeka Science/Health: The Investigation of Variety, Order, and Reasonableness Revealed in Creation**
 - The Abeka science and health program presents the universe as the direct, orderly, law-abiding creation of God and refutes the man-made idea of evolution. Students are presented with plants, animals, rocks, elements, forces, the human body—and much more—according to an understanding of the design and laws of nature. Learning is delivered through age-appropriate content in a variety of scientific fields, including life science, chemistry, and physics. This content is supported by full-color illustrations to enhance learning, oral and written activities to reinforce learning, and hands-on demonstrations to

personalize learning. Students are equipped to explore science from a biblical worldview while developing practical use of the scientific method and critical thinking skills.

- Abeka English: The Study of Language and Communication in a Structured, Reasonable, and Well-Articulated Manner
 - Because thought and language form the foundation of learning and communication, teaching grammar, spelling, vocabulary, composition, and literature is vitally important. Abeka presents language in a structure in which students develop orderliness, reasoning, and logic. Students will benefit from Abeka's commitment to an emphasis on reliable grammatical and literary structure that prepares them for analysis and practice. The desirable result is mastery with the development of critical thinking. Because of this emphasis, students see the importance of correct spelling and the continual expansion of one's vocabulary. Students are provided with examples of the best literature of the ages, opportunities for the continual improvement of speaking and writing ability based on a strong grammatical foundation, and the development of individual discernment based on a biblical worldview.
- 7th-12th A.C.E. (Accelerated Christian Education) is a distinctive academic curriculum that includes skill building, goal setting, reading practice, and character building—all with strong Biblical integration in its core curriculum and diverse electives. A.C.E. is both facilitated and taught by our team of Jr. High and High School teachers, providing students with an opportunity for well-rounded learning. Additionally, at the teacher's discretion some subjects are taught using other methods and means consistent with NCCS's goals. Each core subject consists of 12 PACEs per level. A.C.E. School of Tomorrow® has taken the conventional-style textbook and divided it into bite-sized, achievable booklets called PACEs. Each level consists of 12 PACEs per subject. PACEs integrate Godly character-building lessons into the academic content, and activities are carefully designed to develop thinking skills and create mastery learning.

Kindergarten at NCCS

- NCCS offers full time Kindergarten for children who meet the 5-year-old birthday cutoff on or before September 1. Those who do not meet the birthday cutoff may enroll in Kindergarten, though they will be considered Pre-K students and will still be required to complete a full year of Kindergarten after their Pre-K year. All students must be potty trained.
- NCCS Kindergarten is a safe, nurturing, dynamic early childhood learning program designed to inspire a love for learning by producing a special partnership between teacher and student that encourages a mission of working together, playing together, and learning together. Our experienced Kindergarten staff focuses on actively engaging in the maturation of the whole child; providing your child with daily opportunities to grow academically, physically, emotionally, socially, and spiritually. By delivering a well-rounded curriculum (reading, penmanship, math, social studies, science, art, and Bible) we are building a solid foundation for your child's future learning. It is paramount that learning occurs with a fresh, energetic approach and includes daily dynamic application of teacher instruction. The benefit is an elevated level of comprehension and retention leading to increased confidence for your child as they learn and expect to succeed. Our Kindergarten program will equip your child for a lifetime of learning success and positively reinforce the importance of willful obedience, exploration, acting kindly toward others, understanding expectations, accepting personal responsibility, expressing thankfulness, responding to others generously, and delivering honest communication.

Grading

- Grade Scale
 - A+ 99-100
 - A 94-98
 - A- 90-93
 - B+ 88-89
 - B 83-87
 - B- 80-82
 - C+ 78-79
 - C 73-77
 - C- 70-72
 - D+ 68-69
 - D 63-67
 - D- 60-62
 - F Below 60
- Grade Components
 - Tests/Major Assignments: 35%
 - Quizzes: 25%
 - Homework: 40%
 - Extra Credit: Extra credit is given for extra assignments and at the discretion of the teacher. Extra credit is not intended to compensate for serious grade deficiencies and is not a means to demonstrate proficiency in a course without the student's successful completion of tests/major assignments, quizzes, and homework.
- Report Cards
 - NCCS has four grading periods per school year. Report cards are issued within one week after the end of each grading period. For the final grading period, report cards are issued on the final day of school.
 - Grades are calculated each grading period, and honors designations are awarded for each grading period and annually based on averages.
 - High Honors: Average of A+ or A
 - Honors: Average of A- or B+
- Entry and Ongoing Annual Assessment Testing
 - NCCS conducts entry assessment testing for each incoming applicant. Assessment testing must be completed before admission will be granted.
 - NCCS conducts annual assessment testing near the end of the final grading period. All students must complete annual assessment testing.
- Retention and Promotion
 - NCCS students should be well prepared to meet the rigor and challenge of a new grade level as they progress through the school years. Promotion to a new grade level is an accomplishment for a student because promotion demonstrates that the student has learned the requisite skills and knowledge and is prepared for the next challenge. It is the policy of NCCS that each student successfully completes existing course work and acquires the skills and competencies as required before that student is promoted to the next grade level.
 - Decisions on promotion, retention, and placement of students shall be made in the best interest of the student after consideration of known factors. These factors include student grades, student performance on entry and annual assessment testing, student attendance, teacher recommendations, and student's social and emotional maturity and age.

