



Welcome to Eastern Mennonite School! We are glad you are part of this community and hope this document helps you understand who we are as a school community.

Mission Statement

Eastern Mennonite School joins home and church in calling students to faith in Jesus Christ, academic excellence, personal integrity, and compassionate service in the world.

Vision Statement

Eastern Mennonite School aspires to reflect Christ's light as a learning community where every student belongs, thrives, and lives God's call.

Eastern Mennonite School does not discriminate on the basis of any race, color, handicap, national, or ethnic origin, and admits students to all rights, privileges, programs, and activities generally accorded or made available to students at the school.

The following person has been designated to handle inquiries regarding the school's non-discrimination policies, including its Title IX policy: Andrea Wenger, Director of Advancement, 801 Parkwood Drive, Harrisonburg, Virginia; wengera@easternmennonite.org or 540-236-6026. For assistance related to Title IX or other civil rights laws, please contact OCR at OCR@ed.gov or 800-421-3481, TDD 800-877-8339.

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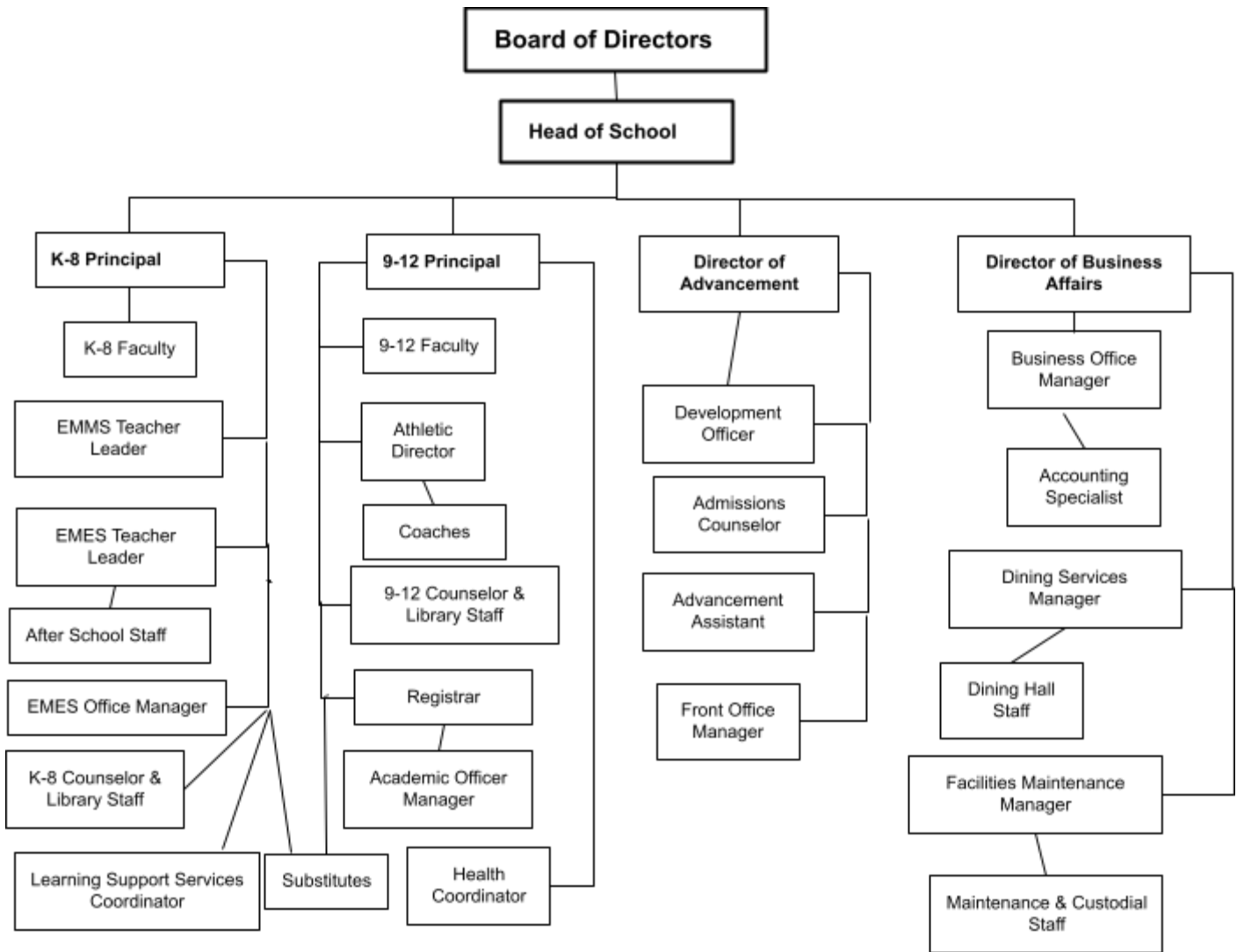
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1. Communication

A. Organizational Chart



B. Key Contacts (call 236-6000 to be connected to any of the following)

Concerns related to:	Contact Person	Position
Admissions and reenrollment	Marsha Thomas	Admissions Counselor
Athletics	Andrew Gascho	Athletic Director
Attendance/general questions	Seneika Cline	Front Office Manager
College and career counseling	Jodi Nisly Hertzler	College and Career Counselor
Dining services	Karla Tierney	Dining Services Manager
Donations/Communications	Andrea S. Wenger	Director of Advancement
Counseling	Deborah Katz	9-12 Counselor
Counseling	Gini Trotter	K-8 Counselor
Health/medications	Joanna Moyer Diener	Health Coordinator
HS students and faculty	Justin King	High School Principal
MS students and faculty	Maria Archer	K-8 Principal
Registrar (Academics)	Patsy Seitz	Registrar & Testing Coordinator
School governance	Paul Leaman	Head of School
Financial Services, Technology	Michael Stoltzfus	Director of Business Affairs
Tuition/payments	Susie Hardy	Business Office Manager

2. General Guidelines

A. Accounts

We appreciate families keeping their accounts current. Please refer to your enrollment contract for detailed information regarding financial agreements with Eastern Mennonite School. A family's account must be current before their student may participate in fee-based activities such as Behind-the-Wheel, E-Term, special field trips, and extended summer trips.

- When payments are late or missed, the following protocol is enacted:
 - a. Immediately after a payment due date is missed or returned for non sufficient funds (NSF), the parent is notified via email from FACTS. FACTS continues to automatically communicate with parents as payments come due, with reminders of missed payments sent via the communication methods parents requested when they set up their FACTS account (email, phone, text).
 - b. When an account is 45 days past due (at least two missed payments), a letter from the Director of Business Affairs is sent via certified mail reiterating the importance of keeping the account up to date and outlining consequences of continued non-payment.
 - c. When an account is 60 days past due (two-three missed payments), the family is contacted via email with a follow-up phone call requesting a meeting to discuss next steps for resolution of the account, to include the following, in order of priority:
 - Student privilege limitations - the student will not be able to participate in optional co-curriculars that incur additional costs, including athletics, optional field trips, higher cost E-Terms, AP exams, behind the wheel, summer experiences, etc.
 - Re-configuring Payment Agreement - if there are temporary financial hardships, payments can be adjusted short-term, but will require catch-up payments before the end of current year. (Mid-year changes to a payment agreement may result in future financial aid limitations.)
 - Securing a loan through a third-party financial institution to cover any past-due balance and remaining cost for current year. (This may result in a requirement for prepayment of at least a portion of tuition in future years.)
 - d. When an account is 90 days late (at least three missed payments), the Director of Business Affairs will initiate withdrawal for student(s) at the end of the current semester unless the account is brought current prior to withdrawal date. If balance remains unpaid at the time of withdrawal, transcripts will be held until a signed Promissory Note (including payment plan) is signed. If any post-withdrawal payments are missed a warrant-in-debt is secured and a collection option is pursued (wage garnishment, judgment lien, etc).

Textbook replacement:

Textbooks are provided for use and learning. Should a textbook need to be replaced due to damage or loss, the school expects the family to cover the cost of the book.

B. Admissions and Enrollment

Recruitment efforts will seek to enroll qualified applicants whose families are interested in an educational program within the context of an academic and nurturing Mennonite-Anabaptist Christian community. Families who are members of Mennonite churches and those who belong to other faith communities are invited to join the school with the understanding that EMS is firmly rooted in an Mennonite-Anabaptist perspective of faith. EMS will also consider applicants who are not part of a faith community as long as they understand and respect the faith practices of the school. EMS strives to create a diverse and inclusive learning community. Applicants with a broad range of cultural, racial, and socio-economic backgrounds are desired. All qualified candidates will be considered for admissions.

The Admissions process (review of applicants by school principal and counselor as well as the learning support coordinator and others as required) allows the school to determine a student's best fit for the academic program. Should a student have an educational plan that requires accommodations or modifications, the Learning Services Support Coordinator will review documentation to discern this best fit. Best fit is determined as

- An understanding of the school's mission and vision and the willingness to work within those principles, including attendance in Gathering/Chapel as well as participation in faith-based instruction
- A commitment to working with the school to meet the educational, social, emotional and spiritual needs of the students
- A desire to grow (this attribute is especially important if a student has struggled academically, emotionally or behaviorally in a prior school setting).

The admissions process includes:

1. Application plus writing samples
2. Student references
3. Copies of school records from prior schools or homeschooling
4. Personal documents such as birth certificates, immunization records, etc. as specified in the application process

Acceptances are offered from November through July. When capacity in a particular grade is reached, students will be put in a wait pool. In some instances, admission may be denied, such as

- insufficient credit to ensure graduation
- evidence of limited English proficiency
- evidence that we cannot meet the learning needs of students (learning support cannot be met through school personnel)
- Discipline record from prior school(s) that provides evidence of an egregious violation of school rules or a pattern of suspensions or expulsion

Additional circumstances regarding admissions include:

1. **Reclassification:** Some students may wish to accelerate to another grade; others may wish to take another year. In those circumstances, the following persons will oversee the request:
 - a. Learning Support Coordinator will help to determine retention or advancement.
 - b. Divisional principal and counselor as well as the school registrar for grades 6-12
2. **Calendar Adjustments:** in the event a family moves to the area after the school year has started, the principal will work with teachers and students in the transition.
3. **Disciplinary action:** The Admissions Committee will consider carefully any disciplinary action taken in a prior school to determine the potential for challenges in transitioning to EMS.
4. **Conditional acceptance:** In some instances, students may be required to meet certain expectations prior to being admitted (such as counseling, documentation, etc.).

Re-enrollment

- Re-enrollment of previously enrolled students begins each March 1 each year. The admissions office will communicate with parents via email regarding the process and include a contract for their review and signatures. Enrolled parents will have access to a pdf of the contract that they signed in their admissions/enrollment parent portal. If you would like a copy of the contract, you can view that by signing into your parent portal at any time, or by contacting the admissions office: email admissions@easternmennonite.org or call 540-236-6021.

C. Announcements

Daily announcements will be made during 1st Period at the start of the day, and during 6th period at the end of the day. Students are expected to be in their classroom seats and listening quietly. Announcements are also available on PowerSchool.

D. Attendance

To report an absence before 8:00 a.m. call the front office at 236-6000 to leave a message.

Regular school attendance in combination with a healthy family life is paramount to success in the classroom. As a school community, our hope is to partner with families to limit elective absences and any resulting negative impacts on a student's academics.

Students who miss more than one half of a school day may not participate in co-curricular activities regardless of whether the absence is excused or unexcused (theater performances may be an exception).

Important definitions:

- *Excused absence*: An absence which is excused with parent/guardian permission to the principal or front office, is often related to illness, doctor appointments, or is school related.
- *Unexcused absence*: Absences in which more than one half of a period is missed, without parent/guardian permission to principal or front office.. (If the student is absent and parents do not call, the school office will attempt to contact parents by noon on the day the student is absent.)
- *Excessive absence*: A student having 15 cumulative absences of any type (excused, unexcused, or a combination of both) for either an entire school day or in a specific block or class.
- *Tardy*: A student is tardy if they enter a classroom after the beginning of class.
- *Unexcused Tardy*: Students arriving late to first period without a written note or other parent communication are considered unexcused.

Absence Policies:

- *Excused absences*: We ask that parents notify the front office of absences due to illness, medical or dental appointments, or other personal reasons by phone or email as soon as possible (236-6000; frontoffice@emhs.net). A written or doctor's note supplied in advance or upon arrival is also sufficient.
- *Unexcused absences*: Any unauthorized absence from school or class will have the following consequences:
 1. A conference with the principal and communication with parents
 2. A plan for improvement will be designed during the conference
- *Excessive absences*: Any student who has more than one unexcused absence, or absences without parent permission, will also be considered excessive absences and will result in an attendance improvement plan.
 - Students who have met the definition of excessive absences will result in an attendance improvement plan, where the principal, student, parent, and teacher(s) will meet to create a plan.
 - As part of this plan, the parent will be provided copies of the "EMS Medical Excuse Form" (which cites the date of the doctor visit and the exact dates that it was medically necessary for the student to be out of school), and may be asked to sign a "Consent to Exchange" so that the student, family, physician, and school staff can work together to create a successful plan for attendance improvement. In this regard, the parent must have the student's health care provider complete the EMS Medical Excuse Form, for each absence from that point on. In addition, the parent will be responsible for submitting this form to the student's school within three days of the student's return to school in order for staff to be able to code the absence as excused. Additional absences that are not excused by a physician using the EMS Medical Excuse Form will be coded as unexcused and may result in the withdrawal from school and EMS notifying the local school district where the student resides of the student's change in enrollment status at EMS.

