



COUNTY CHRISTIAN SCHOOL High School Program Starting Fall 2018

Courses Available

County Christian School (CCS) is pleased to announce the offering of a variety of courses at the high school level.

Courses Available

Students have the opportunity to join other student by attending chapel, class activities, lunch time and field trips. This program includes athletic teams such as flag football, volleyball, basketball, baseball, golf, cross-country, soccer and cheerleading. Uniform is required. All students will be participating in Terra Nova 3 Testing.

Math	English	Science	Social Studies	Electives
Math 6/7	English 6	Science 6	History 6	Art ^{1/2} 6 – 12
Pre-Algebra	English 7	Life Science	Civics	Computer Science ^{1/2}
Algebra 1	English 8	Physical Science	Old World History	Spanish I – IV^{1/2} & AP French I
Geometry	English 9	Earth Science	New World History	Yearbook 8 – 12
Algebra 2	English 10	Biology	World Geography	Leadership & Ethics 9 – 12
Pre-Calculus and Trigonometry	English 11	Chemistry	American History	Choir^{1/2} 6 - 12
Calculus	English 12	Physics	Government/Political Science	Life Skills 9 - 12
Statistics	AP classes available		Psychology	Bible^{1/2} 6 – 12 1/2 credit
	Dual-enrollment courses available through Liberty University			Physical Education^{1/2} 6 – 12 1/2 credit
				Speech Drama

GRADUATION REQUIREMENTS

Students entering 9th grade for the first time; courses completed to satisfy the requirements for graduation shall be at or above the level of Algebra and shall include at least two course selections from amount: Algebra 1, Geometry, Algebra 2, or other mathematics courses above the level of algebra and geometry.

Please contact the school at (703) 729-5968 or, for more information please view our website at www.countychristianschool.org

GENERAL INFORMATION

COURSE SELECTION CHANGES

High school students are expected to select their courses and to adhere to their selections. In special circumstances, the Principal may consider individual requests for changes.

Requests from students or their parents for a change in teachers cannot be allowed since such changes impact teaching loads and schedules. Consideration will be given to requests from student assigned to repeat work with a teacher under whom they have previously failed. Final approval rests with the Principal.

SUBJECT LOAD

Students in Grades 9-11 are expected to be enrolled in seven credit subjects or their equivalent. Any variation from this will require the Principal's permission.

REPORT CARDS

High school students will receive report cards four times a year. They will be available electronically after the end of the each nine-week grading period.

CCS will offer an on-line parent portal to view high school student assignments, resources, and grades. The parent portal is intended to open communication between teachers, students, and parents.

PROMOTION AND CREDIT INFORMATION

PROMOTION

A high school student must have earned the minimum number of credits listed below to be promoted to the next grade. A student's grade level is not subject to change during the school year.

Grade 10	5 credits
Grade 11	11 credits
Grade 12	Student must be

scheduled to meet all graduation requirements by June.

GRADUATION REQUIREMENTS

High school students must meet the requirements based on when they enter the 9th grade for the first time.

GRADE POINT AVERAGE AND CLASS RANK

- Grade point average (GPA) and class rank include all courses for which credit was earned or could have been earned in Grades 9-12. Also included are the "credit-bearing" courses (Algebra 1, Algebra 2, Geometry, etc. and World Languages) completed at the middle school level.
- When a course is repeated, both final course grades are included when calculating the GPA and rank.
- Based on their GPA, students are ranked at the beginning of the senior year and at the end of each semester of the senior year.
- If a student withdraws from a course before the end of the eleventh week of the course, the course is not recorded on the scholastic record. All grades earned are recorded transcript. Partial credit is not given for year-long courses dropped at the end of the first semester; however, grades earned are included in the determination of grade point average and class rank.
- If a student withdraws from a year-long course after the second week of second semester, a grade of zero is recorded for the remaining grading period. The final grade is recorded on the scholastic record and included when calculating grade point average and class rank.
- Grades earned in Advance Placement (AP) courses are "weighted" by adding 1.0 to the point value for the grade earned in a year-long course with the exception of a grade of "F".
- All year-round Dual Enrollment (DE) courses are "weighted" by adding 0.5 to the point value for the grade.
- To determine class rank, grade points for all courses for which a grade has been recorded are totaled and divided by the total number of courses for which a student has received a semester or year's grade.