- Kindergarten students must demonstrate knowledge of letters, sounds, and numbers. They must also be ready for the challenges of first grade. Teacher recommendation will also be important to determine promotion or retention for kindergarten students.
- First through 12th grade students who fail more than one subject will be subject to retention.

Extra-Curricular Activities

- NCCS will offer extra-curricular activities such as clubs and athletics as enrollment, resources, and mission allows. Fees associated with extra-curricular activities will be as reasonable as possible and remain the responsibility of the participating student. Planned extra-curricular activities for the 2024-2025 school year are:
 - First Christian Church Upward Volleyball
 - Online registration opens August 19.
 - Season concludes before Thanksgiving.
 - NCCS Martial Arts Club: Wednesdays beginning September 4
 - 3:30 to 4:00 pm, PreK to 4th Grade
 - 4:15 to 5:00 pm, 5th Grade to Adult
 - Registration Fee: \$25
 - Club only meets on days when school is in session.
 - NCCS Lego Club: Thursdays beginning September 5
 - 3:15 to 3:45 pm, All Grades
 - Registration Fee: \$15
 - Club only meets on days when school is in session.
 - First Christian Church Upward Basketball and Cheer
 - Online registration opens in November.
 - Season concludes before NCCS Spring Break.
 - NCCS Cross-Country (Fall) and Track (Spring)
 - NCCS participation is based on interest and event availability.

Admissions Policy

- Statement of Non-Discrimination
 - NCCS admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate based on race, color, national and ethnic origin in the administration of its educational policies, admissions policies, and other school-administered programs.
- Statement on Instructional Limitations
 - NCCS is not currently equipped to provide instruction to children who cannot function in a regular classroom due to physical, emotional, behavioral, or learning disabilities.
- Statement of Discipleship Intent
 - Admission to NCCS is limited to students of homes in which at least one parent or guardian professes Christ and is a regularly attending member of a Bible-believing church and whose parents desire that their children attend a Christian school. Accordingly, NCCS has chosen not to be primarily evangelistic in its purpose, meaning that it does not consider as its mission and ministry to enroll non-Christian families and students with the specific intent of evangelizing them toward acceptance of the Christian faith.

- NCCS reserves the right to deny admission to/dismiss any student on the grounds that the student or their parent/legal guardian does not respect the commitments of the school or abide by the standards of the educational program.

Financial Policy

- **New Student Tuition and Fees: \$4,075**
 - New student tuition and fees are allocated as follows:
 - Tuition: \$3,200 (Payable in 10 installments, August through May.)
 - Non-Refundable New Student Application Fee: \$125 (Fee is due with application.)
 - Remaining Fees:
 - Initial Assessment Testing Fee: \$75
 - Year-End Assessment Testing Fee: \$75
 - Use Fee: \$200
 - Book Fee: \$400
- **Returning Student Tuition and Fees: \$3,950**
 - Returning student tuition and fees are allocated as follows:
 - Tuition: \$3,200 (Payable in 10 installments, August through May.)
 - Non-Refundable Returning Student Application Fee: \$75 (Fee is due with application.)
 - Remaining Fees:
 - Year-End Assessment Testing Fee: \$75
 - Use Fee: \$200
 - Book Fee: \$400
- **Student Fundraising Requirement: \$800**
 - Each student will have an opportunity to participate in fundraisers throughout the year.
 - Each student is required to raise at least \$800 through participating in the fundraisers.
 - Any amount short of \$800 will be owed at the end of the school year.
 - If a student does not wish to fundraise, parents may choose to pay the \$800 by August 1, 2024.
- **Financial Policy:**
 - Enrollment requires a financially-binding contract.
 - Once school begins, no refund of tuition or fees (except as noted below) will be made and any unpaid tuition will still be owed. **This policy will be strictly enforced.**
 - A decision to withdraw during the first three days of school will result in a pro-rated refund of tuition, the use fee, and the year-end assessment testing fee.
 - The application fee is non-refundable once submitted.
 - The initial assessment testing fee is non-refundable once the test is taken.
 - The book fee is non-refundable after July 31, 2024.
 - Decisions to withdraw must be made in writing.
 - Unless other arrangements are made, a tuition payment is considered late if not received on the first day of the month. Late tuition payments are subject to a late fee of \$75. After two months of non-payment, students are subject to disenrollment, and all remaining tuition is still owed.