Note: Teachers are given the discretion to determine whether work missed due to unexcused absences can be made up and how much time is given to do so. We expect students to contact teachers or utilize our grading management program, Schoology, to develop a plan to make up the assignments. For extended illness, the student and/or parents should make specific arrangements with the teachers and/or counseling office.

Co-curricular eligibility (see also: Campus Conduct):

In order to be eligible to compete in the Virginia Independent Schools Athletic Association (VISAA), a student must participate in four hours of classroom instruction per day (4 of 6 class periods), or 5 academic classes per Trimester, to be eligible for participation.

Note: Unless there are other health problems, students are NOT excused for sleeping in after a late-night performance or athletic event.

Skipping classes/school:

Students are expected to attend class and other required activities unless arrangements have been made between student, parent, and office. Students missing classes without proper permission will be disciplined under the same guidelines as the unexcused absence policy.

Tardies:

Tardies are divided into two types (tardy to school first period and tardy to class periods 2–6), with separate policies

described below.

1. **Tardy to school (first period):** Students arriving late to school are considered tardy to first period and must secure a tardy slip from the office before going to class. Important: A student must arrive before the second half of first period for lateness to be considered tardy. After the halfway point, first period lateness is considered an excused/unexcused absence (see “Important definitions” above) dependent on parent communication with the front office.

First period tardies are cumulative for each 1st period class, and are recorded as follows...

- Tardies 1-3 : No penalty regardless of reason
- Tardy 4: Parents/guardians contacted. Principal will hold a conversation with the student to determine why the student is late, and develop a plan to improve attendance. This plan will include future action if the student has an additional tardy within that class period.
- Tardy 5: Parents/guardians contacted. Principal will hold a conversation with the student and parents/guardians to review/revise the attendance improvement plan, and assign appropriate accountability measures (making up time before or after school, during lunch, etc).
- If tardies continue, consequences will be determined by the principal meeting with the student, parents/guardians, and teacher(s) may be called, and devise a plan for being on time to class.

Note: Before/after-school and lunch detention takes priority over all school activities, including athletic practices and events.

2. Tardy for periods 2-6 (recorded with combined totals from Periods 2-6)

For example: John Doe is tardy unexcused period 2 on one day, period 3 on another, period 5 on another, and period 6 on another. That is a total of 4 unexcused tardies. It does NOT mean that a student has 3 “free” tardies for each class period.

Note: This tardy policy for periods 2-6 applies only to the first five minutes of class. Tardies longer than five minutes could be considered skipping (unexcused absence).

Middle & High School (grades 6–12)

- Tardies 1-3 : No penalty regardless of reason
- Tardy 4: Parents/guardians contacted. Principal will hold a conversation with the student to determine why the student is late, and develop a plan to improve attendance. This plan will include future action if the student has an additional tardy within that class period.
- Tardy 5: Parents/guardians contacted. Principal will hold a conversation with the student and parents/guardians to review/revise the attendance improvement plan, and assign appropriate accountability measures (making up time before or after school, during lunch, etc).
- If tardies continue, consequences will be determined by the principal meeting with the student, parents/guardians, and teacher(s) may be called, and devise a plan for being on time to class.

E. Banquet

Each year the juniors plan a banquet and program in honor of the seniors. The Junior-Senior Banquet enables juniors to express appreciation to the seniors for their contributions to the school. While the banquet has become a somewhat formal event, the school does not desire the banquet to become an extravagant affair.

Appropriate dress guidelines:

The banquet is generally considered a dress-up occasion. However, the school expects that clothing should be appropriate and any attire is expected to meet or exceed school dress guidelines with the following exceptions: strapless gowns are allowable for banquet.

Guest policy:

Since the purpose of the Junior-Senior Banquet is for the members of the junior class to pay tribute to the graduating seniors with dinner, entertainment, and a time of fellowship, the banquet *is a celebration intended primarily for members of the senior class, the junior class, and the faculty.* Outside guests are permitted with proper permission and must be 10th grade or older. *Such requests must be taken to the class sponsors and principal for signatures of approval, no later than*

one week prior to the banquet.

F. Chapel

Why chapel?

Chapel is one way we seek to live the EMS mission of “calling students to faith in Jesus, academic excellence, personal integrity, and compassionate service in the world.” It is also an opportunity to help us move closer to our vision of a school that “aspires to reflect Christ’s light as a learning community where every student belongs, thrives, and lives God’s call.”

Grades 6 to 12 gather for Chapel three times per week to experience the joys and sorrows of life together, support one another, and extend the love, hope and healing of Christ beyond our school walls. Chapel provides space for us to grow in appreciation for one another and celebrate the accomplishments of our school community and individuals. It also provides opportunities for students to lead music, practice public speaking, and explore mission and faith career options.

Mission -- Chapel encourages an authentic faith in Jesus Christ where we grow as a learning community to better reflect Christ’s light.

Philosophy -- As a Christian school in the Anabaptist-Mennonite tradition, we seek to grow student appreciation for those values while we honor the varied perspectives of students and their families. We gather for chapel, guided by our school’s Faith Practices.

We:

- Encourage growth in relationship with Jesus.
- Commit to following Jesus by building peace, seeking justice, engaging in restorative practices, and serving others.
- Grow in understanding the process of biblical discernment and spiritual disciplines.
- Worship and sing together.
- Welcome cultural, racial, and socioeconomic diversity and practice global awareness, cultural sensitivity, anti-racism, and compassionate living.
- Practice stewardship of God’s entrusted gifts in one another and within the natural environment.
- Walk with each other in love, even when we openly disagree.
- Invite parent and church partnership in our student’s faith formation.

Middle School Chapel Experience

All new middle school students are paired with a Big Brother/Big Sister who sits next to them in Chapel and is a friend and mentor throughout the year. Periodically, middle school students have their own chapel to focus on an age-appropriate or curricular relevant topic.

High School Chapel Experience

Chapel provides high school students the opportunity to practice leadership, presentation, and planning skills and to help build community connections. A high school Chapel Planning Committee (CPC) joins faculty advisors for planning.

Chapel is a sacred time for students, faculty, and staff to gather together. It is where we worship together, hear important stories and lessons, and are challenged in our faith journeys. Therefore, we ask everyone, students, faculty, and staff to be attentive to the speaker and to participate appropriately.

Note: Personal electronic device use is not permitted during chapel unless requested by the speaker. PEDs should be turned off (silent) and put away; earbuds should be put away, and be out of sight.

G. Co-curriculars

Athletics:

A wide range of athletic options is available for students in grades 6–12. Selection for most interscholastic teams is based on tryouts. Student athletes are expected to maintain the same attendance and academic standards.

The athletic program is coordinated by the athletic director.

Spectators at co-curricular/athletic events:

Students, parents, and faculty are always expected to demonstrate behavior which reflects our school mission and shows good sportsmanship, whether on or off campus. Co-curricular activities provide opportunities to show respect and give

positive encouragement to all participants. Students are expected to follow school conduct policies, and parents need to ensure that there is adequate supervision for their children.

Clubs:

Clubs play an active role in the life of students at Eastern Mennonite School. Students sign up for clubs which interest them and many choose to participate in multiple clubs. All clubs have a faculty sponsor to provide leadership and supervision. Each year, an effort is made to offer clubs that meet the interests of all age groups. Students may request a specific club to the principal if sufficient interest is expressed by a group of students.

Theater:

Students are encouraged to participate in the theater performances scheduled throughout the school year. Students receive one complimentary admission to each theater performance, excluding musicals.

H. Counseling Services

The goal of the counseling program at Eastern Mennonite School is to assist students in academic, career, and personal/social development through individual and group counseling as well as classroom lessons. This is a coordinated effort by school counselors, principals, faculty, staff, and parents.

There are many reasons a student might see a school counselor:

Academic counseling aims to assist students and parents on academic options, developing a plan of studies, and as a link to additional academic resources when appropriate. Counselors direct students to opportunities that match their interests, both in and out of school.

College & Career counseling assists students in acquiring information and planning for post-secondary educational and career opportunities.

Personal/social counseling assists students in developing a greater understanding of themselves as they relate to the community around them, supports healthy and wise choices, and provides support in resolving conflicts.

Individual Counseling assists in helping students work through their unique requests or concerns. While EMS does not provide long-term weekly counseling, connections and referrals can also be made with professional community mental health counselors as ongoing psychological needs are necessitated.

Group Counseling may be provided surrounding specific themes of social development or other identified areas of interest or assessed student need(s).

Classroom Counseling Lessons happen when Counselors work collaboratively with teachers to develop and bring curriculum into the classroom. Topics relate to students' academic, career or social development.

Access

Students may request an appointment with a counselor by email or in the counseling suite. Students should ask teachers before leaving class when they wish to meet with a counselor. Parents and teachers may call or email counselors if they would like to request an appointment for their student. Alternately, counselors may request to see a student if a counselor becomes aware of a need.

Confidentiality Statement

At all times we seek to work with and honor parental involvement. All concerns of students and/or their families are met with appropriate and careful confidentiality. Where there exists a perceived threat of harm to self or others, additional protective procedures will also be followed. When necessary, other professional counsel will be obtained.

Opt-Out

If parents choose not to have their student participate in personal/social counseling or multi-session group counseling, parents must notify the school in writing.

I. Daily Class Schedule

K-12 SCHEDULE

These schedules may be adjusted at times for special events and early release days.

Please always refer to the latest school newsletter (6-12 EMS Blazin' Bulletin / EMES Notes) or easternmennonite.org for changes and updates!

Elementary	Middle & High Regular Schedule	Middle & High Wednesday Schedule
Drop Off 7:50-8:20 a.m.	Drop Off 7:50-8:00 a.m.	MS Drop Off 7:50-8:00 a.m. / HS Drop Off 7:50-9:00 a.m.
8:20 a.m.-3:00 p.m. <i>grade level classes with specials mixed in</i>	Period 1 8:00-8:55 a.m.	Period 0 8:00-8:55 a.m. <i>(HS Orchestra, MS Chorale, other programs)</i>
	Period 2 9:00-9:55 a.m.	Period 1 9:00-9:45 a.m.
	Chapel 10:00-10:20 a.m. <i>(Class Meetings Tues. / Neighbor Groups Thursday.)</i>	Period 2 9:50-10:35 a.m.
	Period 3 10:25-11:20 a.m.	Chapel 10:40-10:55
	Lunch 11:20 a.m.-12:00 p.m.	Period 3 11:00-11:45 a.m.
	Period 4 12:05-1:00 p.m.	Lunch 11:45 a.m.-12:30 p.m.
	Period 5 1:05-2:00 p.m.	Period 4 12:35-1:20 p.m.
Period 6 2:05-3:00 p.m.	Period 5 1:25-2:10 p.m.	
Pick Up 3:00-3:15 p.m.	Pick Up 3:00-3:15 p.m.	Period 6 2:15-3:00 p.m.
3:00-5:30 p.m. <i>After School Care</i>	3:05-3:35 p.m. <i>HS Orchestra Mon. & Thurs. / Jazz Ensemble Fri.</i>	Pick Up 3:00-3:15 p.m.

Unless in the library, involved in music, athletics or other planned school activities, students should leave campus by 3:15 p.m. The Library will remain open and staffed each afternoon until 3:30 p.m with the exception of a 3 p.m. closure on

Fridays. When activities are scheduled to begin later than 4:00 p.m., students will need to make arrangements to return to campus at the appropriate time. Because of security and liability issues, students may not remain on campus without supervision. The building will be locked each evening at 4:00 p.m. when the front office closes.

K. Leadership Opportunities

The Student Council Organization is made up of a middle and a high school division and seeks to address issues of interest to students at Eastern Mennonite School, including those dealing with student life. The SCO executive committee is elected from the student body at large. Representatives are elected to the SCO forum by each class.

Other leadership opportunities include: Class Officers, National Honor Society, Christmas Fund Drive Committee, student ambassadors, Chapel Planning Committee, We Serve, music, drama, and athletics.

L. Leaving School Grounds or Buildings

Students are required to remain on the Eastern Mennonite School campus for the school day unless permission is granted by parents/guardians to the office. The office must have a note, signed by a parent, in order to permit a student to leave campus. In emergencies, a phone call from a parent is acceptable. Students, at all times, must enter and exit through the school office.

