

Vail Christian High School

Student/Parent Handbook

2020 - 2021



Home of the Saints

31621 U. S. Highway 6
Edwards, CO 81632
Phone: 970-926-3015
www.vchs.org
School Code: 060-499

MISSION STATEMENT

“Equipping mind, body, and spirit for lives of purpose, service, and leadership.”

WELCOME

Welcome to the 2020 - 2021 school year! This handbook contains important information regarding the policies and procedures that are followed and upheld at Vail Christian High School. Because the faculty and administration desire to build a strong partnership with each family, we ask each parent and student to carefully review the important information provided in this handbook. Please feel free to contact the administration with any questions.

THE FACULTY, STAFF AND ADMINISTRATION

Ms. Rose Braden	Administrative Assistant/Receptionist
Mrs. Kristin Baker	Pre-AP English 1, Pre-AP World History and Geography
Mrs. Stacia Brasington	International Student Program Director
Mrs. Sandra Burner	Student Resource Director, Phillipon Research Coordinator
Ms. Melinda Carlson	Theology 1: Cornerstone, Theater, Vocal Music Ensemble
Mrs. Heidi Cofelice	Marketing Director, AP Studio Art, Studio Art 1 and Studio Art 2
Mrs. Camille Cooper	AP English Language, DE Composition, AP English Literature
Ms. JJ Cunningham	Biology, AP Biology, Entrepreneurship, Track Coach
Mrs. Heather Downey	Director of Admissions
Mr. Brian Hall	Digital Media Director
Mrs. Lori Hixon	Service Coordinator, National Honor Society, Director of College Counseling
Mrs. Sarah Hochtl	AP Environmental Science, Chemistry, AP Physics
Mr. Tyler Jager	Worship Arts, AP Calculus AB and BC, College Algebra, Pre-Calculus
Ms. Merideth Kirkman	Dance Coach
Mr. Sheldon Kuhns	Director of Facilities, Boys' Varsity Basketball Coach
Ms. Mindy Larson	Principal, PLTW Human Body Systems, Student Council
Mr. Scott Leonard	Theology 4: Senior Capstone
Mr. Chris Lukanich	AP U.S. History, AP World History
Ms. Kristy Maslan	Office Manager
Mr. JC Moritz	Technology Advisor
Mr. Dan Mysnyk	Financial Management, AP/DE Statistics, AP Economics, Algebra 2, Performance PE, Football and Track Coach
Mr. Peter Nowicki and Mrs. Laura Nowicki	Theology 3 - Ethics & Social Justice
Mrs. Denaë O'Neil	AP Chemistry, PLTW Introduction to Engineering and Principles of Engineering, Robotics, Conceptual Physics
Mr. Steve O'Neil	Chief Executive Officer, Head of School, DE American Government
Mrs. Adina Petersmeyer	Head Volleyball Coach
Mr. Tim Pierson	Athletic Director, P.E., Head football Coach, Performance PE
Mr. Jim Pyke	AP Computer Science Principles
Ms. Donna Robinson	Algebra 1, Algebra 1 Advanced, Geometry
Ms. Stephanie Ward	World History and Geography, Novice Spanish
Mr. JD Webster	Worship Arts
Mrs. Barbara Wilson	Theology 2, Intermediate and Advanced Spanish, Head Girl's Soccer Coach, Speech
Mr. Casey Wyse	Business Manage

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FORWARD

This book is provided to serve as a resource of information for students, parents, and faculty of Vail Christian High School. Students and parents are required to read this handbook and become familiar with its contents. This Handbook does not contractually bind Vail Christian High School and is subject to change without notice by the decision of Vail Christian High School. Admission to the school is a privilege, not a right, and admission for one school year does not guarantee automatic admission for future school years.

ACCREDITATION

Vail Christian High School is a CESA Member School and is fully accredited by Cognia (Previously AdvancEd)

BOARD OF DIRECTORS

Mr. Kevin Wilson - Chair
Mr. Steve O'Neil – Head of School
Mrs. Erin Boselli - Secretary
Mr. Ken Marchetti - Treasurer
Mr. Bob Engleby
Mrs. Bizzy Barry
Mr. Kevin Bergman
Mr. Kevin Bohren

STANDARDS FOR EXCELLENCE

The Vail Christian High School community consists of students, administrators, teachers, and staff, all seeking to achieve the same purpose, namely to accomplish the goals found in the Vail Christian High School Mission Statement.

In this Christian community, the will and love of God gives direction for the daily activities of members of the Vail Christian High School community.

Students, faculty, and staff members agree that certain basic relationships must exist within this community in order to achieve the **mission of Vail Christian High School**, namely:

“Equipping mind, body, and spirit for lives of purpose, service, and leadership.”

Accordingly, the following STANDARDS FOR EXCELLENCE serve as expectations for relationships among all those involved in the Vail Christian High School community:

A Vail Christian High School administrator, teacher, student

1. **HONORS GOD** in prayer, chapel, devotions, daily conversations, and actions.
2. **HONORS SELF** by being faithful, loving, and cooperative, and demonstrates this by
 - a. completing tasks on time.
 - b. being responsible for own work.
 - c. being faithful in the tasks of teaching (appropriate, challenging) and learning (in class, on task).
 - d. requesting help and assistance as needed.
 - e. choosing language that is appropriate.
 - f. choosing actions which are appropriate
3. **HONORS OTHERS** by caring, helping, and supporting, and demonstrates this by
 - a. honoring students as unique gifts of God;
 - b. respecting teachers as God’s leaders.
 - c. arriving to class on time, being courteous and attentive, not disruptive.
 - d. respecting school and others’ property as precious gifts of God; reporting theft or misuse.
 - e. valuing others by building them up with positive words, without put-downs!
 - f. serving and supporting others with words of encouragement and acts of love.
 - g. seeking to love and respect others in choice of words, tone and body language.
 - h. seeking to be fair and objective, showing no favoritism.
 - i. accepting and cherishing educational, racial, economic and cultural diversity.
 - j. seeking help, reconciliation, peace and forgiveness when problems occur.

VAIL CHRISTIAN HIGH SCHOOL
PARENT, STUDENT, ACKNOWLEDGEMENT, AND HEALTH PLEDGE

Vail Christian High School has made plans to resume an on-campus instructional program and co-curricular activities for the 2020-2021 academic year. Being a member of the VCHS community means that each of us must be vigilant and persistent in protecting our own health and each other's, on campus and in the greater community. We place a high priority on the health and safety of all students in our school. Our school will resume with some changes in place in the face of COVID-19 to improve the probability, to the extent possible, that students, faculty, and staff may safely attend.

All students, parents and employees will be required to sign a **health pledge**. By signing the health pledge, parents affirm that their minor Student (and if applicable Student 18 years old or older): (1) attends VCHS voluntarily and with the understanding that, notwithstanding our efforts, the school cannot guarantee that it will remain free of COVID-19 or any virus or that you or your Student will not contract COVID-19 or any other infection at the School, and (2) that you and your Student understand that subsequent events, such limits on indoor group gathering or shelter-in-place orders from public authorities, may require the School to suspend its on-campus instructional program and co-curricular activities; in that case, the School will continue its instructional program remotely.

VCHS works closely with physician advisors and the local health department and stays informed with all applicable legal mandates, including those regarding public health. Guidance, advice, and various mandates change from time to time, and so our VCHS response is fluid and changing. Even though VCHS is not under the jurisdiction of the Colorado Department of Education or any other educational entity, VCHS is a Christian institution that will endeavor to follow the applicable authorities and guidelines for schools as we represent our Christian faith and make decisions we believe are in the best interests of our students, teachers (young and old), families (young and old), and broader community. Based upon the best information available to us at this time, VCHS intends to implement the following prevention and mitigation efforts, and we require that Parents, Students, Faculty and Staff make the following pledge to themselves and their community of VCHS stakeholders.

Daily Health Screening and Personal Prevention: We understand and commit to the following:

- We commit to perform a daily health check analyzing body temperature and possible symptoms of COVID-19 each day before arriving at school.
- We commit to bring necessary items such as a backpack, water bottle, cloth face mask and personal hand sanitizers on a daily basis.
- If anyone in our household registers a temperature of 100.3 or greater, our family members (including the Student) will not go to VCHS facilities or activities and will not return until fever-free for 72 hours without fever-reducing medicine.
- We agree to follow the local governmental and health authorities' protocols established for a confirmed positive COVID-19 case.
- We understand that anyone without an alternate explanation from a licensed physician may need a verification of a "negative" COVID-19 test result, utilizing a PCR/nasal swab test through our healthcare provider before returning to campus.
- We commit to contact VCHS if we have been in contact with anyone that has tested positive for COVID 19 in the previous 14 days, or has been knowingly exposed to COVID-19 within the previous 14 days.
- Should contact tracing be necessary as requested by the health department we commit to support VCHS's efforts to the best extent possible.

- We commit to practice recommended respiratory hygiene and proper hand-washing techniques while on campus.
- We commit to honor the required mask guidelines as required by VCHS and the authorities. Until further guidance is provided, face masks are required for all indoor activities.
- Students who do not follow our mask guidelines may be asked to attend classes remotely

Environmental Precautions: We understand the following precautions will be taken and observed.

- Instructional spaces will be set up to increase personal distance and reduce close proximity interactions among students, faculty, and staff.
- School buildings and bathrooms that are in use will be cleaned and disinfected on a regular basis.
- School vehicles used in the transport of students will be cleaned and disinfected after each use.
- Adequate supplies of approved cleaning materials will be available in classrooms for individual use as needed on surfaces.

Food Service: We understand the following precautions will be taken and observed.

- Rustic Farm to Fork will provide optional prepackaged options.
- Students will be asked to utilize outdoor seating whenever practical.
- Students may elect to bring sack lunches from home.

Group Instruction and Events: We understand the following precautions will be taken and observed.

- Group instruction for such activities as Choral Ensemble, Worship Arts, and Theater may be allowed, but with more attention to masks and social distancing.
- VCHS will follow appropriate guidance from governmental authorities and public healthcare and epidemiology experts concerning athletic and other large group gatherings.

ENROLLMENT ELIGIBILITY FOR INCOMING FRESHMEN AND TRANSFER STUDENTS

Incoming freshmen and transfer students must fulfill the following criteria. It is a privilege to attend Vail Christian High School and all students should recognize this fact. All incoming freshmen must account for the following:

- Show proof of successful completion of eighth-grade graduation
- Provide an official transcript from former school
- Present standardized test scores
- Provide full attendance and disciplinary records or file
- No expulsions or association with expulsion hearings
- Have a minimum 2.0 grade point average on a 4.0 scale
- No Failing grades
- Provide letters of reference
- An administrative interview

Likewise, all transfer students who wish to be accepted must account for the following as well:

- Provide an official transcript from former school
- Present standardized test scores
- Provide full attendance and disciplinary records or file
- No expulsions or expulsion hearings from former schools
- Have and maintain a minimum 2.0 grade point average on a 4.0 scale
- No Failing grades on transcript
- Provide letter of reference
- An administrative interview

Students who do not fit the preceding criteria may not be allowed acceptance to Vail Christian High School.

DAILY SCHEDULE

2020 - 2021 VCHS Daily Schedule	
M,W (periods 1,3,5,7) T,TH (periods 2,4,6,8)	Time
Period 1/2	8:00 - 9:30
Period 3/4	9:34 - 11:04
FLEX	11:08 - 11:38
MON - Connect	
TUES - STUDY HALL	
WED - CHAPEL	
THURS - CLUBS / TUTORIALS	
Lunch	11:38 - 12:08
Period 5/6	12:08 - 1:38
Period 7/8	1:42 - 3:12
FRIDAY (alternating EVEN/ODD)	Time
Period 1/2	8:00 - 9:00
Period 3/4	9:04 - 10:04
Period 5/6	10:08 - 11:08
Period 7/8	11:12 - 12:12

ACADEMIC POLICIES

One of the most important responsibilities of a school is to define clearly its academic program. Since Vail Christian High School is a Christian college preparatory school, the curriculum has been designed in scope and depth so students can graduate from the school prepared to do college work. The admissions standards for the school matches the curriculum. A student should find their course work at VCHS both challenging and engaging.

GRADING

In order to more clearly communicate how we evaluate students and determine term grades, Vail Christian High School uses the following system:

<u>Percentage</u>	<u>Grade</u>	<u>GPA Value</u>
93-100	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
<60	F	0.00

Note: Dual Enrollment classes through Colorado Christian University, University of Colorado and Advanced Placement classes are “weighted” for purposes of calculating GPA. (A=5, B=4, etc.) NOTE: Excessive absences could result in the loss of AP Credit.

CHECKING GRADES AND ASSIGNMENTS:

The staff has approved the following set of **minimum guidelines** for every student and parent at Vail Christian. Individual teachers may ask more of their students, but each student is **expected** to use CANVAS in **at least** the following ways. Parents are encouraged to follow these guidelines as well.

For Assignments:

- Each student is responsible for checking the LMS in CANVAS regularly.
- Each student is responsible for checking their school email account regularly.

For Grades:

- Students should check their grades frequently using CANVAS.
- Parents will have complete access to CANVAS to regularly monitor their student’s grades and assignments.

ADDITIONAL CONSIDERATIONS RELATED TO GRADING

I. Comprehensive semester exams will be given to all students except in performance classes. In these classes, the administration of a final exam is left to the discretion of the teacher.

Students who do not take the semester exams will receive a failing grade for the exam. A semester exam may not count more than 20% of the term grade. Students are to take final exams at the regularly

scheduled times. If a student should miss a scheduled semester exam without an excused absence they will receive a 0% or an "F" for that exam. The only way for an absence to be excused is with a written request from the parent(s) of the student which has been approved by the Principal.