A student must be enrolled at County Christian School for two full semesters in order to be eligible for first and second honor graduate designation (valedictorian or salutatorian).

Letter Grade	Number Grade	Grade Points	
A+	98-100	4.30	
A	93-97	4.00	Advanced Proficiency
A-	90-92	3.67	
B+	87-89	3.33	
B	83-86	3.00	Proficiency
B-	80-82	2.67	
C+	77-79	2.33	
C	73-76	2.00	Basic Understanding
C-	70-72	1.67	
D+	67-69	1.33	
D	63-66	1.00	Lacking Fundamentals
D-	60-62	.67	
F	59 and below	0	Failed to meet
I	Incomplete		

GRADING SCALE

DUAL CREDIT COURSES

What is 'Dual Credit'?

A dual credit course enables a student to receive credits from two institutions with a single enrollment. It is a convenient way for many students to earn college credits in high school. In all cases, the student must receive prior approval from the CCS's Principal.

Who should take dual credit courses?

Dual credit courses are for students who are academically ready for higher education. The curriculum will include rigorous, college-level work. Potential student should expect to take full responsibility for their learning experience, all the way from setting their study schedules to turning in assignments in a timely manner without reminders.

How does it work?

Once enrolled, students will work in the learning management system provided by their dual credit institution. Upon successful completion of a course, the student will earn .5 credits with Liberty University for a 3-4 credit college course. The partner school may decide the amount of high school credit to award the student on their own transcripts.

How should progress be monitored?

An assigned teacher along with the school's Virtual Lab Monitor will log into the course alongside the student on a bi-weekly basis to check on progress together. If the student has specific questions about the course content, they should contact the in-house teacher or online professor teaching the course to get an answer.

How will students be able to obtain a transcript after finishing the course(s)?

Transcripts may be requested from the Liberty University directly. There may be fees associated with this process.

RECOMMENDED TESTING FOR COLLEGE-BOUND STUDENTS

TN3 – TERRA NOVA 3 ASSESSMENT TEST (ACSI)

All students will benefit from taking the Terra Nova 3 assessment achievement tests. The TN3 consists of Complete Battery, five foundational skills PLUS tests, and the Bible Assessment Subtest. TerraNova 3 provides a credible comparison of students' achievement with other students nationally.

PSAT—PRELIMINARY SCHOLASTIC ASSESSMENT TEST

Students benefit from practice in taking the test and can identify academic strengths and weaknesses while they have time to work to improve their scores. Students in the 9th and 10th grades can get a "jump on college." The test shows firsthand the kinds of reading, math, and writing skills needed to succeed in college. It also provides practice for college admissions tests. Students in the 11th grade can enter special scholarship competitions such as the National Merit Scholarship Qualifying Test, National Achievement Program, and National Hispanic Scholars Program. This test is administered at all high schools on the national test date. The PSAT includes a writing component but does not include an essay.

AP—ADVANCED PLACEMENT

AP examinations are administered in the spring on nationally standardized dates and measure the student's knowledge in specific subject areas. AP courses, taught by dedicated and committed high school teachers, lay the

CCS Middle/High School Guidance Procedures

CCS intends to provide guidance counseling services through five main avenues: Personal matters, spiritual matters, mediation, course selection and college and/or vocational preparation. As we offer these five elements of a fully functional guidance program, we believe that we are contributing to the achievement of points a, b, c and e of our statement of purpose:

- a. To offer a comprehensive study of God, the Bible and Christian ethics.
- b. To provide students with a diverse general education for better understanding of humanity and their environment.
- c. To provide course offerings that stimulates intellectual curiosity, self-understanding, and personal fulfillment.
- e. To encourage and enable student to pursue further education or appropriate training beyond high school.