M. Lost and Found

Items left on the floor or on benches after school hours will be placed in the lost and found located in the front office. Books and instruments should be reclaimed the following day in the front office. Unclaimed clothing will be taken to Gift and Thrift at the end of each quarter.

N. Medical Information

Parents/Guardians must provide the school with all required health forms, as listed on the enrollment contract. In accordance with Virginia Law, the School requires all students to present a record of up-to-date immunizations or a certificate of exemption before attending school. I understand that the student may be prohibited from attending the school unless and until the student has satisfied these obligations.

Each student must have on file a completed Commonwealth of Virginia School Entrance Health Form and General Authorization for Medical Treatment of Minors.

Medication Policy: General over-the-counter medications (acetaminophen, ibuprofen, antihistamine, decongestant, antacid, cough drops or eye drops) will be available in the counseling or front office. Parents may give permission at the beginning of the school year for school staff to administer these medications to their students as needed during the school day.

If a student needs to take other medications during the school day, such as prescription medication (including Epipens and inhalers, and insulin/glucagon), BOTH of the following must be submitted to the school office:

1. A “**Medication Authorization Form**” for each medication. This form can be found on the school website. This form must be signed by the student’s parent/ guardian. It must also be **signed by a physician** if the medication is to be given longer than 10 working days, if the package states “consult physician,” or if there is a discrepancy between parents’ instructions and label/packaging instructions. If there is a change in the prescription during the school year, please send an updated form signed by the physician. This can be faxed to the school. (Fax # 540-236-6028)
2. **Original, labeled container.** All medicine must be submitted to the school office in the original container, and clearly labeled with the student’s name, medication name, instructions for administration, and the name of the physician who ordered the medication. We recommend that you ask your pharmacist for a “school bottle” with a complete label that includes the information mentioned above and the amount of medication that will be needed at school.

Immediately upon arrival at school, all medication must be brought to the counseling office by the student or parent. No medication may be carried/kept in a student's pocket, purse, lunch box, book bag, or locker. Exceptions are a rescue inhaler, an emergency anaphylactic kit (EpiPen), and insulin and glucagon, all with a written prescription provided to the school from the physician. The school staff shall observe administration of medication in the office. Parents/guardians may personally bring medication to the school office and administer it to their student at any time.

Illness/injury:

When the school cannot safely cope with a student illness or injury, parents will be contacted immediately, if possible. Student records are kept up to date with current telephone numbers for home, parents' work places, physician, and who to call in case of emergency. Parents should notify the school of any changes which occur throughout the year.

It is important for us to have a healthy school, so we ask that parents keep students home when they are ill. Students do not learn well if they don't feel well. Please notify the school if your student is home with an illness.

We ask that your student remain home for the following reasons:

- **Fever:** If your student's temperature is 100 degrees or more, keep him/ her home. Please be fever free without the use of fever reducing medicines for at least 24 hours before returning to school.
- **Cold/ sore throat/ cough:** If your student has frequent, congested coughing, keep them home. For strep throat, the student needs to be on antibiotics for at least 24 hours before returning to school.
- **Vomiting/diarrhea:** Students should be free of persistent vomiting and diarrhea in the 24 hours before returning to school.
- **General illness or malaise:** Students should stay home until they feel well enough to participate in school activities.

O. Safety

Law enforcement:

Eastern Mennonite School partners with local law enforcement agencies to ensure the safety of our school community.

Crisis alerts:

In the event of a school-wide crisis, attempts will be made to reach each family unit by text message. Phone numbers are obtained through the enrollment, re-enrollment process.

Emergency drills:

Fire drills are conducted in accordance with state law. Upon hearing or seeing the fire alarm, students and faculty are to close all windows and doors, turn out all lights, and walk to the designated exits without talking. They will proceed to a location 50 feet away from the school facility and stand in a single file line so their teacher can take attendance. When the fire drill is completed, students and faculty will be signaled to return to their activities.

Closed Campus:

Eastern Mennonite School maintains a closed campus which means that once students come on school grounds, they must remain on school grounds until their regular dismissal time. Leaving school grounds at any time without permission is unsafe, breaks trust and harms the school community.

Violations of Law

Violations of law may be handled by referring the case to law enforcement officials in addition to the use of other disciplinary measures. All incidents involving the death, shooting, stabbing or intentional cutting or wounding of another person, involvement with drugs or alcohol, or the possession of weapons on school property may result in referral to law enforcement officials in accordance with the Code of Virginia.

Visitors/prospective students:

For the safety of everyone, all visitors must enter the front entrance and go to the front office:

- to notify the school of their presence;
- to state the purpose of their visit;
- to sign the visitor's register or be accompanied by an administrator; and
- to obtain a visitor's pass, which is to be worn while on campus.

P. School Closings

Occasionally, Eastern Mennonite School will be closed or delayed due to snow or other inclement weather. Because weather and road conditions may vary based on location, when school does remain open, parents are expected to decide whether their children should attempt to travel to school. Schoolwork that is missed due to a parent's decision about the weather may be made up without penalty, upon satisfactory arrangements with the teacher. Some school closings due to inclement weather may be deemed "online days."

Every effort will be made to announce school closings over WHSV-TV3 and through text alerts. On rare occasions, a delay may be followed by the decision to close school. In that situation, every effort will be made to announce the change two hours before the delayed starting time. Parents and students will be notified by text service. You may opt out of the text alerts system through the form at <http://link.emhs.net/alerts>.

Q. Social Functions

All social functions promoted in the name of Eastern Mennonite School must be properly sponsored by faculty and/or parents. The basic details of the social function—date, location, sponsors, etc.—must be arranged with the school office.

R. Solicitation, Promotion, and Distribution of Goods and Materials

All non-school related solicitation of goods and materials is prohibited. All non-school related promotions, distributions, or postings must meet with the approval of the administration.

S. Transportation

Cars on campus: (International students should see International Student Handbook for additional guidelines.) Parking lots are provided for student parking behind the school, at the west end of the classroom building, and east of the gym. Parking is not permitted in handicapped or visitor spaces. Proper driving is expected to maintain privileges.

After the start of school each morning, cars are not to leave the parking lots until the school day is over without permission from the office. (Parental permission is required.)

Note: Students who need to retrieve something from their cars must seek permission from an administrator or faculty member and sign out through the front office before leaving the building.

Bus guidelines:

Riding to and from school in EMS-provided transportation, whether in athletic vans and buses, charter buses, or on public transportation is a privilege. Proper conduct and respect for the bus and driver is expected.

3. Community Expectations

The EMS community believes a strong partnership with home and school will provide a safe and successful experience for our students. We believe that all students have the right to a safe learning environment. Therefore, we expect each person to be treated with respect and dignity and to respect God and God's creation. The teachers model positive behavior and include the students in regular discussions about what it means to be a member of a respectful community.

At Eastern Mennonite School, we seek excellence for all by helping each student to develop their own [virtues](#), which we name as *gifts of character*. These qualities are important for each person to aspire to throughout their lives, and to share with others in the community in which they find themselves. These *gifts of character* are modeled by teachers, woven into discussions, and practiced regularly at school.

A. Technology (Electronics; see also Appendix B)

School computers/property:

All computer work, graphics, and general computer use are expected to be consistent with the Eastern Mennonite School philosophy and the Technology Acceptable Use standards (see Appendix B). It is intended that students use Eastern Mennonite School computers only for course work required or elected within their classes.

Expectations for student use of technology at school:

- Access to school-provided technology is for educational purposes, and should not be used in a way that is distracting or disruptive to the student themselves, their classmates, or their teacher.
- Students will be given computer access privileges as long as they demonstrate appropriate use. The Internet is to be prioritized for school-related work. All Internet activity may be reviewed or monitored, and Internet access may be restricted or suspended at any time for failure to comply with usage guidelines. Observed inappropriate online activity, or attempts to circumvent security or content filtering may result in restriction or loss of technology access privileges.
- Students should not attempt to disrupt technology system stability or security, including hacking, cracking/guessing account passwords, or disrupting connectivity. Only Eastern Mennonite School-owned software may be used on school-owned computers.
- Whether on or off campus, students are expected to use technology with integrity, and should avoid misuse of copyrighted materials, using technology for the purpose of cheating, bullying, or impersonating others. **Use of any form of social media to bully, inflame, or defame others, on or off school grounds, will not be tolerated. This includes the misuse of pictures, words, or images of any kind.**
- Students are expected to treat school-owned technology with care, including taking responsibility for damage to school-owned technology.
- Students may save data to the school's technology systems. Students are responsible for backing up their files using a USB drive or cloud storage service. EMS is not responsible for student data that is lost or destroyed!
- Student use of technology (whether school-owned or student-owned) is at the sole discretion of teachers and administration throughout the school day. A student wishing to use an available computer in a space where a class is meeting is expected to get permission from the teacher. All users are expected to log off appropriately so that the computer is ready for the next user.

Note: Computer use policies also apply to personal devices.

Grade 6

Chromebooks

All students in grade 6 will be issued a school-owned Chromebook to use while on-campus. These Chromebooks will remain at school and use will be closely supervised by their teachers. Damage to Chromebooks caused by abuse or

neglect may result in charges to parents for repairs or replacement. School-owned Chromebooks include a filtering/monitoring service called Securly, in addition to the school's Internet filter.

Internet Access

Students in grade 6 have access to the Internet under teacher supervision using the school's Chromebooks. Students may also bring their own device and connect to the student Wifi network, which is filtered and monitored; however, student devices must be turned off and kept in the student's backpack during the school day.

Google Account

Beginning in grade 6, all students will be provided with a Google Workspace for Education account that includes an active email address, as well as access to numerous other Google services. Email sent and received through students' Google accounts are passively monitored through Google's content system for concerning content.

Grades 7-12

Google Account

All middle and high school students are provided with a Google Workspace for Education account that includes an active email address, as well as access to numerous other Google services. Email sent and received through students' Google accounts are passively monitored through Google's content system for concerning content.

Student Devices and School-owned Chromebooks

Each student in grades 7-12 must have a device with a keyboard (*not* a phone or tablet) for use in their classes. Students may elect to bring their own device to be connected to the student Wifi network, or to use a school-issued Chromebook for the year *for a rental fee of \$50/school year*. School-owned chromebooks may be taken off campus by students in grades 7-12, and should be stored/transported in a laptop-safe sleeve or backpack compartment. Damage to school-owned Chromebooks caused by abuse or neglect may result in charges to parents for repairs or replacement. All school-owned Chromebooks must be returned on the last day of school, or be subject to a \$500 replacement fee. School-owned Chromebooks include a filtering/monitoring service called Securly, which is active whether the Chromebook is on- or off-campus.

Internet Access

Middle and high school students may connect their personal devices (phones, etc) to the student Wifi network, which is filtered and monitored. Middle school students' personal devices must be turned off and kept in the student's backpack during the school day; high school students may keep their devices with them and use them appropriately throughout the school day, and only with teacher permission while in the classroom.

Grades 9-12 - Unauthorized or inappropriate use of any PED in school may result in the following actions:

- 1st occurrence: PED is taken and given back at the end of day. Warning given with option for further action if necessary.
- 2nd occurrence: Parents are notified and students will be required to turn in the PED to the office at the beginning of school to be picked up at the end of the day. The number of days for this "PED suspension" will be based on the severity of the infraction.

B. Hallways

Due to fire code and ease of movement through the school, students may not sit or lie on the hallway floors during school hours. Books and gym bags must be placed on the hallway shelves or on hooks.

C. Areas Off Limits

- The auditorium (including the stage areas, balcony, and foyer)*
- The upper hallway and classrooms during lunch unless permission is obtained from a faculty member

- Any roof area
- Empty, unsupervised classrooms without permission

* The auditorium is used during the school day for chapel, specific class use, and performances. Permission must be granted for use of this space by individuals or groups for any other purpose.

D. Library

The library will be open from 7:50a - 3:30p with the exception of a 3:00pm closure on Fridays. The library seeks to provide high quality resources and engaging programming to encourage reading for enjoyment and research.

Wednesdays, the library will be open from 8:50-3:30pm.

Guidelines:

- The library's environment should maximize a learning and study environment for the school community while classes are in session.
- Materials may be checked out for three weeks and renewed as needed.
- Overdue notices will be emailed to high school students' gmail accounts. Middle school students will be given notices in class meetings.
- Any missing books will be charged a \$15 missing book fee to student accounts.
- Students may check out a library chromebook for up to a day when needed throughout the year.
- Electronic devices may be used to support learning and studying without distracting others.
- Small snacks and drinks only. Lunch should be eaten in designated locations outside the library.
- "Starbooks" is a hot drinks station in the library available to high school students only. K-Cups may be purchased for 75 cents, tea bags for 25 cents, and disposable cups for \$1. Students may also opt to bring their own K-Cups and reusable mugs.

Additional library resources, information, and assistance may be found on the library website at <https://www.easternmennonite.org/about/library/>

E. Lunch

The EMS dining hall uses an electronic lunch account system called MealTime (www.mymealtime.com). This program, linked on our website, allows access and control of a student's lunch account online. Here, you can create an account and review all lunch activity including meals eaten and a la carte purchases.