If a student for some reason must miss a semester exam due to a pre-planned event, the parent must supply a written request to reschedule the exam to the Principal. The Principal will consult with the student's teacher(s) to determine if and when the student may take the exam.

II. No "F" for the semester may be given unless the home has been contacted at least 2 weeks before the end of the semester. (Please note that the school cannot be responsible for mail/email/phone messages intercepted by students.)

III. A grade of "incomplete" will be given when students have not completed the major requirements of a course because of absence due to illness or to other reasons over which they have no control. Normally an "incomplete" must be removed within two weeks after the marking period or semester ends. In the event, the uncompleted work is not turned in or tests are not taken, the teacher will assess the grade based on the student's effort demonstrated during the marking period less a failing grade for all work or tests not completed.

IV. Late work not caused by absence from school will be subject to academic penalty as determined by the teacher.

ACADEMIC INTEGRITY GUIDELINES

Christian Scholarship and Academic Integrity

At Vail Christian High School, students experience a range of academic exercises: some aim to develop individual skill and therefore prohibit or restrict collaboration; others aim directly at collaborative skills and therefore expand permissible resources. In every case, the student must fully attribute both the information and the help that come from others. Christian scholarship is fair and disciplined. It means following rules that the teacher has specified for an assignment. It means cooperating with the teacher in each assignment in order to develop each student's ability, the better to know and serve God. Cheating means obstructing or subverting the rules of an assignment. It usually occurs when a student places grades before learning, forgetting or neglecting the priority of Christian scholarship over grades. It occurs in several ways:

- copying another's work from an assignment intended for individual effort
- helping, writing for or giving answers to another in an assignment intended for individual effort
- falsely attributing words, statements, numbers, equations, algorithms, programs, answers, translations, images, music, artifacts or other materials presented in an assignment.
- using prohibited materials during an exam or quiz Plagiarizing, another form of cheating means summarizing, paraphrasing, or quoting an outside source without attribution.

When cheating is observed, in any of its forms, the teacher will inform the Principal who will notify, via email, the student's parents.

FIRST OFFENSE: the student will receive a grade of zero on the assignment or examination and a referral will be placed in his/her file.

SECOND OFFENSE: the student will receive a grade of zero on the assignment or exam and the student will be placed on Academic Probation.

A FURTHER OFFENSE: will place the student in jeopardy of being dismissed from Vail Christian High School.

ACADEMIC PROBATION

In order to uphold Vail Christian's mission of providing a rigorous academic program, students who fail one or more classes and/or have a cumulative average below 2.5 for the semester will be placed on academic probation.

Academic probation may affect participation in sports and other co-curricular activities as well as eligibility for financial aid at Vail Christian High School. At the time a student is placed on a second academic probation, he/she is no longer eligible to participate in any co-curricular activities (including sports) for the following academic quarter.

This probation process is designed as a partnership between parents, students, and Vail Christian High School to promote improved academics and communication between the school and home environment. Academic probation will continue for a maximum of two consecutive quarters. If the terms of the contract have not been met by the end of the two quarters, students may not be eligible to attend for the next semester.

Academic probation process:

- At the end of each grading period, grades are reviewed by the Principal.
- After the review of semester grades, calls will be made to the parents of any student whose grades place him/her on academic probation.
- Meetings are set up and held by the principal between the parents, students, and appropriate teachers within the first two weeks of the new semester.
- An Academic Probation Contract is signed at this meeting setting the terms designed to meet both the concerns of the school and the needs of the student.
- Progress is communicated to parents through a phone call from the principal at a minimum of 4 weeks, quarterly progress reports, and 16 weeks.
- A follow-up phone call or meeting (depending on need) will be made after the final grades go out.

GRADUATION REQUIREMENTS and ACADEMIC PROFILE

Students may select from many course offerings based on interests, abilities and learning styles. With seven classes per year, there are opportunities to explore courses that interest and challenge students academically.

In making course selections, Vail Christian High School encourages each student to discuss higher education goals with teachers, college counselor and family members. It is extremely important that they know and understand the requirements for each course and the requirements to graduate from Vail Christian High School.

Vail Christian High School has established the following minimum graduation requirements to allow each student the opportunity to explore their giftedness whether that potential lies in academics, athletics or the arts.

- **English** = 4 credits
 - **Math** = 4 credits (Algebra I, Geometry, Algebra 2 are required classes. Placement testing is available.)
 - **Science** = 3 or 4 credits (Biology is a required course and Chemistry is highly recommended.)
 - ***Social Studies/History** = 3.5 credits (World History, US History, and US Government are required courses.)
 - ***World Language** = 2 or 3 credits (Same language showing progression over a minimum of 2 years.)
 - **Theology** = 2 credits (Ethics and Social Justice and Senior Capstone are required for graduation)
 - **Fine Arts** = 1 credit
 - **Physical Education** = 1 credit (.25 credit for each sports season is accepted in place of PE classes)
 - **Service Hours** = 20 approved service hours per enrolled year
 - **TOTAL Units Required for Graduation** = 25.5 credits
- Note: 1 credit = 1 year; 1/2 credit = semester*

****With Science and World Language, 6 total credits are required.***

The academic program at Vail Christian High School is a traditional semester schedule with 3.5 credits per semester as the preferred course load. Complete descriptions of each course can be found starting on page 32.

These graduation requirements are only minimum standards for graduation. We encourage students to exceed these standards in preparing for colleges appropriate to their academic interests, and most students do so. Students are encouraged to plan for higher education and to take an appropriate range of courses. More competitive colleges and universities expect students to take four years each of math, English, science, foreign language, and social studies.

HIGHER EDUCATION REQUIREMENTS

The Colorado Commission on Higher Education has established requirements for all students planning to enter any of the 14 Colorado, public four-year institutions. These requirements are designed to ensure success in college.

	<u>Selective Colleges</u>	<u>Highly Selective Colleges</u>
English	4	4
Mathematics (Alg 1 and Higher)	4	4
Social Studies (to include .5 Government)	3	3-4
Science	3	4
Years of same foreign language	2	3-4
Academics Electives	2	2

VALEDICTORIAN and SALUTATORIAN

Vail Christian High School will recognize the students who have achieved the highest and second highest overall weighted grade point average. Only students who have attended VCHS for all 4 years will be eligible for either honor. Students with either honor will be recognized at graduation.

The **Valedictorian** will have:

- The highest GPA in the graduating class.
- Minimum of 6 advanced Placement Courses, including two in the “Math/Science” area and at least two in the “Humanities” (English, History, Art) area.
- Earn 25.5 credits according to the Vail Christian High School graduation requirements.

The **Salutatorian** will have:

- The second highest GPA in the graduating class
- No more than one B in a class, all A’s in every other class.
- Minimum of 4 Advanced Placement Courses, including one in the “Math/Science” area and at least one in the “Humanities” (English, History, Art) area.
- Earn 25.5 credits according to the VCHS graduation requirements.

ADVANCED PLACEMENT AND DUAL ENROLLMENT

A Comparison of the Processes and Outcomes of AP And Dual Enrollment Students

The two approaches - dual credit and AP - offer competing schools of thought on helping high school students earn college credits. AP prepares students to pass an exam to prove their mastery of college-level curriculum. Dual credit enrolls students in college courses while they are still in high school, allowing them to earn credit for both. In short, dual performance is based on a course grade while AP scores are based on a standardized exam.

Caught in the middle are students and parents who wonder which approach produces the best payoff. With many articles and forums on the subject, it seems to be a widely-considered debate with the answer varying. Factors weighing into the mix include the student, the college, and the major course of study.

Experts say both approaches can work but not without their share of pitfalls and that can leave students who thought they did the work without the credits that count.

AP classes

AP classes are college-level classes taught to prepare you for AP tests, which you take at the end of the school year to earn college credit and/or “advanced placement” (hence, “AP”). The AP exam has two parts: a multiple-choice section and an essay portion that will be added together to determine your score on a scale of 1 to 5. Usually, you must get a score of 3 or higher to gain college credit. These classes require a substantial amount of writing as well as reading chapters from a textbook.

Dual enrollment classes

A dual enrollment class is also a college-level class given at a high school, but it counts for both college and high school credit. Unlike in AP classes, you don’t need to take an external exam at the end of the year to gain college credit, but you do need to earn a grade of C or higher in the class. That being said, dual enrollment classes are not easy. The writing requires an in-depth analysis of subject matter, and

many pages of writing are required each semester. The texts and chapters you will be required to read may even be longer than those in AP classes.

Course Load

Students must register for the equivalent of a minimum of five credits per year. The Director of College Counseling or Principal must approve any request to enroll in more than four AP courses. After appropriate discussion with the Director of College Counseling or Principal, students may drop or add courses without penalty within the first two weeks from the beginning of the course. After the first two weeks and up until mid-semester, students may change courses only with the approval of the teacher and the Director of College Counseling or Principal. Changes in placement to a more appropriate level, as in mathematics and foreign language, or changes recommended by a student's teacher will be considered separately by the Principal and classroom teacher.

TECHNOLOGY

Vail Christian High School provides students with access to our wireless network. Students are required to bring their own laptop. Students and Staff are required to have an up-to-date anti-virus/anti-malware software program on their own devices.

- All computer use during school hours is for academic purposes only.
- Students are not allowed to change any network configuration.
- Internet Access by students is to be limited to research and school-related assignments only. Online gaming and/or instant-messaging by students is prohibited.
- Faculty members have the right to spot check internet use at any time.
- All students must abide by the acceptable use policy.

Student Computer and Internet Use Policy Agreement

Please read this carefully

Internet access is available to students, faculty, and staff at Vail Christian High School (hereafter referred to as VCHS).

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. We are very pleased to provide this access and believe the Internet offers vast, diverse, and unique resources and excellence in our school by facilitating resource sharing, innovation, and communication. Students can have access to

- Electronic Mail communication with people all over the world.
- The Worldwide Web (www)
- Discussion groups on a variety of topics ranging from cultures to the environment to music to politics, etc.
- Access too many Library Catalogs, the Library of Congress and College/ University information systems.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting morally, ethically, or spiritually. Material available on the Internet can include those of sexual behavior, violence, offensive language, etc. However, because of daily changes on a global network, it would be impossible to control all materials, and an industrious user may discover controversial information.

(These would not likely be found accidentally while doing normal research; a user would have to intentionally look for them.) We at VCHS firmly believe that the valuable information and interaction available on the Internet far outweighs the possibility that users may procure material that is not consistent with the educational and spiritual goals of the school.

Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical and legal utilization of the network resources. If a VCHS student user violates any of these provisions, the student will be subject to school discipline, which can include: school suspension, or expulsion, termination of the student's Internet account and/or denial of future use of VCHS computers.

Internet- Terms and Conditions

1. **Acceptable Use-** The purpose of VCHS Internet Access is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of VCHS. Use of other organization's network or computing resources must comply with the rules appropriate for that network. Transmissions of any material in violation of any international, U.S., state regulation or school use policy is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.
2. **Privileges-** The use of VCHS computers and the Internet is a privilege, not a right, and inappropriate use can result in a cancellation of those privileges. The school administration will deem what is inappropriate use and its decision is final. Also, the administration may close an account at any time as required. The administration, faculty, or staff at VCHS may request the administration to deny, revoke or suspend specific user accounts.
3. **Network Etiquette-** You are expected to abide by the generally accepted rules of network etiquette. All posts to social media should reflect a Godly testimony of the student. Students will be held accountable for any negative postings, pictures, or video. These include (but are not limited to) the following.
 - Be Polite. Do not be abusive in your messages to others.
 - Do not make any changes or modifications to computer programs or setups of VCHS computers or any others that are accessible through the Internet.
 - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
 - Do not reveal your last name, personal address or phone numbers, or those of other students. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 - Do not use the network in such a way that you would disrupt the use of the network by other users.
 - Students who do not have permission to access the Internet should not be allowed to watch as you access the Internet.
 - All communication and information accessible via the network should be assumed to be private property.
4. VCHS makes no warranties of any kind, whether expressed or implied, for the service it is providing. The School, its operators, and any institutions with which it is affiliated will not be responsible for any damages you suffer. This includes loss of data resulting from delays, no-deliveries, miss-deliveries, or

service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. VCHS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

5. Security- Security on any computer system is high priority, especially when the system involves many users. If you feel you can identify a security problem on the school network, you must notify an administrator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual and the administration. Attempts to log onto the network as a system administrator, or faculty or staff, or attempting to evade, disable or "crack" passwords or other security provisions, will result in cancellation of user privileges and possible suspension or expulsion. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet as well as any computer at VCHS.
6. Vandalism- Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware or data of another user, the school, Internet, or any of the above-listed agencies or other networks that are connected to the VCHS Internet backbone. This includes, but not limited to the uploading, or creation of computer viruses, modifying computer program or files or making changes to VCHS computer setups or programs. You do NOT have permission to install any software programs or download and save any programs from the Internet to computers at VCHS. You do NOT have permission to hook up any devices (Except Headphones) to any VCHS computer or to the VCHS network

CELL PHONE USER AGREEMENT

Vail Christian High School uses instructional technology as one way of supporting our mission to teach the skills, knowledge, and behaviors students will need as responsible citizens in the global community. Students learn collaboration, communication, creativity and critical thinking in a variety of ways throughout the school day. In an effort to be proactive with today's growing social and interactive technology trends, it is our hope that this new policy will increase awareness and training while putting into practice social and professional etiquette relating to electronic devices.

VCHS will allow cell phones to be used for instructional purposes **ONLY** with teacher permission, in between classes, during free periods, and during lunch periods. Students in possession of a cell phone while at school must comply with the Cell Phone Policy / VCHS Acceptable Use Agreement.

Students are prohibited from:

- Bringing a Cell Phone on premises that infects the network with anything designed to damage, alter, destroy, or provide access to unauthorized data or information.
- Processing or accessing information on school property related to "hacking", altering, or bypassing
- Using cell phones to "bully" or to post derogatory statements about students, faculty, or staff via text message or Social Media.