See the standard procedures below in each facet for how these services are carried out on a daily basis.

1. Personal Matters, Spiritual Matters and Mediation

We believe that all of our teachers are well equipped through spiritual growth and demonstrated maturity to provide sound Godly counsel to our students in these matters. Students seek counsel from their teachers on a regular basis regarding both spiritual and personal matters, and teachers readily act as mediators among students who struggle to resolve differences in a Godly manner. When teachers struggle to meet the counseling needs of their students, they seek additional assistance in the following ways.

a. Personal and Spiritual Matters

In order to respect the privacy of our students, additional counsel is sought privately. Much of the time teachers maintain the anonymity of a student as they seek additional advice in how to counsel him or her. **What about extreme cases?**

b. Mediation

- In most instances, mediation involves disciplinary measures concerning students who have become a disruption or who have consequently violated the code of conduct (i.e. physical and verbal assault has resulted). In these cases, students involved are almost always referred to the principal both for resolution of the difference among the students and for disciplinary measures to be issued. As needed, the witnessing teacher(s) and student(s) sit in on these sessions to provide an objective point of view on the incident(s).

- In less severe instances where differences are only expressed verbally, the intervention of a teacher is often sufficient. If the difference exists between two female students, and intervention occurs by a male teacher, the incident is usually referred to a female teacher to ensure the effectiveness of mediation and to avoid inappropriate interaction between a teacher and students of the opposite sex.

2. Academic Counseling and Course Selection

Informally, these issues are also discussed between teachers and students as well. However, on a more formal basis, counseling in this area is conducted by the academic deans.

Procedure for this counseling is as follows:

- Both high school and eighth grade students meet with their academic dean at a date scheduled by the dean at some time in the second semester. Each of these meetings is opened in prayer.
- At this point, the student and dean discuss the student's academic progress as of that point in the year. This is the starting point from which the student and dean can discuss the student's interests academic and beyond.
- As needed, the dean may or may not discuss the needs for improvement in the student's academic performance.
- The dean and student will also discuss the student's future academic plans. They will examine the student's progress towards the achievement of the student's desired diploma (Modified, Standard or Advanced Studies). This examination will help dean and student to determine what available courses the student still needs to take in order to achieve said diploma. (See template diploma worksheets in appendix A)
- Students will then be issued a course selection worksheet to list and order their preferred and needed classes, which they will need to return to their dean by the course registration deadline to be determined.
- Each of these meetings will also be closed in prayer.

*Parents are notified of the appointment beforehand and are welcome to attend, but not required. (See template letter in appendix B)

3. College and/or Vocational Preparation

Again, these issues are informally discussed between teachers and students, but are discussed more formally between the student and his/her academic dean. Procedure for this counseling is as follows:

a. For Freshman

- Freshman students meet with their academic dean at a scheduled date and time that occurs at some point in the first two weeks of their first semester. Each of these meetings is opened in prayer.
- The dean and student review the new expectations and responsibilities of the student now that he/she is in high school.
- The student's schedule is reviewed and his/her experience with the class up to that point is discussed.

- The implications of the student's academic progress in regards to collegiate or vocational pursuits are identified and discussed.
- With these conversations in mind, students are given the opportunity to request the dropping/adding of classes as necessary and pending the approval of the dean.
- Students are given a letter to be taken home, signed and returned the next day, if they choose to drop/add a class and it is approved by the dean. (See template letter in appendix C)
- The meeting is closed in prayer.