Guidelines:

- Students are expected to eat lunch on school property in designated areas of supervision. Supervision is determined by an area where a faculty or staff member is assigned a location to supervise during the lunch period.
 - Designated areas of supervision:
 - dining hall (dining hall foyer reserved for lunch meetings)
 - front lawn outside of the dining hall
 - in a designated classroom when attending a lunch meeting
 - blue chair area and picnic tables near science classrooms (9-12th grade)
 - gym (students must eat before entering the gym - they may not eat in the gym)
- Students may eat lunch off campus with timely permission from their parent or guardian. Permission is accepted as an email or phone call to the front office of the school. Students are expected to sign out of the front office before leaving for lunch, and sign back into school through the front office upon their return. If a student is unable to consistently demonstrate this responsibility, this privilege may not be extended.
- Fees for meals purchased in the dining hall will be billed monthly through FACTS. Account balance and charge details can be viewed online at mymealtime.com.
- Families eligible for the free or reduced lunch program should contact the business office for applications.
- In accordance with federal law and US Department of Agriculture policy, Eastern Mennonite School is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue S.W., Washington, DC 20250-9410 or call (202) 720-5964 (voice and

TDD). USDA is an equal opportunity provider and employer.

F. Personal Integrity

At EMS, we are committed to supporting students in growing in personal integrity. We believe personal integrity is demonstrated in these ways at school.

1. Respecting the religious commitments and convictions of all students
2. Being honest with oneself and others
3. Earning grades and recognition without cheating
4. Showing respect to faculty, fellow students, and all others
5. Assisting in keeping the school and its grounds neat and clean
6. Practicing patience, joy, kindness, self-control, and other fruits of the Spirit
7. Taking responsibility for one's own decisions and actions
8. Exhibiting self-discipline in adhering to school policies and regulations

Growth in personal integrity requires the mutual support of the home, church, and school.

G. Commitment to a Safe Environment

EMS is committed to a safe, secure, and substance-free campus and may involve local authorities to assist in assessing our campus for its vulnerabilities and potential breaches.

Eastern Mennonite School takes the position that a student's total quality of conduct is of concern to the school. *If there is a violation of acceptable behavior **off campus** which influences (or has the potential to influence) other students adversely, the school will address the problem in cooperation with parents/guardians.* EMS always reserves the right to implement disciplinary procedures for student behavior infractions happening off campus or outside of school hours to preserve the safety of the school's community.

H. Co-curricular Eligibility

Defined Terms:

Co-Curricular- (of an activity at a school) pursued in addition to the normal course of study.

Academic Eligibility

Co-curricular activities provide positive contributions to the life of the student and to the school. EMS also recognizes that this participation cannot come at the expense of academics.

Monitoring Grades and Providing Support

To support students and encourage success, counselors and principals will monitor students throughout their co-curricular activity. Teachers will complete progress reports for students earning a D, F or I at the mid trimester.

Students on the D/F/I List:

Middle and high school principals, athletic director, school counselor, academic lab teacher and/or music director and theater director will communicate with the student to determine the contributing factors for the low grade.

The student and the academic support persons will identify what additional help and/or consequences are needed to assist the student to achieve a passing grade within a reasonable time frame.

Those persons working with a student may require (but is not limited to) supervised work time in study hall, attendance in math lab, or supervised study sessions.

D/F Policy:

At mid-term of the trimester, when the mid-trimester report is generated, students with an **F are not eligible to participate** in co-curricular activities **until they have a passing grade**.

At the mid-term of the trimester, when the mid-trimester report is generated, **students with a D are eligible to participate**; however, they may be required to remain for before or after-school study halls or be restricted in their location during the school day if in a study hall.

At the end of a trimester, when grades have been finalized, if a student receives an F, the student has 7 days of ineligibility from the date of when teacher final grades are due.

If a student is failing at other points in the year, other than the mid-trimester or end of trimester, counselors and principals will make a specific plan for that student.

EMS recognizes there may be exceptions and adjustments to this policy to meet the individual needs of our students.

I. National Honor Society

Eastern Mennonite School will follow the [NHS Constitution](#), including membership, selection of membership, and dismissal. According to the NHS Constitution Article VIII Section 1: "Membership in the local chapter is an honor bestowed upon a student. Selection for membership is by a Faculty Council and is based on outstanding scholarship, character, leadership, and service. Once selected, members have the responsibility to continue to demonstrate these qualities." Section 7 states that "Members who resign or are dismissed are never again eligible for membership or its benefits."

J. Cheating/Plagiarism

Personal integrity is a character trait highly valued at EMS and is part of our mission statement. Academic integrity is demonstrated when students complete their own work (homework, projects and tests) and when they are honest when confronted about any concerns. Teachers assist students in developing academic integrity by defining what collaboration looks like and/or explaining expectations for assignments and assessments. Cheating is defined as wrongfully giving, taking, or presenting academic information with the intent to deceive.

Examples of cheating (not intended to be a comprehensive list):

- Handing in work that is not completely your own
- Indicating that you completed an assignment when you did not
- Copying someone else's work
- Giving a classmate your work so they can use it as their own
- Using the internet to find answers on a test
- Plagiarizing – using the writing of another person without proper attribution

When a situation arises involving academic integrity, the school will use the following practices:

1. The teacher will discuss the situation with the MS or HS Principal to determine the types of consequences necessary, which may include a loss of points on an assignment. The severity of the dishonesty will be considered.
2. The student will meet with the teacher and/or the Principal to discuss the situation.
3. A note will be included in the student's academic record. This record is not typically passed along to colleges; however, if the student had repeated instances of academic dishonesty, this information may be passed along to other schools and/or colleges as appropriate.
4. Principal (MS or HS) will also contact parents as appropriate.
5. A plan for change will be developed

Plagiarism: This particular form of cheating is especially possible due to technology. While a tool for learning, technology can also become an easy way to be dishonest whether the student knowingly plagiarized a paper or unknowingly uses information without proper citation. The goal of the school is to have students understand how to best use the expertise of others in their writing. Teachers use the tool of Turnitin, a web-based program that compares a student's writing to others in its database, to assist them in holding students accountable for their work.

It's important that students understand that plagiarism occurs when an individual takes the writings and/or ideas of another person and presents them as their own (no citation). Following are some examples:

1. Copying material verbatim (and using quotation marks) from a source, but failing to cite the source
2. Copying material verbatim and citing the source, but failing to use quotation marks
3. Carefully (or non-carefully) paraphrasing the source without giving the proper citation (paraphrasing is "borrowing" the idea and must be cited)

4. Patchwork paraphrasing (in which the writer keeps many of the source's key words but rearranges the order) is a particularly insidious form of plagiarism—even if cited

In clear cases of plagiarizing, the following scale of teacher response is suggested:

- Level 1: Student plagiarized less than a paragraph. Teacher uses this as an opportunity to teach and the student is required to redo the assignment. Parent contact by the teacher is made when appropriate.
- Level 2: Student plagiarized larger sections of his or her paper or has committed a second offense. Teacher must contact the parent(s) and the student receives ½ credit of the earned credit.
- Level 3: Entire document is plagiarized or the student has committed a third offense. Student receives a zero for the assignment and the parent is contacted.

Middle school students are often just beginning to understand the boundaries of plagiarism. Therefore, a modified version of this process will be used for students in middle school

At each level, the teacher will supply the principal with a record of the event to be entered in the student's electronic file.

As a general rule, the same paper may not be submitted, the same book may not be read, nor may the same project be submitted to meet requirements in two or more courses unless the teachers of the courses have given their prior consent.

K. Discipline/Restorative Justice Model

General guidelines:

EMS provides a model of discipline that fosters and enables pathways toward healing. The goal of our restorative approach is to teach students appropriate ways to express regret and accept responsibility, while providing restitution. The primary focus is placed on repairing relationships and making sure all involved are heard. The end result: repair and reconciliation.

Restorative discipline has two main focuses:

- The first is **building community**.
The work and change that happens when discipline occurs cannot be successful unless all involved—students and adults—feel safe and valued in the community. Therefore, we work every day with everything we do, the decisions we make, and how we relate to each other, to create a community where all are welcome and feel as though they have a place. It is acceptable to disagree with each other, and our disagreements should become occasions to understand each other better.
- The second focus is **making things right, or reconciliation**.
We assume that conflicts will happen and that students will make mistakes, some that are small, and some more costly. A consequence for misconduct might address the wrongdoing, but there might be more work to do in order to repair a relationship. Therefore, the goal is to make things right, not just to satisfy the consequences or endure the punishment.

Behaviors That Harm our Community:

We find that clarity is best to help students understand where the boundaries are. The following is a partial list of behaviors that harm our school community.

- Any activity which requires mandatory reporting to local legal authorities
- Belligerence or insubordination toward school personnel
- Bullying
- Disrespect for any other person
- Fighting or other confrontational physical contact with anyone
- Any form of harassment, intimidation, or exploitation, including inappropriate use of social media communication
- Display of the confederate flag
- Inappropriate physical contact
- Lying or cheating
- Gambling
- Humor or epithets that degrade people because of their color, national origin, politics, religious beliefs, gender, sexual orientation, etc.
- Profane, obscene, or vulgar language
- Property damage (caused by intent or carelessness)
- Stealing
- Possession, distribution, or use of tobacco, alcohol, illegal drugs, or look-alikes
- Possession of guns, knives, or other items which may injure another person
- Verbal abuse

- Any other behavior disruptive to the educational environment of EMS or found to be in violation of the mission and vision of the school as determined by the administration

Students who violate school procedural regulations and guidelines may be subject to disciplinary action using the restorative discipline model, or a more traditional model. It is our expectation that faculty handle minor occurrences and the principals be informed of more serious offenses.

Due Process:

We believe everyone has a right to be heard; therefore, we have a due process procedure. Unless a situation is emergent or unsafe, an administrative meeting will be held with the student prior to any disciplinary decision to more fully understand the situation. In cases where the truth is not forthcoming or unclear, administration may need to investigate more deeply, inclusive of questioning others and/or search protocol.

Search and Seizure

When enforcing these standards, a student’s person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school administrator has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. While rare, at the discretion of school administration, detection dogs may be used on school property to detect the presence of drugs and other contraband.

Lockers are assigned to individual students, but lockers remain the property of the school division. We value the trust that we have for each other; this keeps us from needing to have locks on student lockers. In keeping with this trust, we ask students to only access their personally assigned locker unless permission has been granted. Lockers may be inspected in order to ensure proper maintenance. Lockers may be searched at any time when the school administration has reasonable suspicion to do so.

The school retains authority to conduct routine patrols of student parking lots and inspections of vehicles on school property. The interiors of vehicles may be inspected whenever school administration has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. These patrols and inspections may be conducted without notice, without consent, and without a search warrant. Any contraband material found will be retained for the police for appropriate disposition.

Searches and seizures of students’ cellular phones and laptops are permitted when there is a reasonable suspicion that the student is violating the law or the expectations of the school. School administrators will keep in confidence materials found and will bring them to the attention of the appropriate law enforcement agents as required by law.

Detention:

Students may be asked to serve detention time during lunch or before or after school. The purpose of this disciplinary option is to give the student time for reflection upon the situation. This may also give the students time to talk with an administrator and/or teacher, and make up missed time and work from the class. Detention can allow the student more focused and concentrated support with an individual teacher or administrator to make up time for missing class, completing work, improving grades, or reflecting upon harm done to the school community.

Damages:

Individual students will be assessed for the amount of damages to any part of the school property, including books, computers, desks, walls, windows, etc. for which they are responsible. If the damages can be repaired, then the student will be asked to be a part of the repair process.

Poor school standing:

Poor school standing is defined as the loss of the privilege to attend, participate in, or be a member of any school-related activity outside of the classroom setting, such as any co-curriculars or school-related events. A student may enter into poor school standing as a result of noncompliance with school disciplinary action, academic probation, or other appropriate actions deemed necessary by administration.

Suspension:

In some cases, the division principal, Head of School, and/or RJ Advisory Group may decide that inside or outside school suspension is appropriate. The number of days will be determined by the RJ Advisory Group and/or school administration.

The following procedures are followed for suspensions:

- a) the student is provided with oral or written notice of the harm to the school community
- b) an explanation of the facts and the opportunity for the student to present their version is offered
- c) notification of the facts in writing by the administrator to the Head of School and parent(s)
- d) if requested by either party, the Head of School will review the facts of the case to “confirm or disprove” the action
- e) the Head of School’s decision may be appealed to the board of directors

In-school suspension: For in-school suspension the student will be asked to come to school, but rather than attend classes, the student will be given a private space and will be responsible to do all classwork provided by teachers. The student given in-school suspension will leave campus immediately after the school day and may not return for co-curricular activities.

Off-campus suspension: In off-campus suspension the student will be asked to stay at home for a designated number of days—this includes both classes and co-curricular activities. Academic work will be expected to be completed by the student during this time.