Students who need to leave early for appointments or illness must check out at the front desk. Students cannot just call/text home and leave. A student who has a phone confiscated may not use another student's cell phone. Students who are in possession of cell phones must adhere to these guidelines and the VCHS Internet Acceptable Use in the student handbook.

Cyber Safety: We will review cyber-safety rules with students frequently throughout the course of the school year and will offer reminders and reinforcement about safe cell phone behaviors. In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school rules while using personal devices. The use of a cell phone is not a right but a privilege. When abused, privileges will be withdrawn.

Guidelines:

Violating the established policy will result in the following:

- **First offense-** the phone is taken away until the end of the day.
- **Second offense-** the phone must be picked up by a parent or guardian.
- **Third offense-** student will serve two hours of after-school detention and a parent or guardian must pick up the phone.
- **Any further infractions** will result in the student not having a cell phone on school grounds during the school day. Furthermore, students who do not adhere to these guidelines will be subjected to other disciplinary actions.

Guideline Infractions:

The following are considered more serious offenses/infractions and will be referred directly to the administration to be reviewed:

- Cell phones may not be used to assist any student on assignments, quizzes, or tests without teacher approval. This includes the inappropriate use of smart watches.
- Any student who accesses websites that are prohibited by the VCHS Acceptable Use Agreement or Student Handbook will be subject to discipline.

** Vail Christian High School is authorized to collect and examine any device that is suspected of causing technology problems or was the source of an attack or virus infection. School administration may view the contents of any device suspiciously used in an inappropriate manner that violates the school code of conduct. If the cell phone is locked or password protected, the student will be required to unlock the device at the request of a school administrator.

TESTING

The PSAT/NMSQT, a preliminary SAT/National Merit Scholarship Qualifying Test, is administered to all sophomores, and juniors during October of each school year. Vail Christian High School uses these scores to track student progress and identify individual strengths and weaknesses. It also provides practice for the SAT test and can qualify juniors for national merit scholarships.

The Pre-ACT is administered in the spring. This practice exam is a multiple-choice assessment that provides 10th and 11th graders with a short practice for the ACT test.

Advanced Placement (AP) Exams are scheduled by the College Board for the first two weeks in May. Every student enrolled in an AP class at Vail Christian is encouraged to take the appropriate AP exam in May. Students not enrolled in an AP class may request to take any exam for which they feel they are prepared. There is a fee for each test, and test dates are set by the College Board AP Exam schedule.

DISCIPLINE POLICY

ACTS OF MISCONDUCT

Certain behaviors and attitudes may result in a student entering into the Cycle of Discipline. Any person, student, or visitor who commits and/or attempts to commit any of the following acts of misconduct shall be subject to school consequences and/or possible legal action. This list is not meant to be a complete list of possible student misconduct, but it is a list of common student infractions.

1. Refusal through absence or tardiness by a student to attend classes as scheduled (truancy).
2. Unauthorized entry, occupation, or use of any school facilities.
3. Intentional obstruction or disruption of teaching, administrative or disciplinary procedures, at school or at school authorized functions or events.
4. Theft of or damage to property of the Vail Christian High School or personal property of any individual in attendance at an authorized school function.
5. Physical abuse or the threat of physical abuse against any person at school or at any school authorized event, or other conduct which threatens or endangers the health, safety, spiritual welfare, or physical well-being of any such person. This is often referred to as bullying.
6. Intentional interference with the lawful right of access by any person to school facilities.
7. Setting fire on school property.
8. Obscene acts including profanity, vulgarity, or inappropriate sexual conduct.
9. Use or possession of tobacco or tobacco products on or in the vicinity of school property or at school functions (includes vehicles).
10. Use or possession on or in the vicinity of school property of firearms or replicas thereof, ammunition, knives or other dangerous weapons, substances, or objects (except for education purposes expressly pre-authorized by the administration.)
11. Use, possession (including drug paraphernalia), distribution, or sale of illegal substances on or in the vicinity of school property or at any school function regardless of its location. (**see ZERO Tolerance Policy**)
12. If chemical substance abuse is suspected, referral may be made to the school's Principal which may lead to other Administrative involvement. The student may be asked to submit to testing procedures with results to be made known to school officials. In cases of positive results from testing, continued enrollment will be based on meeting the terms of a contract. This contract will require the student's participation in appropriate professional assessment and Counseling programs. The terms of the contract may require follow-up testing as determined by school administration in cooperation with parents and other mental health professionals. (**see ZERO Tolerance Policy**)
13. Any other act that is deemed by the school administration to be injurious, detrimental, or dangerous to the health, safety, spiritual welfare, and physical well-being of other persons on or in the vicinity of school properties or present at any authorized school function or event.
14. Any act or threat of retribution or revenge to any member of the VCHS community.
15. Any act constituting the abuse of Technology.

Consequences for attitudes or actions that inhibit success may include:

1. Documented warning by the Teacher.
2. Referral to the Principal
3. Detention
4. Out of School Suspension
5. Disciplinary Probation
6. Expulsion

The school may impose appropriate consequences at any stage deemed necessary as determined by Principal.

DETENTION

Detention may be assigned by a faculty member as a consequence for inappropriate behavior, tardiness, or other acts of misconduct. If deemed necessary by school administration, detention may be assigned in 30 minutes, 1, 2, or 4 hour blocks of time. At times a campus service project involving physical activity may be assigned at the school's discretion, such as a teacher directed lunch detention or immediately after school. The type of service will be determined by school administration. Detention should be served within one (1) week from the date issued. Extensions may only be granted by the Principal.

SUSPENSION

If the consequence for a student's behavior or attitude warrants a suspension, a school conference with the student and parent(s) is mandatory. The student's return to school will be determined as a result of the conference process. The conditions of the probationary return will be outlined and will become part of the student's file.

DISCIPLINARY PROBATION

Students involved in a serious breach of school rules or who repeatedly are involved in minor rule infractions, may be placed on Disciplinary Probation by the school's Principal. A request from the Principal or from other staff members, may also be considered for establishing Disciplinary Probation status. Students on Disciplinary Probation who fail to demonstrate improved behavior, or who continue to commit violations of school rules, may be asked to withdraw from Vail Christian High School. This decision will be made by the administration at VCHS.

EXPULSION

If the consequence results in expulsion from school, a letter outlining the reason for expulsion will be prepared by the Administrative Staff. Individuals who wish to challenge the expulsion may follow the guidelines for seeking an audience with the Head of School/CEO.

ZERO TOLERANCE POLICY

Vail Christian High School has adopted a Zero Tolerance policy relating to alcohol, drugs, drug paraphernalia, and weapons on campus and at any school related event. In addition, Vail Christian, High School has a chemical concern policy that applies to all Vail Christian High School students throughout the calendar year, on or off campus.

NOTE: Students who are experiencing difficulties with substance abuse who notify school officials of substance issues prior to being identified by law enforcement, will not be subject to the Zero Tolerance/Chemical Concern Policies. In such cases, the school will partner with parents/guardians to seek counseling.

The Zero Tolerance Policy states:

A student who at any time is in possession of or in the use of illegal drugs (including vape or nicotine), alcohol, drug paraphernalia, or weapons on the Vail Christian High School campus or at any school-related event will immediately be suspended from school pending an investigation with expulsion from school as a potential outcome. The use of legal drugs, such as over the counter drugs, that are taken without the proper dosage and impairing a student's ability are included in this policy. Students 18 years of age are included in this policy.

- **Possession or Use of Drugs, Alcohol, Drug Paraphernalia, or Weapons on Campus or at School Events** – It is illegal and forbidden to use, sell, or possess firearms/weapons/explosives, drugs or alcohol on campus, traveling to or from campus or at any school function, including school-sponsored trips and occasions when one is representing the school. This includes, but is not limited to, field trips, overnight trips, athletic contests, dances, performances, or any activity the school supervises. Attending any school function when one is under the influence of drugs or alcohol would constitute the same consequences. It is at the school's discretion to assess/test students, or search belongings of students who are suspected of being under the influence or may possess a dangerous weapon. Weapons include, but are not limited to knives, throwing stars, brass knuckles, bb guns and other such things are included in this policy. Law enforcement officials shall be notified where deemed necessary. Drug paraphernalia is anything that can be used to transport, conceal, distribute, aid in the sale of, and use of illegal drugs.

****In addition to the immediate discipline resulting from the violation of the Zero Tolerance Policy, Offense 2 of the Chemical Concern Policy will be implemented for extra-curricular events/activities.***

The Chemical Concerns Policy states:

Use, Possession, Proximity- On or Off-Campus

Students are not to use or have in their possession vape/tobacco, alcohol, illegal drugs, or drug paraphernalia at any time, on or off campus. The school will apply consequences where corroborative evidence (provided by law enforcement) is strong enough to indicate use or possession, whether a student admits or denies involvement. In addition, a student must leave a party/gathering immediately if/when he or she becomes aware that this has occurred or is occurring. Remaining at the party/gathering may result in school disciplinary consequence even if the determination of a chemical violation is not applicable. The above violations will subject a student to the following consequences.

Offense 1

First violation Chemical Concern Policy

- Partnering with parents/guardians, a professional chemical assessment would be required to further determine degree of involvement and course of action. Results and recommendations will be communicated to the school and followed within an agreed-upon time frame.
- Participation in a chemical awareness/insight group, on or off campus, which is designed for students to examine their chemical use.
- A research project assigned to study the effects of chemical use must be followed according to the agreed-upon schedule, or the consequences of the second violation will be administered.

Consequences for participation in extra-curricular events/activities in accordance with the following schedule:

Athletics

- The student will lose eligibility for of the next 10% of current or next interscholastic contests. Students are allowed to continue participating in practices.

Fine Arts

- The student may forfeit performance opportunities and/or leadership roles in the next performance

Offense 2**Second violation Chemical Concern Policy or violation of On Campus Zero Tolerance**

- Partnering with parents/guardians, another professional chemical assessment will be required to further determine degree of involvement and course of action. Results and recommendations will be communicated to the school and followed within an agreed-upon time frame.
- Participation in a chemical awareness/insight group, on or off campus, which is designed for students to examine their chemical use.
- A research project assigned to study the effects of chemical use must be followed according to the agreed-upon schedule, or the consequences of the second violation will be administered.

Athletics

- The student will lose eligibility for of the next 50% of current or next interscholastic contests

Fine Arts

- The student will forfeit performance opportunities and/or leadership roles in the next performance

Offense 3**Third violation Chemical Concern Policy**

- Partnering with parents/guardians, another professional chemical assessment will be required to further determine degree of involvement and course of action. Results and recommendations will be communicated to the school and followed within an agreed-upon time frame.
- Participation in a chemical awareness/insight group, on or off campus, which is designed for students to examine their chemical use.
- A research project assigned to study the effects of chemical use must be followed according to the agreed-upon schedule, or the consequences of the second violation will be administered.

Athletics

- The student will lose eligibility for of the next 365 calendar days

Fine Arts

- The student will forfeit performance opportunities and/or leadership roles for the next 365 calendar days.

PARENT/STUDENT GRIEVANCES**Definitions:**

Grievance: any event or situation that affects the conditions or circumstances of a parent and/or student allegedly caused by misinterpretation or unfair application of established policies or regulations.

Parent and/or Student: this term may include a group of parents and/or students similarly affected by the grievance.

Party of Interest: The person(s) making the claim and any person who might be required to take action, or against whom action might be taken, in order to resolve the problem.

If a student and/or the student's parent(s) feel aggrieved on account of any policy approved by the Vail Christian High School, the aggrieved party shall use the following procedure:

1. Contact the Principal and set forth in writing the action or policy that is the basis for the grievance.
2. The Principal will be responsible for solving the problem.
3. The parent and the Principal will mutually agree on the time frame. If the grievance is not settled within a reasonable time, the parent shall contact the Head of School. The Head of School may refer the matter back to the Principal, the parent and other appropriate parties of interest.
4. Following this meeting, the Head of School will communicate the decision in writing, together with supporting reasons, to all parties in interest.
5. The Head of School's decision is the final step in the procedure
6. The Head of School will inform the Board of any grievance about which a decision is issued.

In administering this policy:

1. A parent and/or student will never appear before the Board.
2. No reprisals of any kind will be taken by any staff member of the Vail Christian High School against any party in interest, any witness, or any other participant in the procedure.
3. The procedure above is the sole and only course available to any aggrieved person.
4. All parties concerned will treat the grievance as confidential information.
5. All grievances will be processed as rapidly as possible.

ATTENDANCE

1. The *compulsory attendance law* recognizes the educational value of regular attendance in school. Regular presence in a classroom is essential for the learning process, aids in instilling self-discipline, and exposes a student to group interactions with teachers and fellow students.
2. Class sessions are planned with the assumption that each student is present each day and absences create a burden on both the student and the teacher. **Parents are strongly urged not to take their student out of class for an extended period of time.**
3. Attendance and tardies will be tracked in RenWeb and updated by each Monday of the school year. Parents are urged to review this information regularly.
4. Students are expected to attend all scheduled classes and study halls (regardless of in-person or distance learning through DTEN zoom room). As is Colorado state law, study hall is to be treated as a normal class. Students should not ask or expect to be excused.
5. The school is responsible for every student throughout the school day; therefore, students are to remain on campus and out of their cars throughout the day. **At no time may students leave the school property during the school day without prior permission; they must also sign out at the designated front office. Re-entry is allowed for academic purposes only.**
6. When students miss **more than 10 days in any class per semester** consideration will be given by a designated school administrator regarding loss of credit for that class. Absences resulting from participation in school-related activities do not apply and are not counted.