Attendance Policy

- NCCS does not provide busing or other means of transportation for children coming to or from school. It is the responsibility of the parent/guardian to get their student to and from school within the time frames for drop-off and pick-up.
 - Drop-off: Campus opens to students at 7:30 am
 - Pick-up: Campus closes at 3:30 pm
- Students are expected to be in attendance for classes. When a student fails to attend school for any reason, parents are to notify the school by 9 am on the day of the child's absence. **THE NCCS PHONE NUMBER FOR VOICE OR TEXT IS 618-435-7285.** If a parent does not call, it will be assumed the parent is not aware of the absence and will be notified by telephone of their child's absence. Parents are asked to cooperate with the school by calling when a student is going to be absent. Students will be marked tardy if they are not in the classroom at the time attendance is taken each day (i.e., 8:10 am). Multiple instances of student tardiness will result in disciplinary action.
- When a student is absent from school it will be recorded in the school learning management system.
- Lunchtime is the guideline for calculating half-day absences. Students will be counted absent if signed out before 9 am or present a full day if at school by 9 am. Students will be counted present a full day if signed out at 2:45 pm or later.
- It is the responsibility of the student to obtain homework assignments, see that all assigned work is turned in, and/or to make special arrangements concerning assignments with the teacher for a prolonged absence.
- Any student missing **over 17 days** in one year is considered chronically absent and is subject to retention, whether the absences are excused or unexcused.
- Excused Absences
 - Students are allowed **17 parentally approved absences per school year**. The parent must contact the school office in writing or by phone to indicate the reason for the child's absence. An absence must be approved by the parent for one of the following reasons:
 - Sickness (personal or immediate family)
 - Death in the family
 - Emergency situations
 - Medical appointments
 - Religious functions
 - Special needs
 - If a student is absent more than **three (3) consecutive days for illness**, the attending physician must excuse the absence. All other absences will be considered unexcused unless otherwise approved by the administration.
 - For an excused absence, a student may make up classroom assignments, quizzes, or tests. All pre-scheduled tests should be made up at the convenience of the teacher **no later than three (3) school days** after a student's return. Any work not completed in this timeframe will be counted as a zero (0). The accountability for missed material due to an absence lies with the student and parent.
- Unexcused Absences
 - In the case of an unexcused absence, a student will not be allowed to make up missed work and will receive a zero (0) for all work due during the time of the unexcused absence. **Unexcused absences are not given a makeup day for missed schoolwork.** All schoolwork missed because of an unexcused absence is due the day the student returns to school.
 - Excessive absenteeism will result in a conference with the teacher and administration. If the problem continues, it could result in suspension or expulsion.

Dress Code and Personal Grooming

- All student apparel should reflect modesty and sensibility. Extreme fashion in dress and hairstyle will not be acceptable. The administration has total discretion as to what is considered modest and sensible.
- All students will be properly groomed and reflect a commitment to personal cleanliness and hygiene.