Procedures of Appeal:

As partners in the educational process, we believe it is important for parents to have a way of appealing school decisions impacting their students. To ensure timely conversations, appeals need to happen within 3 school days of a school communicated decision to the subsequent individual/body.

1. Teacher
2. Principal
3. Restorative Justice Advisory
4. Head of School
5. Board of Directors

All appeals should state in detail why the decision should be overturned and supply all supporting documents. Board of Director decisions are final.

Restorative Justice Advisory Group Procedures:

At the discretion of the Division Principal and Head of School, a Restorative Justice Advisory Group is assembled. The RJA Group is composed of the Head of School, Division Principal, Division Counselor, and at least one faculty member who knows the student well. This group can meet with and/or without the student(s) or parent/guardian. Disciplinary penalties or consequences for behaviors that harm our community will be determined and could include suspension or expulsion.

In most situations, the RJA group will meet under the leadership of the principal. Below are the procedures for this discussion:.

1. When a student violates procedures or demonstrates unacceptable behavior, an effort will be made to establish the details of the situation and discipline will be administered in accordance with the policies of the school. A listening process may be used when facts cannot be established satisfactorily through normal procedures. This includes making sure all parties have the chance to express their perspective.
2. When a report is received regarding *criminal activity of the mandatory-reporting type*, the proper authorities will be called and the parents of the offending student will be notified. As applicable, student disciplinary procedural policy will be followed and enforced. Bomb threats, false fire alarms, smoke bombs, fireworks, and distribution of pornographic images are considered a criminal offense and must be reported to proper authorities as required by Virginia state law.
3. When a report is received regarding behaviors that harm our community that does not require mandatory reporting to local authorities, effort will be made to verify the story or stories reported, and the consequences established by the RJA Group will be followed and enforced.
4. Students are expected to cooperate fully in the Restorative Justice and/or discipline process with faculty, administration and parents. This is part of the EMS community expectations. In this way trust can be restored within the community. If a student and/or parent/guardians refuse to participate with the RJA group as advised by the Head of School, the Head of School will have the discretion to determine a plan of action that may result in the

termination of enrollment.

L. Dress Guidelines

We recognize that each family in our EMS community has different dress expectations. We also recognize that clothing can be a form of expression for many students. We believe that how the members of our community dress can contribute to or take away from a respectful and positive learning culture. In any work or school environment, a certain amount of professionalism is needed in order for a community to work together successfully. Therefore, we have created the following guidelines to provide clarity for students and families about what we consider appropriate dress for school.

The policy seeks to make students feel safe, ensure student dignity, and facilitate restorative justice. *Note: EMS sponsored events outside of the normal school day (e.g. athletic or choral performances) may have specific expectations for student attire.*

Students will not be using locker rooms during the school day. Therefore, they should wear clothing that will be comfortable and appropriate for outside or gym activity when PE is in their schedule.

We ask that students dress comfortably, appropriately, and with respect for others following these guidelines:

1. Any clothing that is not supportive of the EMS philosophy and objectives as outlined in this handbook or displays/references information that inflames or defames, or distracts from a healthy learning environment is prohibited. (See *unacceptable behaviors*, pg. 16.)
2. Clothing, jewelry, or other items (belts, stickers, etc) displaying the Confederate Flag are not appropriate for school.
3. Dresses and skirts should be mid-thigh in length.
4. Shorts should fully cover the buttocks.
5. Shirts, tops, and other apparel should cover the whole torso.
6. Undergarments should be covered at all times.
7. Sleeveless shirts are appropriate when the shoulder straps are 2-inches wide.
8. Writing on clothing should be respectful and appropriate for all ages.
9. Hats, beanies, hoods, and other head coverings should be removed during chapel.

We believe that the manner in which adults at EMS address the dress guidelines is very important. Therefore, when faculty or staff observe that a student has not followed one of the guidelines above, he or she will have a conversation with the student. The adult will articulate the specific guidelines not being followed, and the student will be asked to change their dress if possible, or to make a different choice the next day. If a pattern of not following guidelines persists, then a conversation with the parents/guardians and the principal may occur and a plan will be developed. Our goal is to clarify the school's expectations and to help our students make appropriate choices for school.

M. Peer Relationships

Eastern Mennonite School believes that peer experiences shape the development and well-being of our students. We know that a child's self-esteem and self-worth are developed by how they are treated by their peers, by having secure family relationships, and by developing a strong sense of community. EMS strives to provide rich opportunities for healthy social development and interpersonal skills. We are committed to addressing inappropriate student behaviors as they arise through a process of respect, honesty, ownership of wrongdoing, forgiveness, and accountability, while considering the growth and developmental needs of our K–12 community.

The following descriptions of inappropriate behavior will help students and parents to understand better what we expect of each student in our community.

Bullying:

Bullying another student, in or out of school, will not be tolerated. This includes any form of social media, pictures, photographs, or other methods that could be used for this purpose.

Hazing:

Hazing is a violation of human dignity and is strictly prohibited. Any action by an individual or group of persons which forces mental or physical discomfort, embarrassment, harassment, or ridicule can be classified as hazing.

Harassment:

Eastern Mennonite School is committed to maintaining a community environment in which all individuals treat one another with dignity and respect. The learning environment must be one in which all individuals are free to develop relationships, work, and learn without fear of intimidation, exploitation, harassment, humiliation, or degradation from the unwanted and unacceptable behavior of another. Unacceptable behavior includes, but is not limited to, bullying, name calling, teasing, taunting, put-downs, and any behavior that makes for an uncomfortable learning environment.

To provide an environment of mutual respect, tolerance, and sensitivity, it is important that every member of the community recognize guidelines for appropriate behavior. Eastern Mennonite School is prepared to take action to prevent and correct any violations of this policy. A complete copy of the harassment policy is included in this handbook in appendix A.

Student interpersonal relationships:

Issues regarding sexuality and peer relationships are extremely important because of the sensitive developmental nature of early youth. Students, along with teachers and parents, need to be aware of both the influences which support and those which undermine positive sexual development. When facing difficult situations which may include teasing and harassment, questions of sexual orientation, gender identity, sexual pressure, abuse, or concern over body image, students are encouraged to seek the counsel of a trustworthy adult.

Students are asked to avoid public displays of affection and refrain from activity which focuses mental and physical energy mainly on physical sexuality. Overt and inappropriate affection, viewing pornography, or any sexual activity is not school appropriate. The EMS community believes that the potential for complex personal issues and for educational disruption is magnified by such behaviors.

N. Personal Property

The school expects all students to respect both school and personal property. Because we do not accept responsibility for personal property lost or stolen on campus, we advise students not to bring to school large sums of cash, expensive jewelry or clothing, gaming devices, or other unnecessary valuables.

O. Unauthorized Entry/School Pranks

Illegal entry or unauthorized presence in the school building(s) will result in a meeting with the RJ Advisory Group and a plan for consequences will be determined

P. Animal / Pets Policy & Therapy Dog Policy

Students, staff, and/or other persons are prohibited from having or releasing any animal and/or pet inside school buildings without the prior approval of the principal.

Pets/animals must be inside school buildings for an educational purpose.

Therapy Dogs:

A “therapy dog” is a dog that has been individually trained and certified to work with its Owner to provide emotional support, well-being, comfort, or companionship to school district students. Therapy dogs are not “service animals” as that term is used in the American with Disabilities Act. The dog must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy dogs are personal property of the adult handler, teacher or employee and are not owned by the school district.

Therapy Dog Standards and Procedures. The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school grounds:

1. Request - An adult owner who wants to bring a therapy dog to school must submit a written request to the principal or superintendent describing the setting and purpose for the therapy dog. The request must be renewed each school year or whenever a different therapy dog will be used.

2. Training and Certification - The adult owner must submit the American Kennel Club's Canine Good Citizen Certification, Therapy Dogs International (TDI) Registration or its equivalent as determined by the Superintendent. The certification must remain current at all times.
3. Health and Vaccination - The therapy dog must be clean, well groomed, in good health, house broken, and immunized against diseases common to dogs. The adult owner must submit proof of current licensure from the local licensing authority and proof of the therapy dog's current vaccinations and immunizations from a licensed veterinarian. Female dogs must not be in estrus when participating in therapy work.
4. Control - A therapy dog must be under the control of the adult handler, teacher, or school employee at all times.
5. Identification - The therapy dog and handler must have appropriate identification identifying it as a therapy dog and handler.
6. No Disruption - The therapy dog must not disrupt the educational process by barking, seeking attention, or any other behavior.
7. Health and Safety - The therapy dog must not pose a health and safety risk to any student, employee, or other person at school.
8. Supervision and Care of Therapy dogs - The adult owner is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean-up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy dog.
9. Authorized Area(s) - The adult owner shall only allow the therapy dog to be in areas in school buildings or on school property that are authorized by school district administrators.
10. Parent Notification - Parents must be notified that a therapy dog will be present at the school.

A therapy dog may be excluded from school property and buildings if a school administrator determines that:

1. An adult handler does not have control of the therapy dog;
2. The therapy dog is not housebroken;
3. The therapy dog presents a direct and immediate threat to others in the school; or
4. The animal's presence otherwise interferes with the educational process.

The adult owner shall be required to remove the therapy dog from school premises immediately upon such a determination.

Allergic Reactions. If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the adult owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries. The adult owner of a therapy dog is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy dog.

4. Grievance Procedures

Title IX Information:

Eastern Mennonite School does not discriminate on the basis of any race, color, handicap, national or ethnic origin, or religion in admissions processes. EMS admits students to all rights, privileges, programs and activities generally accorded or made available to students at the school.

The following person has been designated to handle inquiries regarding the school's non-discrimination policies, including its Title IX policy: Andrea Wenger, Director of Advancement, 801 Parkwood Drive, Harrisonburg, Virginia; wengera@easternmennonite.org or 540-236-6026. For assistance related to Title IX or other civil rights laws, please contact OCR at OCR@ed.gov or 800-421-3481, TDD 800-877-8339.

Teachers at Eastern Mennonite School seek to develop and maintain good working relationships with parents and students. Differences that arise among students, parents, and teachers must be dealt with ethically and in a spirit of cooperation. We seek to adhere to the principles of Matthew 18:15-17. To follow the process outlined in Matthew 18, all complaints should be registered in the following sequence:

1. Discuss concern with the student's teacher. An honest effort must be made to work through the problem at this level.
2. If the problem remains unresolved, it is to be discussed with the principal.
3. After much effort to solve the problem at the previous levels, and if the problem is still not resolved to parent and student satisfaction, a written request may be submitted to the head of school, who will forward the request as an appeal to the Board of Directors. The Board of Directors may elect to handle the concern as an entire board or delegate the processing of the appeal to an appropriate board committee.

It is important that parents register complaints as they arise, as a school community we want to work together to live into our mission and vision.

Appendix A: Student Harassment Policy

Eastern Mennonite School is committed to maintaining a community environment in which all individuals treat one another with dignity and respect. The learning environment must be one in which all individuals are free to develop relationships, work, and learn without fear of intimidation, exploitation, harassment, humiliation, or degradation from the unwanted and unacceptable behavior of another. Unacceptable behavior includes, but is not limited to, bullying, name calling, teasing, taunting, put-downs, and any behavior that makes for an uncomfortable learning environment.

In order to provide an environment of mutual respect, tolerance, and sensitivity, it is important that every member of the community recognize guidelines for appropriate behavior. Eastern Mennonite School is prepared to take action to prevent and correct any violations of this policy. Anyone who violates this policy may be subject to discipline up to and including termination or expulsion.

Definition of sexual harassment:

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through this school.

Examples of sexual harassment:

Unwelcome sexual conduct of this type can include a wide range of verbal, visual, or physical conduct of a sexual nature. Among the types of conduct which would violate this policy are the following:

1. Unwanted sexual advances or propositions
2. Offering academic benefits in exchange for sexual favors
3. Making or threatening reprisals after a negative response to sexual advances
4. Visual conduct such as leering, making sexual gestures, displaying sexually suggestive objects or pictures, cartoons, or posters
5. Verbal conduct such as making or using derogatory comments, epithets, slurs, or jokes
6. Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes, or invitations
7. Physical conduct such as touching, assaulting, impeding, or blocking movements

If harassment occurs:

Listed below is a suggested procedure of addressing a situation of harassment. It is recommended that an individual follow these steps. However, neither these steps nor their order are an individual's only option. Help can be found through many avenues. The most important step is to report the situation to one of the persons listed below. The purpose of the procedure is to help individuals receive the support and guidance necessary to stop the harassment.

- Let the offending person or people know you want the behavior to stop. Say NO firmly. Look directly at them with a straight face to give a clear message about how you feel. Do not apologize.
- Keep a record of when, where, and how you have been mistreated. Include witnesses, direct quotes, actions, evidence, and any written communication.
- Contact someone at school about the situation: school counselors, principal, director of academics, faculty members.