7. Students who have **more than 7 absences in a single AP class** could also result in loss of AP credit.

ATTENDANCE PROCEDURES

1. When a student is absent, parents or legal guardians are expected to call the school or email attendance@vchsweb.org before 8:00 a.m. and give the reason for the absence.

We encourage parents not to take "vacations" on school days or schedule all day appointments. If the need arises for a student to be absent from school, a parent or legal guardian must present a note or call the school office in advance, except in cases of an emergency.

2. **No early finals will be given.** If, for any reason, a student misses any or all finals, it is the responsibility of the student to make arrangements to make up those finals at the teacher's convenience. Students will receive a grade of "incomplete" until the final(s) are made up. Failure to take finals within a reasonable amount of time will result in the grades being calculated by the amount of work submitted or completed.
3. If students are absent from school or from a class without consent, they will be considered truant. If a student must leave at any time during the school day, a note or phone call from a parent, guardian, or other responsible adult named on the Emergency Information Sheet will be required. If a student desires to leave for reasons other than for an appointment or for medical reasons, **the student must have approval from a faculty member or administrator as well as a parent/guardian and must sign out at the designated front office.** Students who leave without following this procedure will be truant.
4. For the purpose of recording student attendance, students will be counted absent from a class if they miss more than twenty (20) minutes of the class period. If students miss less than that amount of time, their attendance record will be charged with a tardy rather than an absence.
5. Students are required to be in school for at least 4 class periods (except for special circumstances cleared by the administration) to be able to participate in extracurricular activities or practice on that day.
6. **The initiative of making up work due to any absence lies with the student and the requirements are regulated by the teacher.** Homework assignments are available on RenWeb LMS and/or by e-mailing faculty members or contacting classmates.
7. The school will cooperate as much as possible with homebound tutors and students where there is an extended medical treatment situation. However, since the educational process does include significant teacher instruction and student performance and/or interaction, it cannot be assumed that the student can receive credit in all cases.

PUNCTUALITY/TARDIES

In order to maintain a proper atmosphere for learning and to instill a sense of responsibility and accountability, Vail Christian High School stresses good punctuality for both students and staff members. Students and teachers are expected to be in a class and ready for class at the scheduled time. Teachers will hold students accountable for this behavior according to the following guidelines:

1. Students will be considered tardy if they are not in the classroom and seated at the sound of the tardy bell **whether the tardy is the fault of the student, parent or any circumstance other than illness, accident or adverse weather conditions.** The teacher will inform the student when he or she is counted tardy to class.
2. **Students detained by another teacher are expected to bring a pass from the teacher with the date, time and reason. The teacher determines when the tardy is excused and not recorded.**
3. If a student is **tardy FIVE times in a semester**, he/she will receive a detention.
4. If a student is **tardy SIX times in a semester**, he/she will receive an unexcused absence in that class which will count toward total absences.
5. Continued issues with punctuality will result in further disciplinary action.

PASSES

Students are not allowed out of the classrooms or to classrooms after class begins without a pass. The Junior and Senior Class may leave campus once a day, Monday-Thursday, for lunch as long as **a signed parent consent form has been received by the administration.** Abuse of this privilege will result in loss of off- campus lunch privileges and disciplinary action.

DRESS CODE

At Vail Christian High School, we believe that a student's appearance has an impact on his/her attitudes and behaviors. Respect for the school community, the education process, and the student themselves is shown by the student's attire. **The dress code below helps maintain a sense of Christian modesty, while educating students as to what is appropriate dress for the school environment.** Students at VCHS are expected to conform to acceptable dress standards and to observe the spirit represented by the dress code. A student who is requested to upgrade his/her dress is expected to respond in a timely and cooperative manner. Parents of students who are requested to upgrade his/her dress are expected to respond in a supportive and cooperative manner. Appropriate dress for students enrolled at VCHS can be summarized in four areas: modesty, messages, safety, and distractedness. By choosing to wear clothes within the school boundaries, students will improve their opportunities for success and enjoy their school experience. Appropriate school dress is expected when students are on campus. At school-sponsored events (on campus or off campus) such as athletic contests, concerts, drama performances, and the like, students are expected to meet the guidelines of modesty, message, safety, and distractedness. All clothing must fit properly, be clean, and in good repair. All pants must be worn at the waist and may not drag on the floor. Dress guidelines begin when the student arrives on campus and end when he/she leaves the campus or activity. **(This also includes the parking lot and all school-sponsored functions.)** If you are unsure if an article of clothing meets the school expectations, please ask before you wear it.

For male students:

- Hair styles should reflect careful grooming; hair must be clean with no ill-groomed or distracting hair styles or colors. No spikes longer than 1", Mohawks or faux hawks.
- No piercings or tattoos.

For female students:

- Dresses, skirts, and shorts should be modest, fit properly, and be appropriate in length (fabric should extend beyond the fingertip when the arm of the student is extended down).
- Hair styles should reflect careful grooming; hair must be clean with no distracting hair styles or colors. Hair should be uniform in color. Hair colors should reflect natural hair colors.
- Clothing with low or plunging necklines or which reveals the mid-section should not be worn.
- No tattoos.

The following list comprises **specific** standards of dress that are **NOT ACCEPTABLE** at Vail Christian High School. The basic rule for VCHS standard of dress is clothing that is modest, gives an appropriate message, is safe, and does not distract.

- No sunglasses during the school day.
- Shoes should be worn all day – no slippers
- No Pajama pants (unless for dress up contests)
- Undergarments may not be visible at any time.
- Clothing, jewelry, or accessories with sayings/slogans contrary to the Christian faith.
- Clothing, jewelry, or accessories with logos/advertisements of harmful or illegal products or services.
- Clothing, jewelry, or accessories that references alcohol, tobacco, drugs, or gangs.
- Excessive tattoos, nose piercing, tongue rings or any other piercing.
- Printed messages on the backside of shorts or pants.
- Clothing which is immodest, revealing, excessively tight, or excessively oversized
- Chains or any kind, attached or unattached to clothing. Spikes, rivets, or skull depictions on any articles of clothing, jewelry, or accessories.
- Hats are not allowed during chapel or during testing of any kind.

*The list above is not comprehensive. VCHS reserves the right to modify these standards as necessary during the school year. If there are questions concerning specifics, please contact the school

Consequences for violating the dress code shall include:

Student is detained in the office until parent is contacted for delivery of acceptable clothing or student will be given appropriate clothing to wear for the remainder of the day. Repeated dress code violations are subject to additional disciplinary action.

Students who are considered inappropriately dressed at school-sponsored activities on or off campus will consult with the designated administrator who will determine the method of rectifying the situation.

There may be "special dress days" as approved.

HARASSMENT POLICY

Vail Christian High School is committed to providing a learning environment that is free from harassment of any student or employee by any other student or employee. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

A charge of harassment shall not, in and of itself, create the presumption of wrongdoing. However, substantiated acts of harassment will result in disciplinary action up to and including dismissal. Students found to have made false or frivolous charges will also be subject to disciplinary action, up to and including expulsion.

Harassment occurs when an individual is subjected to mistreatment or a school environment which is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability or gender. Harassment can occur any time during school-related activities. It includes, but is not limited to, any or all of the following:

Cyber Harassment: Cyber harassment is any verbal, visual or sexual harassment which involves the use of technology, including all social media.

Verbal Harassment: Derogatory comments and jokes with intent to harass; threatening or obscene words spoken to another person.

Physical Harassment: Unwanted physical touching, contact, assault, deliberate impeding or blocking movements or any intimidating interference with normal work or movement.

Visual Harassment: Publicly displaying or making obscene gestures with the intent to harass; derogatory, demeaning or inflammatory posters, cartoons, written words or drawings.

Sexual Harassment: Includes unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome verbal or physical conduct of a sexual nature.

It is the student's responsibility to:

1. Conduct himself/herself in a manner which contributes to a positive school environment.
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing.
3. Immediately inform anyone harassing him or her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to a school official.
5. If informed he or she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Harassment Complaint Procedure:

Step #1: Students who feel aggrieved because of conduct that may constitute harassment should directly inform the person engaging in such conduct that the conduct is offensive and should stop. If the student does not feel comfortable doing this, he/she shall direct the complaint to a teacher or administrator.

Step #2: If the complaint is not resolved by the action taken in step one, students may appeal to the principal or his designee by filing a written complaint.

Step #3: Both parties shall have the right to appeal the decision.

STUDENT TRANSPORTATION

When Vail Christian High School students are required or choose to participate in academic or co-curricular activities away from the campus, the following policies will be in effect to ensure that reasonable care has been demonstrated for the care and safety of the student and staff participants.

1. Private vehicles may be used at times to transport students and parents are encouraged to help with this transportation. If the distance is thirty miles or more one way, drivers of vehicles must be staff members or other drivers 25 years or older. Private vehicles would be used for a small group traveling, for more practical situations, and for circumstances approved by the school administration.

2. Students who have written parental permission may be used to transport students to and from activities, provided the distance does not exceed thirty (30) miles one way and provided those passenger students have written parental permission to travel with other students as drivers.

3. In all cases where private vehicles are used for student transportation, it is understood that the insurance of such vehicle becomes the primary carrier.

4. Commercial buses, coaches, and vans will be rented or leased from those carriers that:
- a. Provide verification of adequate insurance coverage
 - b. Have properly equipped vehicles
 - c. Employ drivers with adequate training and records free from areas of concern
 - d. Have a record of excellent service in the community

5. Spaces on rented buses not occupied by the team or group will be made available to spectators, who will pay the per-seat cost.

6. Exceptions to the above policy may be made for good cause by the activities director with the consent of the principal.

7. Students parking private vehicles at VCHS must park in the designated students parking spot and not on the streets.

8. Students who wish to park in the VCHS lots during the day must register their car with the school office and receive a parking pass.

EMERGENCY PROCEDURES

ILLNESS Students who become ill during the day must report to an administrator immediately. For minor discomforts, **the school will provide over the counter medication to students only if the “Permission for Administration of over the Counter Medications” has been signed by a parent or legal guardian.**

If the illness is more severe, the parent will be called and the student will be permitted to go home. In certain cases, the student may be allowed to remain in the office to rest for up to one period. If the student is not able to return to class after one period, the student will be given permission to go home. **In all cases, a parent or guardian must be notified before the student is allowed to leave the school, and the student must sign out at the designated front office.**

Student medical records are very important to the school. The Emergency Information Sheet must be kept current with the latest phone numbers and pertinent information. Keep the school informed of any new information, which would be helpful in the case of an accident or other emergency. Also, if parents will not be available because they are out of town, they should notify the school with the name and phone numbers of the temporary guardians.

FIRE DRILL/SECURITY LOCKDOWN Fire drills and security lockdowns are serious business and are conducted for the safety of students and the prevention of injury. Therefore, it is necessary that all students comply with the proper procedures.

GENERAL POLICY INFORMATION

ATHLETES – Non-School Participation: Individuals certified to participate as members of any high school sport may not practice with or play with any non-school athletic group without receiving approval of the athletic director.

ATHLETIC TRAINING REGULATIONS At the beginning of each athletic season, the athletic department reminds students of the training regulations that are in effect during each season of the year. Athletes are reminded that training rules are in effect from the first day of practice through the last team engagement of that season. These regulations apply to managers, and trainers, as well as the participating athlete.

The reasons for having training rules are as follows:

- a) to promote optimum performance on the part of the athlete;
- b) to help the athlete recognize his/her own responsibilities;
- c) to have the athlete make a commitment to the team; and
- d) to provide some training for adulthood.

For the above reasons, we ask athletes to abstain from the following:

- a) smoking b) alcohol c) drugs d) tobacco

Individuals suspected of violating these regulations will be required to appear before the Athletic Council consisting of the athlete's coach, the athletic director, a permanent non-coaching faculty member, a faculty member of the athlete's choice, and an administrative member of the athlete's choice.

The consequences for violation will be a minimum suspension from the team for 1/3 of the contests at that level. A suspension may run into the next season if the suspension occurs at the end of a season. The suspended athlete may be allowed to practice with the team during the suspension.

A reinstatement conference between the coach and the suspended athlete is required prior to returning to the team. This is to gain feedback and a commitment from the athlete.

Coaches, with the consent of the athletic director, may require athletes to follow additional rules for each sport. The individual coach is then responsible for enforcing these additional rules, as well as the established training rules.

CLOSED CAMPUS Vail Christian High School has a closed campus. Students leaving campus during school hours* (other than lunch privileges) must have approval from a faculty member or administrator and a parent/guardian and must sign out at the designated front office.

Cars are to be parked on the school grounds, in designated parking spaces. Students are not to be in cars or congregate in the parking lots during the school day or before or after school.

*Once the appropriate consent form, signed by parents, has been submitted to the principal, seniors and juniors may leave campus for lunch throughout the year.

CHALLENGING COURSE MATERIALS

On occasion, students and parents may challenge the materials, texts or approaches used in a particular course. When this occurs, the following graduating steps should allow discussion and possible resolution of the conflict:

- Step One -Student and parent discuss concerns with the individual teacher.
- Step Two -Teacher consults with Department Chair and a meeting is held with the student and parents.
- Step Three -Department Chair collaborates with the Department and Principal. If indicated, the Principal will meet with parent and student.
- Step Four -The Administrative Leadership Team will review the concerns, consult with the Head of School and make a final decision to be conveyed to all parties.

CHAPEL Chapel is a time to gather to worship God. All students and staff are required to attend Chapel. Hats are not allowed during chapel time.

CLOSING OF SCHOOL If it becomes necessary to close school because of severe weather or other emergency, announcements will be put on local radio stations and relayed via automatic text messaging and email through Eagle County Alert System (www.ecalert.org). Each parent is strongly encouraged to register any and all cell phones and email addresses. Not only will this service be used for local and school emergency, but it will be used for all types of school-wide information dissemination to our families. Contact the Principal with questions.