Discipline Policy

- At NCCS, self-control and responsibility are encouraged through rewarding acceptable behavior and through actions against irresponsible behavior. Despite efforts to channel behavior in desired directions, there are occasions where a student develops a pattern of disruptive behavior which creates an undesirable atmosphere in the school, and which inhibits learning.
- Any activity that hinders other students in their learning is considered undesirable.
- NCCS has a minimum of rules; where there are rules, these are considered necessary for safety and cooperative activity. Repeated disrespect for these rules will result in a notice to the parents where efforts to get the student to cooperate are ineffective and the student may be placed on probation. Suspension and ultimate expulsion could result if the parents are unable to correct the situation with the school staff and if the student's attitude is such that it deems it best for the situation.
- NCCS expects full cooperation from the home in matters of discipline as well as in all matters. This **MUST** be a team effort, and only when the home and the school unite in principle and practice can the goals set for our students be realized. Discipline in the home and in the school must be synonymous for it to be effective.
- Students are always responsible to every staff member for their conduct. Respect and obedience within the bounds of biblical authority are always expected from each student enrolled at NCCS.
- Disciplinary action may be taken against any student guilty of disobedience or misconduct.
- Scope of Disciplinary Action
 - The scope for disciplinary action applies whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:
 - on school grounds before, during, or after school hours and at any other time when the school is being used by a school group;
 - off school grounds at a school activity, function, or event;
 - traveling to and from school or a school activity, function, or event, or;
 - anywhere, if the conduct may reasonably be considered a threat or attempted intimidation of a staff member, or interference with school purposes or an educational function.
- Delegation of Authority
 - Each teacher, and any other school personnel, when students are under their charge, is authorized to impose any disciplinary measure, other than in-house suspension, school suspension, or expulsion, which is in accordance with the policies and rules on student discipline.
 - Teachers may use reasonable efforts to remove a student from a classroom for disruptive behavior.
 - The administration is authorized to impose the same disciplinary measures as teachers and may suspend students of gross disobedience or misconduct from school (including all school functions) provided the appropriate procedures are followed.
 - The administration may deviate from prescribed discipline by weighing other factors such as level of cooperation, overall student history, or prior disciplinary infractions.
 - The FCC elders, upon recommendation from the administration, may expel students for the remainder of a school term or for a shorter period as determined by the elders.
- Detention

- Disciplinary Referrals (white slips) are issued by teachers and/or staff for inappropriate student behavior. These forms are sent home to the student's parents. Withdrawal of privileges and/or detention could result if a student's behavior does not improve.
- Detention will be served as determined by the teacher and administration.
- In-School Suspension
 - In-house suspension is the exclusion of a student from classes and all activities for a day with the student serving the suspended time at school under supervision.
 - Any test, quizzes, and/or homework grades received during the in-house suspension will be counted as a zero (0) and the student will not be allowed to make up the missed work.
- Out-Of-School Suspension Procedures
 - Before the suspension, the student shall be provided with notice of the charges. If the student denies the charges, the student shall be explained the evidence and given an opportunity to present his/her version.
 - Prior notice is not required, and the student can be immediately suspended when the student's presence poses a continuing disruption to the educational process. In such cases, the necessary notice shall follow as soon as practicable.
 - Any suspension shall be reported immediately to the student's parent/guardian. A follow-up written notice of the suspension shall be forwarded to the parent/guardian informing them of the reasons for the suspension and their right to review the suspension.
 - Documentation of the suspension shall be placed in the student's permanent record.
- Expulsion Procedures
 - Before expulsion, the student and parent(s)/guardian(s) shall be provided written notice of the time, place, and purpose of a meeting with the superintendent and principal requesting the appearance of the student and his/her parent(s)/guardian(s) to review the reasons for the expulsion in the presence of the superintendent and principal.
 - Upon presentation of the evidence and recommendation for expulsion by the administration, the FCC elders shall decide whether to expel the student.
 - Documentation of the expulsion shall be placed in the student's permanent record.
- Disciplinary Details
 - Level I
 - Misconduct
 - Creating Minor Disturbances
 - Failure to Do Homework
 - Disrespect
 - Tardiness
 - Excessive Absenteeism
 - Violation of the Dress Code
 - Refusal to Participate in Academic Pursuits
 - Failure to Return Requested Signatures of Parents
 - Gum Chewing
 - Failure to Have Necessary Class Materials
 - Disciplinary Options
 - Prayer with Teacher and Parent/Guardian Contacted
 - Withdrawal of Privileges
 - Detention
 - Level II
 - Misconduct
 - Repeated Violations of Level I Item(s)