Students who observe conduct of a harassing nature (sexual or otherwise) are also encouraged to report the matter to one of the school officials designated below.

Where to report any type of harassment:

The following individuals are specifically authorized to receive complaints and respond to questions regarding harassment:

Justin King	High School Principal	(540) 236-6013
Maria Archer	K-8 Principal	(540) 236-6002
Debbie Katz	9-12 School Counselor	(540) 236-6022
Gini Trotter	K-8 School Counselor	(540) 236-6031

The school phone number for these people is (540) 236-6000.

All parties involved will be offered support by the school counselors.

Every effort will be made to protect the privacy and confidentiality of the parties involved in any complaint. However, the school reserves the right to fully investigate every complaint, and to notify a student's parent/guardian and appropriate government officials as the circumstances warrant.

Protection against retaliation:

It is against school policy to discriminate or retaliate against any person who has filed a complaint concerning sexual harassment or who has testified, assisted, or participated in any manner in any investigation proceeding or hearing concerning sexual harassment.

Procedure for investigation of the complaint and for taking corrective action:

When one of the school officials designated in this policy receives a complaint, he or she shall immediately inform the principal. The principal will direct an investigation. If the investigation confirms the allegations, prompt corrective actions shall be taken. The individual who suffered the harassing conduct shall be informed of the corrective action taken. In addition, any employee or student found to be responsible for sexual harassment in violation of this policy will be subject to appropriate disciplinary action up to and including expulsion or termination. The severity of the disciplinary action will be based upon the circumstances of the infraction.

Appendix B: Technology – Acceptable Use Standards

The purpose for our technology: EMS endeavors to provide state-of-the-art technology for faculty, staff and students with the goal of preparing our students for educational and employment challenges of the 21st century. This technology includes access to the school network through lab and classroom computers, a student-accessible wireless network, and use of the Internet through a high-speed broadband connection. This worldwide forum of informational resources available through the EMS network is intended to be used for educational purposes only. Information Technology (IT) systems use is a privilege for students that carries specific responsibilities for the sake of others using the same technology, for the integrity of the system, for the good of the school community, and for the wholesome instruction of each student.

EMS expects all persons using the IT systems to exercise the highest level of respect for themselves, others, equipment/systems, and copyright laws. Failure to comply with these Acceptable Use Standards will result in the loss of privilege of using the EMS IT systems and/or result in additional consequences deemed appropriate by the division principal.

A: Personal Responsibility:

IT systems are intended to be used for educational purposes. Persons using the systems are individually responsible for the material they create, use, send and receive. Personal responsibility for actions and communications is mandatory; anonymity is not permitted, nor is falsely representing another individual at logon or in communication. Using someone else's account and password is not permitted. Violations or attempted circumvention of system security and observed abuses of the system should be reported to EMS faculty or staff immediately. Reporting violations is essential for maintaining the integrity of the school's network and ensuring maximum system speed and efficiency for all users.

The network, and all uses of it, is subject to review and monitoring. There are ways the system can be misused and abused; there are modes of use that are not educational. There is information available through the Internet that is inappropriate in our setting as a Christian educational institution. System users should always strive to use the technology appropriately, wisely, honorably, and educationally. Examples of activities that are NOT educational in nature and do NOT belong in our school setting are listed below. This is not an exhaustive list. Students that use school technology in these ways or fail to follow the guidelines in this contract will lose their technology privileges and/or be subject to consequences as outlined in the Student/Parent Handbook.

The following is a partial list of unacceptable or non-educational activities:

- Downloading of any software, including freeware and games, to school-owned technology systems.
- Illegal downloading or misuse of copyrighted media.
- Playing of online or web-based games (unless expressly permitted by a teacher).
- Use of peer-to-peer file sharing services or websites.
- Visiting sites dedicated to violence, hatred, racism, terrorism, or weapons is strictly forbidden.
- Visiting sites containing pornographic, obscene, or risqué content is strictly forbidden.
- Attempting to disrupt system stability, override or bypass system restrictions or filtering, including attempts to hack or crack/guess passwords, and logging in to or accessing another student's account. These are serious criminal offenses and will be handled as such.

All Internet activity is logged on the EMS firewall; observed inappropriate online activity will be reported to EMS administration. In addition, if EMS administration becomes aware of technology use violating any local, state, or federal law, the appropriate law enforcement agency will be notified.

B: Responsibility to Others

- Remember, all users have a duty to help maintain system integrity.
- Exercise courtesy and kindness in your content and language when using Internet resources. Racial, religious, cultural, or ethnic attacks will not be tolerated. Cyber-bullying, *whether done on or off-campus* will not be tolerated.
- Respect the privacy of other persons' data and online identity. If another person left a computer session logged in, log them off before using that computer.
- Do not change settings, degrade programs, or cause system disruption for other users.
- System problems or issues encountered should be reported immediately to the supervising faculty member, who will then work with the IT staff to resolve the problem.

- Use only your school-issued or personal account. Using another student's login account, or allowing another student to use your login account will result in immediate restrictions.

C: Responsibility to Equipment and the Network

- Leave computers, printers, and work areas clean and in good operating condition. Do not move, unplug, or tamper with equipment.
- DO NOT eat or drink in the labs or around any computer equipment.
- System software used may only be that which the school can legally use. Copying or installing software on school-owned computers may be a licensing or copyright violation, and is prohibited.
- Copyrighted software may not be illegally borrowed or copied.
- Computer users should make every effort to keep the system free of malware. Report any suspicious email contents or attachments if accessed.
- Actively manage and organize your file space, storing only school related material that you need. Periodically, clean out and purge old files.
- Printing activities will be closely monitored. Students who print excessively will be warned, then charged a per-page fee or banned from using school printers if excessive printing continues.

D: All policies herein also apply to student use of personal devices brought on campus. Students must ask for teacher permission before using student-owned laptops or other devices in any given class period.

E: EMS assumes no liability for data loss or corruption, damage to personal electronics, or prosecution that may result from our network or the Internet's use; these risks are assumed by individual users.

Frequently Asked Questions

IF YOU:

THEN:

are tardy to school	go to the front office for a pass
were absent from school	have parents contact the front office
anticipate an absence from school	have parents contact the front office
are ill before coming to school	have a parent or guardian call the front office by 8:00 am (236-6000)
become ill in school	go to the counseling office and explain your situation
must leave school early for an appointment	have parents contact the front office
lost something or found an item belonging to someone else	go to the front office
have a question about your class schedule or a particular class	go to the school counseling office
need information on careers or colleges	go to the college counseling office
need to confidentially report on something you have seen or heard	go to the school counseling office or principal's office
have a question about weather	go to TV station or wait for text alert
are a victim or have concerns or questions about sexual harassment or emotional physical, or substance abuse	see the principal or a school counselor
want to take your temperature or need a band aid or other first aid supplies	go to the school counseling office
have a menu suggestion	see the dining hall manager
need adhesive or a dry-erase marker for your locker	go to the front office
have a friend who wants to visit	see our admissions counselor
make a payment	write check to Eastern Mennonite School and take it to the business office
have a problem with another student	see your school counselor or the principal
need to take medication during the school day	go to the school counseling office
want to check something on the EMS website	go to www.easternmennonite.org

I. Educational Philosophy

A. Mission, Vision & Faith Practices

Mission: Eastern Mennonite School joins home and church in calling students to faith in Jesus Christ, academic excellence, personal integrity, and compassionate service in the world.

Vision: Eastern Mennonite School aspires to reflect Christ's light as a learning community where every student belongs, thrives, and lives God's call.

Faith Practices:

- Our students are encouraged to grow in **relationship with Jesus** and to follow Jesus daily in life through attitudes and practice.
- Our students grow in understanding the process of **Biblical discernment** by asking questions, practicing spiritual disciplines, including serving others, prayer, studying scripture, and engaging with other people of faith.
- Our students grow in their understanding of **stewardship** of all God has entrusted to them, including the natural environment.
- Our faculty and staff invite **parents/guardians and churches** to partner in each student's faith formation.
- Our faculty and staff are committed to **following Jesus Christ** in their lives which includes being peacebuilders, practicing nonviolence, seeking justice, using restorative practices, serving others, and being part of a reconciling faith community.
- Our school community is **responsive to cultural, racial, and socioeconomic diversity** and enables students to practice global awareness, cultural sensitivity, antiracism and compassionate living.
- Our school community regularly engages in participatory communal worship through **singing** together.
- Our school community is committed to **walk with each other** in love, even when we **openly disagree**.

B. Nurturing Gifts of Character

Since God created each person uniquely, we respect the dignity of each person and the gifts, abilities and character each exhibits, regardless of each student's academic goals. At Eastern Mennonite School, we seek excellence for all students by helping them cultivate personal and emotional growth. We believe these gifts of character are important for each person to begin to develop early and aspire to throughout their lives. The following virtues and more are modeled by teachers, woven into discussions, and practiced regularly at school.

Commitment- "Commitment is caring deeply about something or someone. It is deciding carefully what you want to do, then giving it 100%, holding nothing back. You give your all to a friendship, a task, or something you believe in. You finish what you start. You keep your promises." (The Virtues Project)

Compassion- "Compassion is understanding and caring when someone is hurt or troubled, even if you don't know them. It is wanting to help, even if all you can do is listen and say kind words." (TVP) Compassion is showing empathy, gentleness and helpfulness within your relationships.

Confidence- "Confidence is having faith in someone. Self-confidence is trusting that you have what it takes to handle whatever happens. You feel sure of yourself and enjoy trying new things, without letting doubts or fears hold you back. When you have confidence in others, you rely on them." (TVP)

Creativity- "Creativity is the power of imagination...[Students] see things in new ways and find different [and non-violent] ways to solve problems." (TVP)

Determination and Perseverance- Students show intentionality and persistence as they work to meet their goals, no matter the obstacles or time it takes. (TVP)

Integrity- Integrity is living with honesty in accordance with one's deepest values. It is "standing on moral high ground. Keeping faith with our ideals and our agreements." (TVP)

Peacefulness- Peacefulness is finding calm, time for reflection and gratitude within, and working beyond one's self to solve conflicts in a way that reduces harm and makes things right for everyone. "Peace in the world begins with peace in your heart." (TVP)

Reliability and Trustworthiness- "You keep your commitments and give your best to every job. You are responsible." You show dependability. "People can count on you to do your best, to keep your word and to follow through on your commitments. You do what you say you will do." (TVP)

Self-Control- Self-control is the ability to manage impulsivity of emotions or behaviors even in the most challenging situations. With self-control, you take charge of yourself and are able to get things done in an orderly and efficient manner. (TVP)

Orderliness- "Orderliness is being neat and living with a sense of harmony. You are organized, and you know where things are when you need them. Solve problems step by step instead of going in circles. Order around you creates order inside you. It gives you peace of mind." (TVP)

Note: The preceding information was prepared by Gini Trotter for the Restorative Justice in Education class at EMU and is being considered for adoption by EMS.

C. Experiential Learning

Experiential learning happens in the classroom daily, on field trips, and through the annual experiential learning programs. These experiences are designed to address one or more of the following focus areas: 1) learning a new skill or skill building; 2) service learning; 3) cross-cultural awareness; and 4) academic enrichment.

Sixth, seventh and eighth graders participate in a grade level-specific Explore Week course during the same week in April that the high school students experience E-Term. The course ties to the curriculum at the respective grade level and is designed to spark discovery.

Students in grades 9-12 are required to participate in at least one experiential learning course (E-Term) each year they are enrolled at EMS. E-Term courses are offered in April each school year and in the summer in the form of state-side and international trips. Church-sponsored mission and service trips can also count as E-Term courses provided the experience is at least five days in length. During E-Term courses, students (including those on church mission or service experiences) will be required to keep a journal. Students who participate in summer experiences are encouraged (though not required) to participate in an April E-term as well.

II. Academic Program

A. Pursuing Academic Excellence

As our mission statement conveys, we desire that all students experience academic excellence so they will leave EMS prepared to serve any community in which they live and to strengthen relationships with God and others.

Each child, uniquely created by God, has varied academic needs. We encourage each student and family to discover what is appropriate for them—both to be challenged in their learning but not to be overwhelmed. Discerning this balance may take some time as students acclimate to our learning environment. For those desiring a rigorous program, our honors courses or courses with optional honors, as well as Advanced Placement course offerings, should provide the challenge needed. Each of these opportunities provides for an advanced level of research, reading and critical thinking skills.

Honors Course: Any Advanced Placement or university-level course is considered an Honors Course and will be assigned an additional 1.0 weight (5.0 instead of a 4.0). These courses do have prerequisites so that the student is adequately prepared for the depth and pace of learning in an AP or DE course.

Optional Honors Course: Courses designated "Optional Honors" allow students to challenge themselves in their learning beyond the scope of the standard curriculum. Courses taken for optional honors will carry a .50 honor weight (4.5 instead of a 4.0). Two approaches are used for optional honors work.