CONFIDENTIALITY OF STUDENT RECORDS When a student enrolls at Vail Christian High School, we will create and maintain a file for the student which will contain records of his or her grades and academic achievements. We will also enter notations and other information in a student's file from time to time concerning matters that we decide are relevant to the student's performance and development.

All of this information is treated as private and confidential. We have policies and procedures in place to protect the privacy of this information. We will only disclose academic records and grade transcripts for a student upon the written request of the student's parents or legal guardian. We will not disclose any other information in our files about a student without the written request of the student's parents or legal guardian, and then only with the approval of our principal.

We are committed to protecting the privacy of every student. At the same time, we recognize our responsibilities as teachers and mentors. In this spirit, we are always willing to discuss a student's progress and achievements at VCHS with the student's parents or legal guardian.

DAILY SCHEDULE

- Regular school hours are from 8:00 a.m. to 3:12 p.m., Monday through Thursday and Friday from 8:00 a.m. to 12:12 p.m. on Fridays.
- Any student on campus prior to 8:00 a.m. should be in the Student Commons.
- Students are expected to leave after school by 4:30 p.m. (Monday – Thursday) unless they are involved in an after-school activity. Vail Christian High School does not provide supervised after-school care and is not responsible for your child after that time.

DISPLAY OF AFFECTION In order to maintain an inoffensive and business-like academic atmosphere, students are expected to refrain from public displays of affection (i.e. kissing, embracing, etc.) at school and at school functions at home and away.

ELIGIBILITY To be eligible to represent Vail Christian High School publicly in co-curricular activities, a student must maintain a certain eligibility standard. Activities include, but are not limited to, music (exception: required curricular concerts after school or on weekends) drama, speech, athletics, student council and all remaining VCHS clubs. One failure on any Tuesday eligibility report will make the student ineligible to represent Vail Christian High School from Wednesday through the following Tuesday. Failure of one class renders the student ineligible to represent Vail Christian High School in any activity. Transfer students may be ineligible to compete in varsity sports for a period of time according to the CHSAA policies.

FIELD TRIPS A field trip is described as a curricular or co-curricular activity, off campus, during all or part of the school day that is led by a teacher or sponsor. The trip may be educational or service-related, such as a visit to a museum, to a cultural performance, or to a place of business. It can also include school drama or musical performances, clinics, tours, or club or group service activities.

Students on academic probation or failing one class are not permitted to miss classes for field trips, nor will their grade be affected by their failure to participate.

FOOD Food and beverages may only be consumed in designated areas with permission. Gum will be permitted if, and only if, it does not become a litter or distraction issue.

GAME DAY DRESS OF ATHLETES because participants in athletic events are representing Vail Christian High School in one of many ways, the athletic department feels that a student's personal appearance should reflect pride in his/her school and team. We, therefore, ask athletes, trainers, and managers to dress up on the day of, or the day before (if the contest falls on Saturday) their athletic event. Specific directions may be given by each individual coach.

INJURIES When a student is injured, the school will take appropriate action. Following the injury, the student should go to the office of the principal and ask for an accident report form. Complete this form together with the teacher who was supervising the activity and secure the proper signatures. Make insurance claims immediately.

MEDICATIONS Vail Christian High School does not provide a school nurse. If a student is ill, it is the decision of the parent to seek medical assistance. In the event of an emergency, Vail Christian High School may contact an appropriate emergency professional for assistance. The school requires that **NON-PRESCRIPTION** medication be administered by school personnel. **A parent consent form must be on file in the office for administering of all NON-PRESCRIPTION medications.** A student choosing to take non-prescription medication by himself/herself with or without parent permission will be doing so at his/her own risk and the school assumes no liability for possible complications which may arise. **AT NO TIME is a student, or non-authorized faculty or staff member, permitted to provide or administer prescription or non-prescription medication to another student.** A student needing to leave the premises during the school day due to illness shall first report to the front office. Contact will be made with the parent/guardian for clearance or permission to leave.

LOCKERS Lockers are the property of Vail Christian High School and school administrators supervise their use. The student exercises control of his/her locker from other students, but not from the school and its officials.

The principal or her designee may inspect lockers to insure school safety and the pupils' welfare, to determine if students are harboring stolen property, weapons, illegal substances, or to rid the building of safety and/or health hazards. Police may search all lockers in case of a bomb search.

Lockers are assigned to students. If any changes need to be made with regard to locker assignments, the principal or his designee must be consulted **BEFORE** the change is made. Remember, the locker is a place to keep property safe.

Each student is assigned a locker, and only that student's possessions should be kept in that locker. Always keep the locker closed. The student is totally responsible for the condition of the locker, inside and out. Keep it neat and clean. Periodic inspections will be made. Carrying materials for several classes will eliminate unnecessary trips to the locker.

LOST AND FOUND Found items should be taken to the area designated to claim items. Check several times if you have lost an item because someone may turn it in even after several days. Items are periodically donated to charity.

LUNCH Students should bring their lunches and snacks to school. Microwaves are available. Student groups/student council may also provide lunch items for sale during specified days.

PARKING LOT ETIQUETTE Students must refrain from eating lunch, playing loud music, showing public display of affection, and loitering in the parking lot at all times. With safety being first and foremost, all students must demonstrate and exhibit responsible behavior while entering and exiting the parking lot.

PROPERTY The purchase, maintenance, and replacement of school property is expensive. The more money spent on maintenance and repair, the less is available for new purchases and improvements. It is

to everyone's benefit to take good care of all school property. A school in good repair encourages higher morale and hence a more successful learning community.

In cases where instances of abuse can be attributed to specific students, the students will be subject to school discipline and required to make restitution.

SKATEBOARDS/SCOOTERS Due to safety and liability concerns, skateboards and/or any other type of scooters are not allowed on campus at any time. This will include any and all shoes containing wheels inside or out. Violators will have their equipment confiscated and returned only to a parent.

SMOKE-FREE ENVIRONMENT Vail Christian High School has a policy stating that all buildings and grounds of our campus will be smoke and tobacco free (including E-Cigarettes). In keeping with this policy, parents are asked to refrain from smoking in the parking lot.

Students who have the privilege of leaving campus for lunch are not allowed to smoke during this time.

Students will not be called out of class for phone calls -- unless it is an emergency needing immediate attention. *Parents*, please do not call your student during class! This can be a tremendous distraction for staff and students. Please call the front office and a message will be sent immediately to your student.

TEXTBOOKS Textbooks are furnished to students on a loan basis. Students are responsible for returning any loaned materials in good condition. Fines are assessed for instances of loss or abuse.

TUITION With the exception of families paying their tuition in full, Vail Christian does not bill or collect tuition. In regard to **DELINQUENT FINANCIAL OBLIGATIONS**, the school declares exemption to Federal Education Rights and Privacy Act. Records are NOT released if financial obligations are delinquent. In addition, all tuition and fees must be paid in full before students can take their finals and/or seniors can graduate.

VISITORS Students wishing to bring non VCHS student visitors to school should request permission from the principal **two** days in advance. Visiting students will accompany the VCHS host student during their time on campus. Visitors must comply with all of our school policies, including the dress code. All visitors must enter through the front doors and check in at the front desk to obtain a visitor badge. If proper procedures are not followed visitors will be escorted off campus.

COURSE OFFERINGS AND DESCRIPTIONS

As the following descriptions indicate, Vail Christian High School offers a wide array of courses in each of the major academic disciplines, as well as many others that students may elect to complement particular interests.

ENGLISH

Pre-AP English 1 (1.0 credit; required 9th grade)

English 1 is a gateway course for future Advanced Placement English courses. This course enhances and expands reading and writing skills, moving toward more complex texts and greater emphasis on textual analysis. Students will refine grammatical skills by honing usage of phrases and clauses in written and oral form.

Pre-AP English 2 (1.0 credit; required 10th grade)

This course continues to prepare students for AP courses in the Junior and Senior year. The reading and writing are frequent and challenging. The course requires independent thinking and analysis, as well as focused discussion and composition. The first semester of the course focuses on literature from around the world – with an emphasis on common archetypes. The second semester focuses on American classics, with an emphasis on understanding themes found in postmodern thought. Students will prepare for the grammar and writing sections of standardized college entrance exams.

AP English Language/DE Composition (1.0 credit) - Junior year

This course examines the Art of Rhetoric. In order to evaluate arguments and communicate effectively, students analyze rhetorical devices and employ rhetorical tactics. The class prepares students to take the AP English Language exam in May or to qualify for Dual Enrollment credit from Colorado Christian University. This course is designed to help students:

- Analyze and interpret samples of good writing.
- Identify and explain an author's use of rhetorical strategies and techniques
- Create and sustain arguments based on readings, research, and personal experience
- Produce expository, analytical and argumentative compositions that introduce a complex thesis and develop the thesis using primary and secondary sources
- Evaluate arguments based on principles of logic
- Defend, challenge and qualify arguments of various time periods

AP/DE English Literature (1.0 credit) - Senior year

This course is designed to teach literary theory and literary analysis of imaginative texts. The class prepares students to take the AP Literature and Composition exam in May or to qualify for Dual Enrollment credit from Colorado Christian University. This course is designed to help students:

- Polish skills of close reading in order to understand author's intent
- Understand terms for - and uses of – literary devices
- Write multiple essays analyzing prose, drama, and poetry
- Discuss imaginative literature using collegiate diction
- Prove independent analysis using specific examples from multiple texts
- Apply several methods of literary criticism to various texts.

FOREIGN LANGUAGE

Vail Christian High School Scope and Sequence for Foreign Language Learners

Vail Christian Spanish language class titles are changing beginning with the 2019-2020 school year. Students will be placed in a main level and then based on the proficiency level attained each semester their transcript will include the main level as well as a sublevel. This allows for students to develop proficiency on a vertical level and/or a horizontal level. For example, as a freshman Student 1 may begin the school year as a Novice low (first time language learner) and finish as a Novice Mid. This student would begin his/her sophomore year as a Novice Mid and finish as a Novice High. Student 2 may begin as a Novice low and progress through Novice high. The following year this student would move into the Intermediate level beginning with low. This addresses the desire of the foreign language department for students to develop strong levels of proficiency rather than pass a class to move to the next level.

LEVELS

Developed from the Federal Government's ILR scale by the American Council on the Teaching of Foreign Languages, the ACTFL proficiency scale has four main levels:

- Novice
- Intermediate
- Advanced
- Superior

The first three levels are each subdivided into three sublevels

- Low
- Mid
- High

The ACTFL scale provides a great deal of definition, especially at the lower levels of proficiency usually achieved in foreign language learning. It is widely used in many arenas, but particularly in academia.

HOW

Language learners should develop proficiency in the following four Standards:

1. **Communication:** Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
 - a. Reading in Target language
 - b. Writing in Target language
 - c. Comprehending Spoken Target language
 - d. Speaking in Target language
2. **Cultures – Intercultural Communication:** Interact with cultural competence and understanding.
3. **Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
4. **Comparisons:** Develop insight into the nature of language and culture in order to interact with cultural competence.

WHY

The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence. This competence is developed and demonstrated by investigating the world, recognizing and weighing perspectives, acquiring and applying disciplinary and interdisciplinary knowledge, communicating ideas, and taking action. Global competence is fundamental

to the experience of learning languages whether in classrooms, through virtual connections, or via everyday experiences. Language learning contributes an important means to communicate and interact in order to participate in multilingual communities at home and around the world. This interaction develops the disposition to explore the perspectives behind the products and practices of a culture and to value such intercultural experiences. Actfl.org website

MATHEMATICS

Algebra 1 (1.0 credit)

Algebra 1 is designed for students who have mastered the fundamentals of arithmetic and are ready to move into more advanced topics. The content of the course includes an introduction to the study of the language of algebra, linear functions, linear systems, quadratic functions, radical functions, exponential functions and rational functions.

Algebra 1-Advanced (1.0 credit)

Prerequisite: Evaluation of a math diagnostic exam administered by the chair of the math department at VCHS.

Algebra 1 advanced covers an accelerated Algebra 1 curriculum with an emphasis on higher level critical thinking skills. The content of this course includes an introduction to the study of the language of algebra, linear functions, linear systems, quadratic functions, radical functions, exponential functions and rational functions. Instruction is focused on the application of algebra to realistic situations and use of current technology.

Algebra 2 (1.0 credit)

Prerequisite: Successful completion of Algebra 1 or Algebra 1 Advanced.

Algebra 2 expands on the topics and concepts of Algebra 1. New topics include polynomial, exponential, and logarithmic functions. Students develop problem-solving skills and are challenged to think critically in preparation for advanced mathematical study in upper level courses. In addition to numerical, algebraic and graphical analysis using graphing calculator technology, emphasis is also placed on written expression in the form of algebraic communication that documents a logical thought process and support for a correct response.

Geometry (1.0 credit)

Prerequisite: Successful completion of Algebra 1 or enrollment in Algebra 1 Advanced or Algebra 2.

This course is a study of geometric figures in two and three dimensions. It is designed to increase a student's understanding of spatial relations. Emphasis is also placed upon applying algebra to geometric problem solving, and applying the basic terminology and concepts of geometry in a logical and organized manner including formal proofs.

Pre-Calculus (1.0 credit)

Prerequisite: Successful completion of Algebra 2 and approval from current math instructor

Pre-Calculus is designed to increase students' knowledge of mathematics beyond Algebra 2. It provides the background necessary to succeed in AP Calculus AB. This course emphasizes the fundamentals of functions through the study of polynomial, rational, power, exponential, logarithmic, trigonometric, and circular functions. Students thoroughly explore composition, inverses, and transformations of all functions. This class prepares students to qualify for dual enrollment credit from Colorado Christian University.