- Cheating
 - Failure to Obey Instructions
 - Inappropriate Boy/Girl Relationships
 - Skipping Class
 - Leaving School without Permission
 - Lack of Reverence
 - Lying
 - Disciplinary Options
 - Prayer with Teacher and Student Conference with Parent/Guardian and Administration
 - Withdrawal of Privileges
 - Detention
 - In-House Suspension
- Level III
 - Misconduct
 - Unmodified Level II Misconduct
 - Repeated Disciplinary Problems
 - Disrespect/Insubordination
 - Stealing
 - Fighting
 - Vandalism
 - Possession or Use of Controlled Substance, Alcohol, or Tobacco
 - Profanity
 - Overt Act of Disrespect toward Teachers, Staff, or Administration
 - Arson or False Alarms
 - Inappropriate Sexual Behavior
 - Possession of Weapons and/or Firearms
 - Expressing Violent Behavior (Actually or Verbally)
 - Disciplinary Options
 - Prayer with Teacher and Student Conference with Parent/Guardian and Administration
 - Out-of-School Suspension
 - Expulsion
- Restitution of Vandalized or Stolen Item(s)
 - Administration Will Decide Appropriate Action
- Additional Details Concerning Aggressive Behavior
 - Aggressive behavior is defined as any behavior that may cause physical or emotional harm to someone else and/or urge other students to engage in such conduct.
 - Prohibited aggressive behavior includes, without limitations, the use of violence, force, noise, coercion, threats, intimidation, fear-bullying, or other comparable conduct.
 - The main types of aggressive behaviors are:
 - Physical (hitting, kicking, grabbing, spitting, etc.)
 - Verbal (name-calling, racist remarks, etc.)
 - Indirect (spreading rumors, wearing or possessing items depicting or implying hatred or prejudice, etc.)
 - Harassment (verbal, sexual, touching, rubbing, groping, etc.)
 - Grounds for disciplinary action apply whenever the student's prohibited aggressive behavior is reasonably related to school or school activities, including, but not limited to:

- On school grounds before, during, or after school hours or at any other time when the school is being used for a school group.
 - Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to the school.
 - Traveling to or from school/school activity, function, or event.
 - Anywhere, if the aggressive behavior may reasonably be perceived as a threat or attempted intimidation of a student, visitor, teacher, staff, or administrator, or interference with school purposes or an educational function.
- Students who are victims of aggressive behavior, as stated in this policy, at any time by anyone are encouraged to notify any school employee who in turn, reports the alleged incident to the school principal or superintendent.
- When there is substantial evidence of a violation of this policy, the administration shall take appropriate action that may include expulsion, suspension, detention, police contact and report, warning, and/or such other disciplinary action as may be warranted.
- Bullying, Intimidation, and Harassment Policy
 - Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important goals of the NCCS administration. It is the policy of NCCS that bullying, intimidation, and/or harassment of students at the school shall not be permitted.
 - Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:
 - placing the student or students in reasonable fear of harm to the student's or students' person or property;
 - causing a substantially detrimental effect on the student's or students' physical or mental health;
 - substantially interfering with the student's or students' academic performance; or
 - substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - Cyber-bullying means bullying using technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.
 - Bullying is prohibited and grounds for disciplinary action that apply in each of the following situations:
 - During any school-sponsored education program or activity.
 - While in school, on school property, or buses or other vehicles, or at school-sponsored or school-sanctioned events or activities.
 - Through the transmission of information from a school computer, a school computer network, or similar electronic school equipment.
 - Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by NCCS if the bullying causes a substantial disruption to the educational

process or orderly operation of the school. This paragraph applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

- Students who are victims of bullying, intimidation, or harassment as stated in the policy, at any time, by anyone are encouraged to notify any school employee (orally or in writing) who in turn, will report the alleged incident to the school administration.
- The school administration will investigate all reports. When there is substantial evidence of a violation of this policy, the administration shall take appropriate action that may include expulsion, suspension, probation from school, detention, police contact and report, warning, and/or such other disciplinary action as may be warranted.
- Prohibited Items
 - Students are not to bring toys, games, gadgets, laser pointers, fidget spinners, or electronic devices to school without the consent of their teacher.
 - Cell phone usage during school hours is prohibited. If students use or have in their possession a cell phone during school hours, the phone will be taken from them.
 - First offense: The parent will be notified and may retrieve the cell phone from the principal's office.
 - Second offense: The parent will be notified and may retrieve the cell phone from the principal's office. A Level II disciplinary option will be enforced.
 - Further offenses: Parent will be notified and may retrieve the cell phone from the principal's office. An in-school suspension will be implemented. Continued offenses may lead to a Level III school disciplinary option.
 - Electronic device usage during school hours is prohibited.
 - An exception is for an assignment or school activity assigned by the student's teacher.
 - All electronic devices, including but not limited to iPods, mp3 players, tablets, mini-computers, cameras, etc., are prohibited from school unless authorized by the principal or superintendent.
 - Students with such devices at school are subject to the same disciplinary consequences as those specified for the use and possession of cell phones.