- **Approach A:** Teachers provide students with embedded challenges within homework assignments, special projects and assessment.
- **Approach B:** Student contracts individually with the teacher for advanced independent work, requiring additional research, reading and critical thinking. Optional honors work features the following components:
 1. time (additional investment to the regular coursework)
 2. engagement with experts in the particular field
 3. deeper learning (requirements should give students a deeper view of the subject)
 4. independence (students are responsible to initiate work and maintain a manageable schedule)
 5. production (students must work toward a culminating experience to capture what they've learned—presentation, written document, portfolio)
 6. metacognition (students should reflect upon what they have experienced throughout the learning time)
 7. qualitative grade for any work produced for optional honors

Requirements for optional honors work:

- For approach B, students in an optional honors course should arrange with the teacher the advanced independent study within the first two weeks of a course.
- When the student completes all the course work (regular and optional honors) with the quality expected for honors, the course will receive an honors designation on the student's transcript and the additional grade points.
- **Each teacher will determine the threshold for awarding the optional honors weight, such as a certain grade or the quality of work.**

Independent Study: Students who wish to invest time and learning in an area of interest and expertise may wish to do an independent study. These projects must be cleared with a supervising teacher (in the area of expertise of the teacher). Typically, the projects run for a trimester. Students are expected to make a presentation of some kind at the conclusion of the work. Note: Students completing an independent study should include the components listed above for optional honors work.

In some instances, courses may be run as an independent study due to scheduling conflicts. The course is more in line with the regular course expectations and will not use the guidelines listed below.

The following options will be used for evaluation of independent study work:

1. **Pass/Fail:** Satisfactory completion of work (determined by the supervising teacher) will result in credit based on time spent. Typically, students earn .50 credit or 1.0 credit, depending on the scope of the project. Students wishing credit must make some kind of presentation by the end of the school year.
2. **Evaluation Measure** (standards-based, percentage or letter grade): In addition to the credit, students choosing to receive qualitative feedback on their work should confer with the supervising teacher to determine the best approach. Once work is completed, this evaluation will be included on the student's transcript. Students wishing credit must make some kind of presentation by the end of the school year.
3. **Honors Level Work:** The supervising teacher may decide that independent study work is being completed at the college level and qualifies for honors level evaluation. In these instances, the teacher will work with the student to set expectations. Work must be completed in a timely fashion. Students wishing credit must make some kind of presentation by the end of the school year.

B. National Honor Society

In keeping with national standards, the Eastern Mennonite School Chapter of the National Honor Society seeks to honor those students who are exemplary in academic achievement, character, service and leadership. Students become eligible for membership after the first trimester of their junior year, if they have achieved a 3.5 GPA. Transfer students may be eligible if their previous school was an accredited school and if they were eligible under the requirements of their previous school. International students may be considered after two trimesters at EMS. Eligible students are invited to supply documentation of service and leadership involvements in order to merit further consideration for membership. Members will be inducted in the spring.

Once a member of NHS, students are expected to maintain their academic achievement, meet service hour expectations, and be a student in good standing. Should students drop below required GPA, be deemed “not in good standing” or not meet service requirements, they may not remain in NHS and will not be designated as an NHS member in the commencement program.

C. Honor Scholar Awards

As a way to promote academic endeavors in an area of strength for students, most academic departments have outlined a set of criteria leading to an Honor Scholar Award (see each department for its criteria). The school Counseling Office and teachers begin introducing the criteria for these department awards in the ninth grade, encouraging interested 9th-12th grade students to work toward these awards. Seniors who have earned Honor Scholar Awards are recognized with a departmental award in a year-end chapel.

D. Commencement Honors

During the commencement program, the two seniors with the highest GPAs (determined at the end of the second trimester in their senior year) will be chosen to speak about the academic achievements and experiences of their class. The honor of valedictorian will be awarded to the student with the highest GPA and salutatorian to the one with the second highest GPA. In the event of a tie (to the hundreds), joint awards will be given. These honors will be calculated once final grades have been posted.

E. Customized Learning

In addition to learning in the courses offered, five other venues allow students to develop their individual interests. These include:

1. additional coursework (such as optional honors work or student choice in project learning)
2. online learning through an accredited program (additional cost may be required)
3. participation in an external program such as Massanutten Technical Center
4. individual research and study projects
5. internships

These opportunities, described in other sections of this handbook, provide students with multiple ways to challenge themselves, to explore new interests, and to consider potential careers. We encourage students to find the level of engagement that suits them as learners.

III. Academic Assessment

A. Examinations

Each trimester, teachers will create a culminating activity for students for their course. In some cases, the activity is a culminating exam, others may have a unit test or a final project or essay due. There will be designated days at the end of the trimester to ensure that students do not have more than two exams in one day.

B. Evaluation Tools

Teachers at EMS use a variety of tools to evaluate student work. We believe that grades do not completely represent the learning gained through any course, but they do provide students, parents/guardians, and ultimately colleges and employers, a window into the knowledge gained and the work habits established by a particular student. Colleges do award academic scholarships based on a student’s grade point average. The chart below represents how a course grade is translated into a grade point average (GPA).

Standards-Based Grading	Percentage	Letter Grade	GPA Weight		
			Standard	AP/Univ. Course	Optional Honors
Exemplary	98-100	A+	4.2	5.2	4.7
	93-97	A	4.0	5.0	4.5
	90-92	A-	3.8	4.8	4.3
Accomplished	87-89	B+	3.2	4.2	3.7
	83-86	B	3.0	4.0	3.5
	80-82	B-	2.8	3.8	3.3
Promising	77-79	C+	2.2	3.2	2.7
	73-76	C	2.0	3.0	2.5
	70-72	C-	1.8	2.8	2.3
Developing	67-69	D+	1.2	2.2	1.7
	63-66	D	1.0	2.0	1.5
Beginning	60-62	D-	.80	1.8	1.3
No Mastery	0-59	F	0	0	0

Middle School exploratory courses are graded as follows:

E = Exemplary (97-100) | S+ = Satisfactory Plus (90-96) | S = Satisfactory (73-89) | N = Needs Improvement (0-72)

C. Additional Information

- **Pass/Fail:** In certain circumstances, it may be in the student's best interest to complete a course pass/fail. This approach means that the student must receive a 60% in the course in order to pass. The high school counselor will be involved in making this decision.
- **Conditional Grades:** If the averaged trimester grades result in a passing grade of 60% or better, credit will be awarded to the student for an entire credit (each trimester grade will be the average of the passing score).
- **Incomplete:** In some instances, often due to an illness or other extenuating circumstances, students may be given an incomplete, which allows for time to complete assignments. Their current grade may be an F on their report card, but once work is completed, the final grade will be stored and reflected on the transcript.
- **Withdrawal Passing (WP) or Withdrawal Failing (WF):** Students withdraw from class for a variety of reasons. Please see section seven for more detailed information.
- **Extra Credit:** EMS teachers sometimes choose to give 1`extra credit:
 1. to provide "hope" for an inadequate performance on a test;
 2. to provide remediation possibility for a series of low homework or quiz grades;
 3. to set challenge points for rigorous enrichment material;
 4. to offer bonus points for challenge test questions.

As a general guideline for the extra credit type experiences outlined in 1. and 2. above, the extra credit points will not raise the grade in any one trimester more than 2%. Also, this extra credit will not raise the grade above 100%. (However, these guidelines are not necessarily used to limit challenge points as specified in 3. and 4. above.)

D. Homework

Homework is assigned as an extension of classroom material. Homework may be designed to further practice procedures and concepts, to aid student comprehension of material (perhaps in preparation for class discussion), to apply classroom learning to new situations, or to require students to analyze or evaluate topics under discussion. Whatever its purpose, homework is an important aid to learning.

EMS recognizes that homework load will vary for each student, depending on the type of courses taken, the amount of time spent in co-curricular activities and the learning style of the student. Ideally, students should have no more than 30 minutes per class for high school-level classes. Additionally, the school commits to students having no homework assigned for Wednesday evenings (unless it was given ahead of time) so students may attend youth group activities or may have a night of "breathing room."

Completing work as assigned and on time is a strong life-long skill, a behavior exceedingly useful for both school and work. The grade for completed and on-time homework is based on full credit. Doing the work, even if it is late, is also important, as it provides students with the necessary practice time for learning. (Completed assignments generally mean better quiz and test scores). Our general guideline for handling late work is as follows: assignments handed in the next day will be granted 80% credit. Work handed in on the second to third day after the due date will be based on 60% credit. Work handed in on the fourth day and after can receive 0-60% credit, at the teacher's discretion. Teachers may decide, based on coursework needs or the age of the student, to adjust these guidelines.

E. Honor Roll

In grades 6-12, students must earn all grades of 80 and above to be named to the A/B Honor Roll. The designation is awarded by trimester. Only full-time students are eligible for the Honor Roll. Full-time students must be enrolled in four out of six classes each trimester. Online or university classes are counted toward eligibility as long as the courses are added to the student's EMS transcript. Any student with an incomplete in one or more classes will not be eligible for the Honor Roll.

F. Online Instruction Days

When weather or other circumstances require the closing of school, school officials may call for an Online Day, which means that students will be given assignments through Schoology to complete at home. The structure will be asynchronous, which means students will complete assignments within a designated period. Types of assignments may include: reading, continued work on projects or essays, or a new assignment. Teachers should observe the following guidelines when assigning work for an Online Day:

Online Day Guidelines:

- Asynchronous assignments should not take more than 30 minutes.
- Assignments will be posted by 10:00 a.m.
- Students will be given one day for every online day to complete new assignments in case they don't have power or access to a computer or if they were sick during an online day.

If advance notice is possible, school officials will remind students prior to any potential weather that would close school to bring home textbooks, reading materials and classroom papers.

G. Mid-Trimester Progress Grade Report

Mid-trimester grade reports, identifying students earning grades below 70 are issued to parents/guardians midway through each trimester.

H. Report Cards

Report cards are emailed following each trimester. Prior to receiving a report card, the students and parents/guardians can check Schoology for academic progress.

I. Standardized Testing

While yearly, state-mandated testing may not be part of annual assessment at EMS, the school does recognize the role standardized testing plays. Learning to take a standardized test is important as any student who wishes to attend college will likely need to take the SAT or ACT. Periodic testing also gives teachers and counselors valuable information about academic performance. In addition to the PSAT offered to sophomores and juniors, students in fourth, and sixth grades take ACT Aspire, and 9th graders will take the PreACT.. A number of students in their junior and senior year will take Advanced Placement exams.

IV. Academic Expectations

A. Academic Eligibility for Co-Curricular Activities

Co-curricular activities provide positive contributions to the life of the student and to the school. EMS also recognizes that this participation cannot come at the expense of academics.

Monitoring Grades and Providing Support: To support students and encourage success, counselors will monitor students throughout their co-curricular activity. A mid-trimester grade report will be generated for anyone earning below 70%.

Middle and high school principals, athletic director, school counselor, academic lab teacher and or music/theater director will communicate with the student to determine the contributing factors for the low grade.

The student and the academic support persons will identify what additional help and/or consequences are needed to assist the student to achieve a passing grade within a reasonable time frame.

Those persons working with a student may require (but not limited to) supervised work time in study hall, attendance in math lab or supervised study sessions.

D/F Policy:

At mid-term of the trimester, when the mid-trimester report is generated, students with an F are not eligible to participate in co-curricular activities until they have a passing grade.

At mid-term of the trimester, when the mid-trimester report is generated, students with a D are eligible to participate; however, they may be required to remain for after-school study halls or be restricted in their location during the school day if in a study hall.

At end of the trimester, when grades have been finalized, if a student receives an F, the student has 7 days of ineligibility from date of when teacher final grades are due.

If a student is failing at other points in the year, other than mid-term or end of trimester, counselors and principals will make a specific plan for that student.

EMS recognizes there may be exceptions and adjustments to this policy to meet the individual needs of our students.

B. Academic Support for Students

Some students who do not participate in co-curricular activities also need monitoring for low grades. Sometimes the period of low or failing grades is short-lived and requires minimal support; others are more long-term and require intervention from the school and family. The Counseling Office compiles every six weeks a list of students who are earning a D or an F. Counselors and principals review this list and collaborate with students, teachers, parents/guardians, coaches or directors to find a pathway toward a stronger academic performance.

When a student has failed a core class trimester, they may pass the class if the second trimester grade and the first trimester grade together result in a 60% (or D-) or above. In some circumstances, students may be offered a modification to the course material, which is reflected on the transcript with the designation “foundational,” such as “Foundational US History.”

The Registrar and the High School Counselor will review senior grades at the conclusion of first trimester. If any student has failed a course necessary for graduation, then the High School Counselor will develop a plan to address the failing course. It may mean retaking it during the second or third trimester or deciding for an online course. (Summer work will likely be required for third trimester senior academic problems.)

The desire of the school is to ensure that all students experience academic successes in line with their interests and capacity. When they do not experience that success, the school will work with the families to see what can be done to promote a positive school experience, either with us or at another school.