College Algebra (1.0 credit)***Prerequisite: Successful completion of Algebra 2 and approval from current math instructor***

College Algebra strengthens the fundamental concepts of Algebra 2, preparing students for college entrance and placement tests. Topics including linear, quadratic, polynomial, exponential, logarithmic, and trigonometric functions are explored in more detail and application. This course is recommended for students who may need a stronger algebra foundation before moving on to higher-level mathematics courses. This class prepares students to qualify for dual enrollment credit from Colorado Christian University.

AP Statistics (1.0 credit)***Prerequisite: Successful completion of pre-calculus and approval from current math instructor***

The AP Statistics course is equivalent to an introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. This class prepares students to take the AP Statistics exam in May.

AP Calculus AB/DE Calculus I (1.0 credit)***Prerequisite: Successful completion of pre-calculus and approval of current math instructor.***

This is a rigorous course in a full year of work in calculus and related topics comparable to Calculus I courses in college and prepares students for the Advanced Placement AB examination. This AP course covers concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. This class prepares students to take the AP Calculus AB test in May or to qualify for Dual Enrollment credit from Colorado Christian University

AP Calculus BC/DE Calculus II (1.0 credit)***Prerequisite: Successful completion of AP Calculus AB and approval of current math teacher***

AP Calculus BC extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problem This class prepares students to take the AP Calculus BC test in May or to qualify for Dual Enrollment credit from Colorado Christian University

COMPUTER SCIENCE and TECHNOLOGY**Digital Media - TV Production & Filmmaking** (1.0 credit)

This course will introduce students to the basic principles, techniques and equipment used in visual storytelling in both television production and digital filmmaking. Beginning instruction is offered in story origination, script writing, camera operation, capturing audio, editing, planning and organizing non-fictional short subject projects, and informational and news segment production. In this project-based course, we're going to create and produce story segments,

content, and programming as both individual producers and in project teams. Program segments will be created for public viewing on the VCHS website, our television production class website and on class and school social media outlets.

AP Computer Science Principles (1.0 credit)

Prerequisite: Successful completion of Algebra I. The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. This class prepares students to take the AP Computer Science Principles exam in May.

PLTW - Cybersecurity (Elective, 1.0 credit)

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

SCIENCE

Biology (1.0 credit; graduation requirement)

This course is devoted to the study of living things and their processes. Throughout the year this course provides an opportunity for students to develop scientific process skills, laboratory techniques, an understanding of the fundamental principles of living organisms, and higher order thinking skills through scientific case study analysis. Students will explore biological science as a process, cell structure and function, genetics and heredity, evolution and classification, diversity of living organisms and their ecological roles, and a study of the overall structure and function of plants and animals.

Chemistry (1.0 credit)

Chemistry students will study the composition of matter and the changes that matter undergoes through discussion of the properties of matter, chemical periodicity, atomic theory, chemical reactions, kinetic theory, and chemical equilibrium. By developing scientific research skills, exploring relationships between concepts, applying chemical principles to everyday life, and strengthening critical thinking skills, students should gain a deeper appreciation of the wonders and complexities of chemistry in our world. There is a lab component of this class. Chemistry lab attendance and completion of chemistry lab reports are requirements. Lab activities will promote technical lab competence, utilize the scientific process of research and reporting, as well as teach and reinforce scientific concepts.

Conceptual Physics (1.0 credit)

This science course focuses on a conceptual understanding of physics. The goal of the course is for students to actively pursue an understanding and appreciation of the laws that govern matter and energy and their interactions. Students will integrate algebraic problem solving skills as they apply the laws of physics to show relationships between physics quantities. Topics to be covered include Distance,

Displacement, Speed, Velocity, Acceleration, Force, Newton’s three Laws, Momentum and Impulse. Indoor and Outdoor experimentations including projects to be completed individually and in groups may be part of this course.

AP Biology (1.0 credit)

Prerequisite: Must have a “B” or higher in Biology and Chemistry.

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This class prepares students to take the AP Biology exam in May.

AP Chemistry (1.0 credit)

Prerequisite: Must have a “B” or higher in Biology and Chemistry.

Students will master the basic concepts of Chemistry at the college level. This course is designed around the 6 Big Ideas presented by the College Board to prepare students for the AP Chemistry Exam in May. This is a second-year course in Chemistry, and thus General Chemistry is a required prerequisite. At the conclusion of this course, students will have a firm understanding of chemical properties, the sequence of steps in the analysis of physical phenomenon, and be able to use the correct methods and mathematical reasoning to carry out and interpret experiments and observations.

AP Environmental Science (1.0 credit)^[SEP]

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study, including biology, ecology, geology, and sociology. This class prepares students to take the AP Environmental exam in May.

AP Physics 1 (1.0 credit)

Prerequisite: Students should have successfully completed geometry and be concurrently taking Algebra II or an equivalent course.

Students will master the basic concepts of Physics at the college level. This course is designed around the 6 Big Ideas presented by the College Board to prepare students for the AP Physics 1 Test. This course may be completed as a first or second year course in Physics, thus Conceptual Physics is not a prerequisite. Students will explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

PLTW - Human Body Systems (DE) (1.0 credit)^[SEP]

Prerequisite: Must have a “B” or higher in Biology.

In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. This class prepares students to qualify for Dual Enrollment credit from University of Colorado - Colorado Springs.

ENGINEERING

PLTW - Introduction to Engineering Design (DE) (1.0 credit)^{[1][1]}_[SEP]

Prerequisite: *Must have a grade of “B” or higher in grade 8 math and science, and be enrolled in College Prep math and science courses during the ninth-grade year.* IED is an introductory course that develops student problem solving skills, with emphasis placed on the development of three-dimensional solid models. Students will learn a problem-solving design process and how it is used in industry to manufacture a product. They will work from sketching simple geometric shapes to applying engineering design computer software. Students will develop skill in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. The techniques learned and equipment used is state of the art and are currently being used by engineers throughout the United States. This is a project-based learning class that will prepare students for more advanced engineering design concepts and STEM careers. This class prepares students to qualify for Dual Enrollment credit from University of Colorado - Colorado Springs.

PLTW - Principles of Engineering (DE) (1.0 credit)^{[1][1]}_[SEP]

Principles of Engineering (POE) is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. This class prepares students to qualify for Dual Enrollment credit from University of Colorado - Colorado Springs.



VCHS adopted Project Lead The Way’s (PLTW) high school STEM courses for the 2017-2018 school year and beyond. PLTW is a nonprofit organization that provides transformative learning experiences for K-12 students and teachers, and VCHS joins more than 9,000 schools across the U.S. in offering PLTW programs to students. This new program will allow Vail Christian High School to offer new STEM courses in Engineering, Biomedical Science and Computer Science pathways. These courses will be offered as Dual Enrollment classes with college credits through University of Colorado Colorado Springs (UCCS).

As a PLTW school, Vail Christian High School is now part of a community of K-12 schools, colleges, and universities, as well as corporate and philanthropic partners across the country united around a passion for providing students with inspiring, engaging, and empowering learning opportunities in STEM education and careers. In addition to earning college credit through UCCS, PLTW students are afforded a variety of opportunities including scholarships, preferred admission at colleges and universities, internships, industry connections, and avenues to highlight achievements.

AP + PLTW College Board Recognition/Certificate

To get students ready for the global workforce, the College Board and Project Lead The Way partner to encourage student participation in STEM courses and build students' interest in STEM degrees and careers in 3 different pathways:

Biomedical Science, Computer Science, or Engineering

To earn the recognition, the student must satisfactorily complete three courses in the pathway – one AP course; one PLTW course; and a third course, either AP or PLTW – and earn a qualifying score of 3 or higher on the AP Exam(s) and a score of Proficient or higher on the PLTW End of Course (EoC) assessment(s).

AP + PLTW Certificate - Pathway Courses Menu

Level	Engineering	Biomedical Science	Computer Science
College-AP Courses	AP Biology AP Calculus AB AP Calculus BC AP Chemistry AP Computer Science Principles AP Environmental Science AP Physics 1 AP Statistics	AP Biology AP Chemistry	AP Computer Science Principles AP Computer Science A
Career - PLTW Courses	Introduction to Engineering Design Principles of Engineering	Human Body Systems	Cybersecurity

SOCIAL STUDIES**Pre-AP World History and Geography (1.0 credit)**

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students' essential skills and confidence and helps to prepare them for a range of AP history and social science coursework during high school, including AP World History. The learning model is that of a disciplinary apprenticeship, with students using the tools of the historian and geographer as sources, data, and analytical reading and writing take center stage in the classroom. In this course, students learn that historians and geographers are investigators intent on using the tools of their disciplines to uncover new evidence about the world and its inhabitants.

AP/DE U.S. History (1.0 credit)

AP United States History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. This class prepares students to take the AP U.S. History exam in May or to qualify for DE credit from Colorado Christian University.

AP World History - Modern (1.0 credit)

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This class prepares students to take the AP World History: Modern exam in May.

DE U.S. Government and Politics (.5 credit)

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. This class prepares students to qualify for Dual Enrollment credit from Colorado Christian University

AP/DE Macroeconomics (.5 credit)

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. This class prepares students to take the AP Macroeconomics exam in May or to qualify for Dual Enrollment credit from Colorado Christian University

THEOLOGY**Cornerstone** (.5 credit; required 9th grade)

With a course theme based on character, this course is uniquely designed to prepare students for success in high school. Students will learn more about VCHS and all it offers, learn more about themselves, build relationships with classmates and discuss topics of interest and importance for today's teens. With all of this, Scripture will be explored with the goal to discover life application.

Life and Teachings of Jesus (.5 credit; required 10th grade)

So, who is Jesus? With a course theme based on love and respect, we will examine the life of Jesus through several portraits including Jesus as: incarnation of God, miracle worker, initiator of the Kingdom of God, teacher, Savior and Resurrected King. Students will learn more about the gospels, Old Testament prophecy and Jesus' historical background.

Ethics and Social Justice (.5 credit; required 11th grade)

With a course theme based on stewardship and courage, the first part of the semester will examine topics of social ethics including morality, building our own conscience, relationships in community, love, family, sex and gender identification, feminism, dilemmas in medical ethics, addictions, and suicide. The second part of the semester we will examine social justice centered on God's call to "act justly and love mercy." Topics include the politics of Jesus, world poverty and income inequality, war and genocide, racism, healthcare, homelessness, capital punishment, the environment. The class will be an opportunity for the students to examine issues from all angles and to develop personal beliefs after analysis and discussion. Teaching methods will include small and large group discussion, videos, role plays, presentations, and debates.

Capstone (.5 credit; required 12th grade)

With a course theme based on exploration and discovery, this discussion based class will challenge students to wrestle with what it means to be persons of faith in this world and encouraged and guided in the process of making, defining, and defending their own decisions about faith issues. Possible topics could include existence of God, problem of evil, deity of Jesus, historicity of the Jesus' resurrection, miracles, and authority and reliability of Scriptures. The course will also encourage students to explore and discover where they're at on their spiritual pilgrimage as well as their purpose and life calling. It will also deepen their self-awareness as they prepare and transition from high school to college. The course will culminate with a senior project – the capstone of their high school experience.

VISUAL ARTS

Studio Art I (Elective, .5 credit) The primary goal of this course is the development of an awareness and appreciation of the arts, with a focus on the Basic Elements of Art and Principles of Design. This is an introductory course to the visual arts. Students are introduced to the materials, techniques, concepts, and processes essential to understanding the visual arts, and the role of the artist, through a series of projects, art history exploration, class critiques, videos, slide presentations, and various method studies. Students will learn fundamental art-making techniques by experimenting with a range of media that will include drawing, painting, sculpture, mixed-media, clay, graphic design and digital photography. We will focus on the elements of art - line, shape, form, color, value, texture, and space. How these elements are put together in a composition - the principles of design - will be another main focus in this class. Students will explore the ways that important artists have used these basic building blocks of art. Activities include studio projects, research, sketchbook assignments, videos, critiques and quizzes along with a final project - all counting towards your overall grade.

Studio Art II (Elective, .5 credit; prerequisite for AP Studio Art) This course provides students with a foundation in studio art, art history, and contemporary art. Students will examine theories of art while experimenting with a variety of materials. Throughout the year, the class will explore numerous mediums including, but not limited to, drawing, painting, sculpture, assemblage, block printing, photography, collages, mixed media, and digital studio art. The course encourages students to think creatively, conceptualize, and practice craftsmanship. Critiques are a vital component of the course. By balancing the study of art history, studio practice, and art criticism, students develop various approaches to art-making

and gain insight into the art world. A student showcase event will take place at the conclusion of the semester.

AP Studio Art (Elective, 1.0 credit)

The AP Program offers three studio art courses and portfolios: 2-Dimensional Design, 3-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The three portfolios correspond to the most common college foundation courses. Students may choose to submit any or all of the Drawing, 2-Dimensional Design, or 3-Dimensional design portfolios. Students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined and applied over the course of the year to produce visual compositions.

PERFORMING ARTS

Vocal Music Ensemble (Elective, .5 credit)

This course is a non-audition choir that sings a wide variety of repertoire. Classical, folk, pop, and holiday music is studied throughout the year. Music theory is studied weekly, and technical vocal work daily. There is at least one major performance each semester. Performances are required in order to receive credit for this course.

Worship Arts - (Elective, .5 credit)

This course incorporates all aspects of performing and producing music within a professional praise and worship team including:

- 48 k Digital Sound Production
- Stage Production
- Intelligent lighting production
- CG computer graphics
- 4K Camera & Video production
- Video Switcher & Broadcast production
- Multimedia production
- Music theory instruction
- Pro level Instrument instruction: Drums, bass, keyboard, guitars, & other instruments
- Vocal & performance coaching
- Worship & Leadership coaching
- Song structure/arrangements study
- Service planning and team building
- Speaker production
- Songwriting, Recording & Editing with Logic Pro

Theater (Elective, .5 credit)

This course highlights acting, singing, dancing and script writing. Fall semester is comprised of developing acting, stage skills, and script writing. Singing and dancing is minimal. Spring Semester highlights a Broadway musical production. Both semesters, students are highlighted in performing their strengths while encouraged to grow in all the areas of performance.