b. For Sophomores

- Sophomores meet with their academic dean at a date and time scheduled at some point in the first semester. These meetings are opened in prayer.
- For each sophomore, this is a meeting intended to get the student to begin thinking about what they want to do with their high school diploma. Do they want to go from high school straight to college? Do they want to go to a vocational school? Do they want to go directly into a vocation? Students will be challenged to come up with ideas in regard to answering these questions.
- The dean will explain to these students that by the start of their junior year, they will begin preparations towards whichever avenue they have determined to be God's calling on their life.
- Students will also be encouraged in the mean time to take the PSAT. The dean will provide the student with a means for registration, some possible preparatory resources and an explanation of what the test is used for.
- The meeting is closed in prayer.

c. For Juniors

First semester meeting (to occur in the first semester):

- These meetings are opened in prayer.
- In these meetings, students are asked what interests they would like to pursue beyond high school, and action towards those interests is initiated.
- Students who have chosen to attend college or a vocational school are tasked with the responsibility to research schools of interest and compile a list of approx. 15 colleges or five vocational schools. These lists will be prioritized in the next meeting and the number of which the student will apply to will be determined at that point. Action taken for students who have chosen to pursue a vocation immediately upon graduation will vary.
- For students who have chosen college, the dean will also review with the student his/her PSAT scores, and discuss necessary measures of preparation for the SAT.
- The dean will provide the student with the means to register for the SAT and some possible preparatory resources as needed.
- The meeting is closed in prayer.

Second semester meeting (to occur in the second semester):

- These meetings are opened in prayer.

- Students are asked to bring their school lists to these meetings.
- These lists are prioritized by the dean and students based on several factors that include but are not limited to the following:
 - o Personal interest in the school
 - o The ability of the school to meet the needs of the student to pursue a desired field of vocation
 - o Academic likelihood for acceptance and success
 - o Location
 - o Affordability
- Based on the prioritized list, students are then tasked with the responsibility to choose which schools they will apply to, and to acquire applications to those schools.
- Students are strongly encouraged to begin or even complete these applications before their senior year meeting(s).
- Students are also encouraged to visit the schools to which they intend to apply, to gain additional perspective on the prioritization of their list of schools.
- If results of the SAT are available the dean and student will review these results and whether or not it is necessary for the student to retake the test in their senior year, based on the schools to which the student is most interested in. Some schools also require that students take SAT 2s or subject specific SAT tests.
- If necessary the dean will provide the student with the means to register for a second SAT and any SAT 2s that are necessary for admission to schools of interest.
- The meeting is closed in prayer.

d. Senior Year (to occur in the first semester)

- These meetings are opened in prayer.
- Students are asked to bring in the applications for the schools to which they are applying.
- The students are given an opportunity to ask for any necessary materials to be accompanied with their applications. (i.e. transcripts, letters of recommendation, etc.)
- Any additional needs toward the application process are discussed and the dean works with the student to ensure timely submission of all of the student's applications. Additional meetings to ensure this goal are scheduled as necessary.
- The meeting is closed in prayer.

Appendix A:

File is at school.

Appendix B:

To the parent(s)/guardian(s) of **STUDENT NAME**:

Your child is scheduled to meet with the dean on **DATE OF APPOINTMENT** in regards to his/her course schedule for next year and an updated discussion regarding progress toward a **TYPE OF DIPLOMA** high school diploma. You are welcome to accompany your child to this meeting, though it is not required.

In Christ,

Dean of Students

Appendix C:

To the parent(s)/guardian(s) of **STUDENT NAME**:

As a result of a meeting that I have had with your child regarding the start of his/her freshman year, **STUDENT NAME** has decided that he/she would like to **DETAILS OF DROP/ADD ACTION**. I have heard your child's reasoning behind this decision, considered the effects that it would have on his/her progress toward graduation and consequently approved this decision. Pending your agreement with this decision, I will make this change final. If you agree, please sign and return this letter on the next school day, so that we can make the change final and enter it into your child's records. If you disagree and do not permit your child to continue with this schedule change, please respond via email at **EMAIL ADDRESS** or by phone at **PHONE NUMBER**. Thanks!

In Christ,

Dean of Students