PHYSICAL EDUCATION

Performance PE (.5 credit)

This class is geared towards athletes interested in developing and enhancing their God given athletic talent. The class will incorporate various activities to develop the student's speed, agility, strength, power, and other sport specific skills. Special emphasis will be placed on injury prevention.

COLLEGE COUNSELING AT EACH GRADE LEVEL

Vail Christian High School offers a comprehensive college preparatory program developing students God given potential, purposefully preparing students to transfer to their post-secondary options with knowledge, leadership, faith, and wisdom, striving for lifelong learning that is Christ-centered.

9th Grade College Counseling

Focus includes navigating high school curriculum and authentic interests to be a strong college applicant. We begin with the basics of understanding graduation requirements and developing a 4 – year plan to keep the student on track and taking all required courses to not only meet Vail Christian High School graduation requirements but also college entrance requirements. Understanding the importance of taking the most rigorous courses offered and how colleges view the transcript. And understand what a transcript is. We develop a living document to include their portfolio and resume which they will add to over their high school career. We begin to explore areas of interest, strengths and learning styles to align that with college and career goals. Teaching them how to find opportunities within their courses and the community to understand more about their interests. Getting involved in extracurricular activities, career shadows, internships, and community service will provide insight and show colleges the student is well rounded. Teaching the student how to best succeed in high school and advocate for themselves; attend class, turn in all assignments, and ask teachers for help when needed.

FRESHMAN TIMELINE

FIRST SEMESTER:

- Check your high school credits to ensure that you are taking the necessary courses to meet graduation requirements and post-secondary options.
- Develop a four-year plan for your high school years.
- Develop a serious attitude toward your studies. Your GPA counts!
- Develop good study habits. If you find yourself struggling with your studies at any point during your freshman year, first consult with your teacher, and then check with faculty and counselors for study skills assistance and for peer tutorial help.
- Set personal goals for academic achievement. Evaluate and re-assess your goals frequently. Ensure that you are actively working toward your goals.
- Select extra-curricular activities clubs and organizations that interest you and GET INVOLVED!
- Plan your involvement in extra-curricular, class, and community activities purposefully. Your résumé (which includes academic achievements, awards, honors, GPA, leadership positions, employment, and school/community activities) becomes very important as you apply for jobs, special programs, post-secondary schools and scholarships.

SECOND SEMESTER:

- Visit with people employed in your occupational interest area. Ask questions about actual job tasks, training required, helpful skills, advantages and disadvantages, employment opportunities, advancement, etc.
- Using the post-secondary materials in the Career/Counseling Center, begin to explore different post-secondary schools to which you may be interested. Check the entrance requirements of the schools and make sure you select appropriate course work for next year.
- Begin your course selection process for next year. Review your four-year educational plan. Select courses for next year that are compatible with your college and career goals.
- Review your academic skills with your counselor/advisor and teacher to identify any weak areas that need improvement. Consideration should be given to any deficiencies as you register for the next school year.
- Discuss your educational goals and 4-year plan with your parents.
- You will be taking standardized tests along with all other 9th through 11th graders. Do Your Best! The results will provide additional information regarding your academic strengths, as well as identify areas that you may want to improve upon.
- Plan ahead for major project deadlines, AP exams, and semester exams.
- Read as much as and as widely as you can during the summer ahead. Set aside time for reading every day. A wide variety of reading material will benefit you in your course work next year.
- Make summer plans - volunteerism, jobs, clubs, hobbies, variety of summer opportunities, leadership conferences, sports/arts/academic camps.
- Visit college campuses if possible
- Investigate college search websites
- Set aside time for recreation and self-reflection. What makes you special? What are your goals for next year? What are your career interests?
- Have a safe and fun summer!

10th Grade College Counseling

Review requirements and update 4-year plan. Discuss maintaining good grades and high levels of involvement. How colleges see extracurricular activities and volunteering, colleges want to see consistency and depth, not just a few activities here and there. Review rigor of course selection making sure they are taking the most rigorous courses and enrolling in PLTW, DE and AP courses. Discuss how AP classes show academic rigor and give you a chance to earn college credit. Take the PreACT and PSAT tests (October and November), discuss how these tests will prepare you for college testing requirements of ACT and/or SAT. These will give you practice and help you prepare for the ACT and SAT next year. Update their portfolio and resume regularly, consistently adding to their list of accomplishments will simplify the process of applying to colleges and scholarships in junior and senior years. Continue documenting work in Naviance through exploring career pathways and researching colleges to further define preferences and strengths. In addition, 10th graders will begin using YouScience to provide specific aptitude information that is combined with career success which allows YouScience to accurately align best fit careers. This will also help determine how to focus their time when participating in volunteering, internships, and job shadows. Research college options and careers; what is required and how does that fit my strengths. Talk through how to visit college campuses, summer vacation is a great time to start touring schools that interest you. Provide tips on making the most of your campus visits. Participate in academic enrichment programs and research summer opportunities that focus on your career interests.

SOPHOMORE TIMELINE

September – December:

- Check your high school classes to ensure you are taking courses to meet requirements and post-graduation plans.
- Review your 4-year plan. Many colleges have additional requirements for Fine Arts, Foreign Language, etc.
- Develop a serious attitude toward your studies. Your grade point average (GPA) is an important consideration for college acceptance.
- Set personal goals for academic achievement. Evaluate frequently to make sure you are working toward your goals. (“Your Application, Then and Now”)
- Look for opportunities to express yourself in leadership, community service, fine arts, and/or athletics.
- Take the PLAN test.
- Take the October PSAT.
- Plan ahead for deadlines and semester exams.
- Take interest and personality surveys to help you discover your strengths, interests, etc., and to analyze the results against possible career choices.
- Attend college representative visits and college fairs
- Analyze PLAN and PSAT results with Mrs. Whitley and utilize the My College QuickStart option for further test preparation. (The Junior level PSAT is used for qualifying for the National Merit Scholarship.)

January - March:

- Do transcript checks with Mrs. Hixon and begin to think about next year’s course selection.
- Discuss your career or educational goals with your parents and counselor.
- Start your college list.
- Check the entrance requirements to schools listed above.
- Make a list of all awards and activities, along with the dates you participated and the names and contact information of the people you may want to ask to write a letter of recommendation for you. (Handout: “Activity Résumé) Note: Don’t forget work experience as well!
- Take learning styles inventory. Discuss implications in college choices.
- Complete course registration for junior year.

April – June:

- Plan ahead for major project deadlines, AP Exams, and semester exams
- Use your time wisely. This is a good time to find a job, volunteer, or explore your career interests and go to summer school, activity camps, leadership institutes, mentorships and internships, etc.
- Choose summer activities that reflect your interests and personality, not just pad your résumé.
- Prepare for PSAT, SAT, and ACT tests – books, software, and prep classes are available.
- Register for any SAT II tests in April for any subjects you will complete before June.
- Investigate college search websites.
- Refine your list of potential colleges.
- Talk to your family about college costs and locations.
- Visit people employed in your career interest areas.
- Continue reading throughout the summer.
- Mark your calendar with key dates for your junior year, planning college visits if possible.
- Get ready for an exceptional junior year.

11th Grade College Counseling

Review graduation requirements. Colleges pay close attention to junior year, so make sure your transcript is competitive. Continue taking classes that show rigor and allow you to earn college credit through PLTW, DE, and AP. Plan out Junior year testing schedule, register and prepare for college admissions tests. Take practice tests and engage in test prep during regular courses and seek out additional test prep if needed before taking the PSAT (October), PreACT (November), ACT, SAT, SAT Subject Tests, and/or AP tests (May). Continue building your resume and portfolio. Seek out leadership roles in your extracurricular, volunteer, and work experiences. Complete YouScience assessments and refer to summary report for insights on aptitude that aligns with career interests. Create online college profiles and update them regularly and update other online profiles. Continue exploring potential colleges and careers. Participate in college fairs and will visit 2 colleges in Colorado during the fall and spring. Focus on scholarship opportunities and develop an organization system to not miss any important dates. Research college lists and find college admissions requirements. Narrow the college list to 6 – 8 schools to apply to. Begin the draft of the personal essay and ask teachers for recommendations. Participate in summer programs, internships, and/or job shadows. Complete the Common Application for college admissions in May. Research opportunities that align with your college and career interests to participate in during the school year and summer.

JUNIOR TIMELINE

The following timeline for juniors suggests a plan that will help students prepare to apply to be competitive for the most selective and the more selective colleges in the nation.

August:

- Make sure your junior schedule covers all graduation requirements along with a strong academic course load. Try to take the most rigorous academic schedule possible.
- Prepare for the PSAT – This is used for qualifying you for the National Merit Scholarship.
- Develop a schedule with registration and test dates for when you will take the ACT, SAT, SAT II, tests during your junior year.
- Many Fall extracurricular activities start in mid-August. Check with activity sponsors and coaches.
- There are several scholarships for which juniors are eligible. Go to www.fastweb.com

September:

- Review your four-year plan. Make sure you are registered for courses that will satisfy colleges requirements and, of course, that will meet all your high school graduation requirements.
- Junior year is extremely important to colleges. Stay serious about your grades. Take as many advanced AP courses as possible. Check college entrance requirements to make sure you are taking classes which will meet these requirements.
- Continue to look for opportunities to express yourself in leadership, community service, fine arts, athletics, academics/research and creativity.
- Visit college campuses during your 3-day weekends, Fall breaks and holidays.

October:

- Take the PSAT and PreACT
- Attend college representative visits at your high school.
- Attend college fairs offered in your area.
- Begin your research of prospective colleges.

November:

- Quarter report cards – Keep your grades up.
- Use 3-day weekends and holidays to visit college campuses.

December:

- Pick up your PSAT results
- Register for spring test dates – SAT and SAT II
- Use your 3-day weekends and holidays to visit college campuses

January:

- Discuss PSAT scores with your educational/college counselor
- If necessary, consider SAT or ACT prep courses.
- Begin researching any summer programs you might be interested in.

February:

- Prepare for SAT and ACT given this month
- Meet with counselor to plan senior year courses
- Attend any college information sessions or college fairs
- Attend Junior Visit Day
- Continue to work on developing a list of colleges that interest you
- Start developing a resume or list of extracurricular activities

March:

- Register for your senior classes. Check with your counselor to make sure you have met all graduation requirements.
- Register for SAT and ACT for May or June if you have not already taken it or need to re-take it.
- Register for AP exams
- Contact/email colleges or other programs for brochures and admission information.
- Plan college visits over Spring Break.

April:

- Attend college fairs
- Notify your counselor of scholarships/academic awards received.
- Begin Common Application
- Begin rough draft of college essay

12th Grade College Curriculum

Review course selection to ensure students are still challenging themselves. Discuss the importance of keeping up grades and involvement in activities and updating portfolio and resume regularly. Schedule any additional standardized testing necessary. Finalize admissions to colleges, completing supplement applications, essays, and portfolios for all deadlines, including scholarship deadlines. Most applications will be submitted prior to November 1st to ensure meeting scholarship deadlines. Complete the FAFSA between October 1 and January 15. Apply to local and outside scholarships. Compare financial aid awards and scholarships from college acceptances. Provide guidance and resources for students on waitlists, helping students contact the admissions office/representative if necessary. Provide guidance to make the final decision and respond to college acceptance letters by May. Withdraw acceptance offers to colleges not attending. Assist with submitting enrollment paperwork and deposit to selected college

before May 1. Prepare for AP Exams for any AP classes you are enrolled in. Write thank you notes for anyone who helped through the college admissions process

SENIOR TIMELINE

September:

- Log into “Family Connection” in Naviance and update your resume
- Finalize a list of colleges you plan to apply to and update “Colleges I’m Applying to List” in Naviance. (Be sure to note *how* you are applying, whether Common App, direct to institution, etc.)
- Check on application and financial aid deadlines for the schools to which you plan to apply. They may vary and it is essential to meet all deadlines!
- Meet with your college/guidance counselor to ensure your list includes colleges appropriate to your academic and personal record. Review your transcript and co-curricular records with your school counselor to confirm their accuracy.
- Make sure that if you plan to apply early action, early decision, or restrictive early action, that you understand the differences in the application and commitments.
- Many colleges require recommendations from an academic teacher as well as your high school counselor. Identify and personally ask one (or two if colleges require it) to write a letter for you. Officially request teacher(s) in “Letters of Recommendation” under the “Colleges” tab. Write thank-you notes to those who write recommendations and keep them informed of your post-secondary plans.
- Plan visits to colleges and set up interviews (if you didn't get to them during the summer or if you want to return to a campus for a second time). Read bulletin boards and the college newspaper. Talk with current students and professors.
- Check your email and college portals several times a week!

October:

- Attend college fairs to further investigate those colleges to which you may apply.
- If you need financial aid, obtain a FAFSA worksheet (Free Application for Federal Student Aid) online at www.fafsa.ed.gov. Check to see if the colleges to which you are applying require any other financial aid forms. Register for the CSS Profile if required and obtain the college's own financial aid forms, if available.
- Parents and students, you may now submit the FAFSA as early as October 1. Beginning with the 2017-18 FAFSA, students will be required to report income and tax information from an earlier tax year. For students attending college in the fall of 2020, you will be able to use your 2018 income and tax information.
- Submit applications in time to reach the colleges by the deadlines. Request your transcript through “Family Connection” under “Colleges I’m Applying to List.” The counseling department will send it when we receive this request.
- Retake any tests for which you are still trying to improve your scores.
- Confirm your letters of recommendation are complete so that they can be submitted with your applications.

- If you are personalizing your essay, make sure to change the names of the colleges you are applying to in each submission.
- Have official test scores sent to colleges on your list if you have not done so. You can choose to send all score reports or only one set, depending on the university's guidelines. For ACT go to actstudent.org. For SAT go to collegeboard.org

November:

- If you submitted a FAFSA, you should receive your Student Aid Report (SAR) within three days to three weeks. Review the SAR carefully and check for any inaccuracies. If necessary, correct any items on the SAR and return it to the FAFSA processor (if a college transmitted your data directly, notify the college of any change).
- If more than three weeks have passed after sending in your FAFSA and you have not received an acknowledgment, contact the Federal Student Aid Information Center at (800) 4-FED-AID. To identify you, they will need your name, social security number, address, and date of birth exactly as it was written on your FAFSA.
- Continue completing college applications. Save your information before submitting the applications.
- Continue to update your Family Connection Account.
- Keep all records, test score reports and copies of college applications for admission and financial aid. Do not throw anything away until at least the end of your first year in college. Having detailed records will save you time and effort should anything be lost or should you decide to apply in the future to other colleges or scholarship programs.

December:

- Consult your school counselor again to review your final list of colleges. Be sure you have all bases covered. File your last college application.
- If you applied for early decision, you may have an answer by now. If you are accepted, follow the instructions for admitted students. If the decision is deferred until spring or you are denied, submit applications now to other colleges.

January/February:

- Keep working hard in each of your classes! Grades and courses continue to count throughout senior year.
- Request that your counselor send the transcript of your first semester grades to the colleges to which you applied.
- Remember to monitor your applications to be sure that all materials are sent and received on time and that they are complete. Stay on top of things and don't procrastinate; you can ruin your chances for admission by missing a deadline.
- Continue to check with each college you have applied to using your on-line account that they have given you. Occasionally they will ask for additional information. Often times this is how they notify you of missing information and your admissions status.
- Complete scholarship applications. You may be eligible for more scholarships than you think, so apply for as many as you can.

March/April:

- Stay focused and keep studying-only a couple more months to go!
- Some colleges do not have application deadlines; they admit students on a continuous basis. However, do not take rolling admission applications for granted. These schools may reach their maximum class size quickly. The earlier you apply, the more availability there may be.
- Review your college acceptances and financial aid awards. Be sure to compare financial aid packages in your decision-making process. If you are positive you will not enroll at one or more of the colleges which accepted you, please notify those colleges that you will attend a different college. Keeping colleges informed of your plans might enable those colleges to admit someone else. If you know which college you will attend, send your tuition deposit and follow all other instructions for admitted students.
- You must decide which offer of admission to accept by May 1 (postmark date).
- By May 1, send in your tuition/housing deposit to the college you will attend.

May:

- By now you will have notified the college you plan to attend and submitted your enrollment and housing deposits.
- BE PROUD-you have completed a difficult task.
- If your first-choice college places you on their waiting list, do not lose hope. Some students are admitted off the wait list. Talk with your counselor and contact the college to let them know you are still very interested. Keep the college updated on your activities.
- Take Advanced Placement examinations, if appropriate, and decide if you want to request that your AP scores be sent to the college you will attend.
- Congratulations, you've made it through high school! Enjoy your graduation and look forward to college.

June/July:

- Request that your counselor send your final transcript to the college you will attend. Notify the financial aid office of any private scholarships or grants that were awarded.
- Know when the payment for tuition, room and board, meal plans, etc., is due. If necessary, ask the financial aid office about a payment plan that will allow for you to pay in installments.
- Check your email for information about housing, roommate(s), orientation, course selection, etc. Respond promptly to all requests from the college.
- Have a great freshman year!

STUDENT SUCCESS CENTER

Vail Christian High School offers a Student Success Center for students who may require extra academic support during their high school years. This on-campus program is designed to support and manage individualized educational plans for students with documentation of either a Federal 504 Accommodation plan or a PSSP / ISP (Private School Service Plan/Individualized Services Plan). In addition, our center supports other enrolled students who may need assistance with executive functions such as: organizational skills, time management, study and writing skills, test-taking strategies, or extended testing time.

Listed below are the benefits of enrollment that are provided by the Resource Director in the Student Success Center:

1. Work with individual students or small groups of students to reinforce learning of materials or skills initially introduced and outlined by teaching faculty within specific disciplines.
2. Assist the certified staff in devising special strategies for reinforcing learning materials and skills based on a sympathetic understanding of individual students, their needs, interests, and abilities.
3. Attend regularly scheduled Faculty & Administrative team meetings by class (Freshmen, Sophomore, Junior, Senior). Director serves as Liaison with faculty and as an Advocate for students enrolled in the Student Success Center in order to play an integral part in meeting the academic and emotional needs of each student.
4. Monitor work, assist in correction of work/exams, and supervise curriculum-based testing or makeup work as assigned by the teaching faculty.
6. Assist teaching faculty in proctoring examinations as necessary and directed by Federal 504 accommodation plans or modification plans within the district PSSP / ISP.
5. Alert the staff to any academic, behavioral or social-emotional issues or special information about an individual student and work closely with faculty and administrative team to make necessary changes. Identify need for educational testing and make referrals.
6. When requested, serves as a resource person to the faculty.
7. Represent Vail Christian High School in any district PSSP / ISP meeting by providing information and student work as necessary.
8. Work closely with Mrs. Lori Hixon, Director of Guidance, and Ms. Mindy Larson, Principal, to make any necessary applications for Special Testing accommodations to College Board SAT or ACT.
9. Regular communication with each student and their family (when appropriate/necessary) regarding student performance, organizational and executive function skills, spiritual/emotional mindset, and progress regarding personal student goals. Communication between Resource Director and family may take the form of phone calls, written emails or requested conferences.

VAIL CHRISTIAN HIGH SCHOOL
Clubs and Activities
2020 - 2021

Art and Literary Magazine Club (Advisor: Heidi Cofelice)

The purpose of the Art and Literary Magazine Club is to promote self-expression and creativity through the composition and publication of poems, short stories, photography, painting, drawing, etc. The club will consist of a small group of students dedicated to editing and formatting a VCHS student publication in the form of a magazine called: 'ARTiculation Magazine'

Content submissions will be accepted throughout the year. Students and faculty are encouraged to submit material via email at articulation.magazine@gmail.com

FCA (Fellowship of Christian Athletes) (Advisor: Sheldon Kuhns)

The Campus Ministry is a certified ministry that is initiated and led by student-athletes, sponsored by coaches, supported by staff, established on junior high, high school or college campuses and meets on a regular basis. FCA focuses on equipping, enabling, empowering and encouraging student-athletes, coaches and adult leaders to impact and influence their campus for Christ.

National Honor Society (Advisor: Lori Hixon)

To qualify for National Honor Society the student must be in the 11th or 12th grade and meet minimum requirements in four areas: scholarship, leadership, character, and service. To be considered for membership at the end of the sophomore year and beyond, students must have a cumulative weighted GPA of 3.750 or above and a strong record of rigorous courses (i.e., Advanced and AP classes). Students without strong course selection in at least two academic areas are not eligible for membership.

River Watch (Advisor: Sarah Hocht)

River Watch is a statewide volunteer water quality-monitoring program operated by the Colorado Watershed Assembly in cooperation with Colorado Parks and Wildlife (CPW). The mission of the River Watch Club is to monitor water quality and other indicators of watershed health and contribute quality data to the organization that will be used to educate citizens and inform decision makers about the condition of Colorado's waters. The club meets monthly and is limited to 6 dedicated students, who will be chosen based on an application and availability to attend the yearly training.

SPRI-EPOC Science Club (Mentor/Coach: Sandra Burner)

Sponsored by the Steadman Philippon Research Institute at Vail Valley Medical Center

Each local high school in the Vail Valley nominates two gifted science students from the junior class to participate in a year-long Orthopedic Research Science Club with a high school mentor/coach. Student teams are assigned to SPRI mentors and will participate in two small-scale research projects during the fall semester, which will introduce them to the process of planning, conducting and disseminating research. Student teams will then choose a unique single project during the spring semester and take on the role of researchers/scientists and present at the end of the academic year to professional researchers, scientists and clinicians.

STEM Student Mentors (Advisor: Mindy Larson/Denae O'Neil)

PLTW Engineering and Biomed students will have an opportunity to mentor elementary and middle school students through STEM activities offered during summer STEM camps.

VCCHS Student Ambassadors (Advisor: Heather Downey)

Student Ambassadors are a small group of students dedicated to the positive promotion of Vail Christian High School. They will work on a volunteer basis to serve as liaisons between the current VCCHS community and prospective students. Student Ambassadors are visible at many campus events that are geared towards prospective students and families. Student ambassadors have the unique opportunity to develop and receive training in communication, public relations, marketing and interpersonal skills. Student ambassadors may be asked to volunteer for the following events:

- Building Tours
- Open Houses
- Middle School Visits
- Prospective student visits
- Freshman Orientation
- 8th grade Information Nights • Other Admissions Events

VCCHS Student Council (Advisor: Mindy Larson)

VCCHS Student Council is an organization dedicated to the pursuit of effective leadership through accountability and structure. As a member of our Student Council, you will act as a representative of the school and its values as a leader, not only in our school, but also in our community. You will also have many opportunities to implement your leadership skills, while bettering our school and community. We will have weekly meetings set at a predetermined time (regular lunchtime meetings). Members will also be encouraged to participate in many opportunities that STUCO will provide to serve, through community service projects.

ATHLETICS

Vail Christian High School is a member of the Colorado High School Activities Association (CHSAA). CHSAA sanctions interscholastic athletics and activities that supports educationally based athletics and activities. VCCHS is a member of the Western Slope League under the CHSAA umbrella. VCCHS offers the following athletic programs listed below. If your student wants to participate in a sport not offered by VCCHS you can but there are CHSAA rules that the athletic director can help you understand.

Fall

Boys' Golf- The Saints' Golf team competes in the 3A Western Slope League. The season starts the second week in August and runs through the State Tournament the first week in October.

Boys' Football- The Saints' Football team competes as members of the 1A Front Range League. The season starts mid-August and runs through the end of October with the State Championship game the third week in November.

Girls' Volleyball- The Lady Saints' Volleyball team competes in the 2A Western Slope League. The season starts mid-August and runs through the end of October and the State Tournament is the second week in November.

Winter

Boys' Basketball- The Saints' Boys' Basketball team competes in the 2A Western Slope League. The season starts middle of November and runs through the State Tournament the middle of March.

Girls' Basketball- The Lady Saints' Basketball team competes in the 2A Western Slope League. The season starts middle of November and runs through the State Tournament the middle of March.

Spring

Boys' and Girls' Track and Field- The Track and Field team competes in the 2A Western Slope League. The season runs from the beginning of March through the State Championships the third week in May.

Girls' Soccer - The Lady Saints' Soccer team competes in the 2A Western Slope League. The season starts middle of March and runs through the State Tournament the middle of May.

**Connect Advisory Program**

Each student at Vail Christian High School is assigned a faculty advisor, along with a small, single gender advisory group to provide academic, social and spiritual guidance and support. Our belief is that each VCHS student should have several adult mentors, the advisor oftentimes serving as the primary one.

The role of the advisor is to support individual students in all aspects of their life at VCHS. Advisors support, encourage, and offer constructive criticism and patience. The advisor-advisee relationship is based upon the advisor's knowledge and understanding of his/her advisee's strengths, weaknesses, likes, dislikes, habits, interests, quirks, background, medical issues, and home environment. Advisory group meetings provide a safe place for students to explore social, relational and spiritual topics. Advisory also provides a safety net to ensure each student is achieving his/her academic potential.

Vail Christian High School Service Learning Program

Vail Christian High School has made a commitment to Serving our community by adding Service hours to the VCHS graduation requirements beginning with the Class of 2018. All students are required to complete a total of 20 hours per year. Because we value service to our local community, 10 hours per year must be served locally within Eagle County. The remaining hours may be served at the local, regional, national or international levels.

Hours may be completed in a number of ways. Students are responsible for making sure their project falls within the guidelines listed below and must keep track of their own hours.

Guidelines for Volunteer Service Hours

Hours may be earned for:

- Volunteering as a Tutor
- Volunteering as a Coach
- Volunteering at the Community Library, Senior Center, Historical Society, Recreation Department, Youth Center, Art Center or Town Hall
- Volunteering with charity organizations (e.g. United Way, or other philanthropic organizations)
- Volunteer hours from NHS and other VCHS Clubs/Activities
- The service portion of mission trips
- Service projects associated with Scouting
- Improving parks, public reserves, or facilities
- Mowing a senior citizen's lawn
- Participating in a food drive
- Building a home with Habitat for Humanity
- Volunteering at a soup kitchen or homeless shelter
- Volunteering to assist disabled individuals, or those in nursing homes
- Volunteering to assist a teacher at school, to work at a school event, or to improve facilities
- Civic engagement volunteering (if non-partisan and/or if part of a service learning project in a class)
- Church sponsored activities similar to or the same as the above would count.

This is not an exclusive list, and many other examples may qualify. Please check with the *Service Learning Coordinator* – **Ms. Lori Hixon – lhixon@vchsweb.org for approval of service opportunities that are not on the list provided by VCHS or if you have any questions in general.

Hours may NOT be earned for:

- Any service with a material or monetary reward.
- Fundraising for Vail Christian High School clubs, sports or organizations.
- Hours helping a family member in a role that typically any family member would do, e.g. babysitting for a sibling, household chores, etc.

PLEASE NOTE: Hours completed through the Vail Christian High School NHS, STUCO, and Student Ambassadors programs MAY BE used towards the 20 hours per year requirement.