C. Academic Integrity

Personal integrity is a character trait highly valued at EMS and is part of our mission statement. Academic integrity demonstrates itself when students complete their own work (homework, projects and tests) and when they are honest when confronted about any concerns. Teachers assist students in developing academic integrity by defining what collaboration looks like and/or explaining expectations for assignments and assessments. Cheating is defined as wrongfully giving, taking, or presenting academic information with the intent to deceive.

Students may be vulnerable to academic dishonesty when they leave assignments to the last minute, when they do not understand material or when they don't care about an assignment. Because motivations may be different, it's important that students are honest with themselves and their teachers to work through instances of dishonesty.

Examples of cheating (not intended to be a comprehensive list):

- handing in work that is not completely your own
- indicating that you completed an assignment when you did not
- copying someone else's work
- giving a classmate your work so they can use it as their own
- using the internet to find answers on a test
- plagiarizing – using the writing of another person without proper attribution

When a situation arises involving academic integrity, the school see the following practices:

1. The teacher will discuss the situation with the MS or HS Principal or the Registrar to determine the types of consequences necessary, which may include a loss of points on an assignment. The severity of the dishonesty will be considered.
2. The student will meet with the teacher and/or the Principal or Director to discuss the situation.
3. A note will be included in the student's academic record. This record is not typically passed along to colleges; however, if the student had repeated instances of academic dishonesty, this information may be passed along to other schools and/or colleges as appropriate.
4. Principal (MS or HS) will also contact parents/guardians as appropriate.
5. A plan for change will be developed.

Plagiarism: This particular form of cheating is especially possible due to technology. While a tool for learning, technology can also become an easy way to be dishonest, whether the student knowingly plagiarizes a paper or unknowingly uses information without proper citation. The goal of the school is to have students understand how to best use the expertise of others in their writing. Teachers use the tool of Turnitin, a web-based program that compares a student's writing to others in its database, to assist them in holding students accountable for their work.

It's important that students understand that plagiarism occurs when an individual takes the writings and/or ideas of another person and presents them as their own (no citation). Following are some examples:

1. copying material verbatim (and using quotation marks) from a source, but failing to cite the source
2. copying material verbatim and citing the source, but failing to use quotation marks
3. carefully (or non-carefully) paraphrasing the source without giving the proper citation (paraphrasing is "borrowing" the idea and must be cited)
4. patchwork paraphrasing (in which the writer keeps many of the source's key words but rearranges the order) is a particularly insidious form of plagiarism—even if cited

In clear cases of plagiarizing, the following scale of teacher response is suggested:

- Level 1: Student plagiarized less than a paragraph. Teacher uses this as an opportunity to teach and student is required to redo the assignment. Parent/guardian contact by teacher is made when appropriate.
- Level 2: Student plagiarized larger sections of his or her paper or has committed a second offense. Teacher must contact parent/guardian and student receives half of the earned credit.
- Level 3: Entire document is plagiarized or student has committed a third offense. Student receives a zero for the assignment and parent/guardian is contacted.

At each level, the teacher will supply the principal with a record of the event to be entered in the student's electronic file.

As a general rule, the same paper may not be submitted, the same book may not be read, nor may the same project be submitted to meet requirements in two or more courses unless the teachers of the courses have given their prior consent.

D. Family Educational Rights & Privacy Act (FERPA)

FERPA is a Federal law that protects the privacy of student education records. EMS is required to have written permission from parents/guardians in order to release any information from a student's educational records. Schools may disclose, without consent, directory information such as student's name, address, telephone number, honors and awards and dates of attendance. However, parents/guardians may request that the school not disclose directory information.

During the enrollment process, parents/guardians receive a form requesting this information and permission to disclose.

E. Field Trip, Athletic & Elective Absences

While the EMS Student Handbook addresses the topic of absences, it should be noted here that students who are absent from class due to field trips, athletic events and elective absences are expected to talk with the teacher ahead of time to determine what work needs to be completed and by what date.

F. Study Hall

Our students invest themselves in the classroom, in athletics and in co-curricular activities as well as at home and at church. To provide space in the school day to manage academics, students are encouraged to take two to three study halls per year as their schedule allows.

Study halls are overseen by a teacher. More than one study hall in a school day may be appropriate especially if a student is taking an online course or completing an independent study.

Typically, study halls meet in a teacher's classroom each period, with a teacher monitoring attendance. Sometimes, the study halls take place in the library. After the roll is taken, students in grades 9-12 are permitted to sign-out to one of the designated areas (library, commons, courtyard, bathroom, etc.) for a predetermined amount of time. If a student needs to visit a teacher, prior arrangements must be made. Students need to sign in at the library upon arrival.

Students may be sometimes required to remain in the study hall location rather than signing out, perhaps as a result of low grades or other concerns (such as COVID mitigation).

All middle school students assigned to a study hall will remain in the classroom for the entire period.

G. Transfer Students

A minimum of one year in residence is required to graduate from EMS. Each student's prior record will be evaluated to determine the number and content of credits required for graduation. Courses specified by the State of Virginia and normally taken at lower grade levels will not be required, provided the student has completed the courses required at those grade levels by the state from which the student transferred.

Students from unaccredited schools (both state-side and international) and home schools may be required to take diagnostic tests to determine grade level at which the student will enroll. Furthermore, these students will receive Pass/Fail credit for courses taken prior to EMS—so that GPA is determined by grades earned at EMS. Documentation may be required to establish content covered prior to awarding credit.

H. Early Graduation

In some instances, students may feel the need to complete high school within three years instead of four. In most cases, it's best to follow a four-year plan; however, we want to work with families when this option seems like a good fit for a student. We request that families alert the High School Counselor as soon as possible if this option is being considered.

V. Academic & Counseling Support

A. Counseling Program

The goal of the counseling program at EMS is to assist students in academic, career, and personal/social development through individual and group counseling as well as classroom lessons. This is a coordinated effort by faculty, staff, and parents/guardians under the direction of the counselors and principals.

There are many reasons a student might see a school counselor.

- **Academic Counseling:** School counselors aim to assist students and parents/guardians on academic options, developing a plan of studies, and as a link to additional academic resources when appropriate. Counselors direct students to opportunities that match their interests, both in and out of school.
- **College & Career Counseling:** Counselor assists students in acquiring information and planning for post-secondary educational and career opportunities.
- **Personal/Social Counseling:** School counselors assist students in developing a greater understanding of themselves as they relate to the community around them, support healthy and wise choices, and provide support in resolving conflicts.
- **Individual Counseling:** School counselors assist in helping students work through their unique requests or concerns. While EMS does not provide long term weekly counseling, connections and referrals can also be made with professional community mental health counselors as ongoing psychological needs necessitate.
- **Group Counseling:** Group counseling may be provided surrounding specific themes of social development or other identified areas of interest or assessed needs. Parents/guardians are notified prior to any multi-session group counseling.
- **Classroom Counseling Lessons:** Counselors work collaboratively with teachers to develop and bring curriculum into the classroom. Topics relate to students' academic, career or social development.

Access: Students may request an appointment with a counselor by email or in the Counseling Office. Students should ask teachers before leaving class when they wish to meet with a counselor. Parents/guardians and teachers may call or email counselors if they would like to request an appointment for their student. Alternately, counselors may request to see a student if a counselor becomes aware of a need.

Confidentiality Statement: At all times we seek to work with and honor parent/guardian involvement. All concerns of students and/or their families are met with appropriate and careful confidentiality. Where there exists perceived threat of harm to self or others, additional protective procedures will also be followed. When necessary, other professional counsel will be obtained.

Opt-Out: If parents/guardians choose not to have their student participate in personal/social counseling or multi-session group counseling, parents/guardians must notify the school in writing.

B. Learning Support Services

In addition to the oversight given to all students in their learning by teachers, the school provides learning support services for students who need additional resources to be successful in their classes. For some students, this support happens through Academic Lab (see the description under the English department course offerings), and for others this support happens through tutoring.

Students placed in Academic Lab are usually recommended by the Admissions Committee (new students) or by the Learning Support Coordinator when classroom teachers observe challenges in learning (could be from a diagnosed disability or challenges with organization and completion of work).

During the week, math teachers are available after school, 3:00-3:30 p.m. to support students as needed.

VI. Preparing for the Future

A. Graduation Plans

Students typically earn seven to eight credits a year. An EMS diploma requires 28 credits total, regardless of the graduation plan. EMS 9–12 graduation requirements are listed below according to the four graduation plans:

GRADUATION PLANS			
General Graduation Plan		College & Career Graduation Plan	
English	4	English	4
Math	3	Math	3 (must include Algebra II)
Social Studies	3	Social Studies	3
Science	3	Science	3 (must include Chemistry)
Bible	2	Language	2
Physical Ed	2	Bible	2
Art or Music	1	Physical Ed	2
FCS	.50	Art or Music	1
Electives	9.5	FCS	.50
		Electives	7.5
Selective College Graduation Plan		Highly Selective College Graduation Plan	
English	4	English	4
Math	4 (must include Pre-Calculus)	Math	4 (must include Pre-Calculus)
Social Studies	4	Social Studies	4
Science	4 (must include Chemistry)	Science	4 (must include Chemistry)
Language	3	Language	4
Bible	2	Bible	2
Physical Ed	2	Physical Ed	2
Art or Music	1	Art or Music	1
FCS	.50	FCS	.50
Electives	3.5	Electives	2.5
Students pursuing this plan should have at least one to three AP courses		Students pursuing this plan should have at least three to five AP courses.	

Important Notes

- The College & Career Graduation Plan requires Algebra II and Chemistry.
- International students transferring to EMS may still work toward the Highly Selective Graduation Plan without having to take three to four years of another language (the assumption being that studying in an American school demonstrates proficiency in English, which is usually the second or third language that a student has studied).
- International students will likely need to take an English proficiency test prior to acceptance into colleges/universities.
- The requirements for the College & Career Graduation Plan align with the requirements for NCAA Division I schools.

Career and college information is located in the College & Career Counselor's office. Pamphlets and catalogs are available for browsing. An online program provided by EMS, SCOIR, is introduced to students and used throughout their high school career. Students are encouraged to use these resources to help plan their future. The school counselors will help with additional information as well.

As we support students while they prepare for their futures, we work with each student to determine the best academic path while still in high school. The graduation plans are intended to shape an academic plan as students consider their post-high

school plans. Each family and student should consider interests, gifts and abilities in charting a sequence of courses that will prepare the student for post-high school experiences. Families and students should consider that colleges do not see the graduation plan chosen. An admissions officer only sees the courses taken. Therefore, if a student wishes to apply to a highly selective college, they should build a schedule that incorporates rigorous courses within the student's areas of interests.

In grades 9 and 10, students will learn about resources for supporting them as they plan for the future, including SCOIR, a college and career research tool. Ninth graders take the ACT Aspire test in the fall, and sophomores take the PSAT in October, which gives them an early look at how well they do on a standardized test.

In 11th grade students take the PSAT, meet with the College & Career Counselor to review those scores and begin a conversation about post high-school plans, including reviewing high school transcripts. Students are encouraged to begin college visits. Seniors will be supported by the College & Career Counselor throughout the senior year with applications and career planning.

Parental/Guardian Support: We encourage parents/guardians to talk with their children to discern the best path after high school. Parents/guardians are encouraged to meet with our college and career counselor at any time during high school to explore the needs of a particular student as they prepare for post-high school plans.

VII. Registration and Scheduling Information – High School

Planning for the next school year begins in late February to early March. Students meet with the counselors, request courses, and then receive a preliminary schedule in May. The following information is important in planning for the coming year.

Eligibility for College or University Courses

Qualified EMS students (usually seniors) may arrange through the School Counseling Office to take courses at Eastern Mennonite University (possibly James Madison University, Blue Ridge Community College or Bridgewater College as well), provided proper scheduling arrangements can be worked out. While EMU does give a significant tuition discount for this arrangement, EMS students taking courses for college credit at any local college or university must pay a credit hour tuition (per semester) at that institution. Students should arrange with the EMS School Counseling Office to take a course at EMU or another local university or college.

Guidelines for taking college or university courses:

1. University courses will generally not take a student out of any portion of EMS required courses.
2. The School Counseling Office, in consultation with the teacher, may be willing to consider minor time infringements to an elective course to allow a student to take a university or college course.
3. A minimum 3.5 GPA is required for eligibility to take a college course.
4. The EMS student shall have taken all prerequisite courses at EMS—before enrolling in a college or university course.
5. Freshmen and sophomores are generally not permitted to enroll in university or college courses.

High school credit for college or university courses:

1. Upon completion of a school-approved university or college course, the EMS student must give a copy of their grade report to the School Counseling Office if the grade is to be included on the EMS transcript. The university course, with its earned grade, will be recorded on the student's EMS transcript. However, students are also advised and urged to request EMU (JMU, BRCC or BC) to send a transcript to each college/university to which they are applying—to ensure that a course is recognized as a college or university course (and not simply a dual enrollment course).
2. A .5 unit of high school credit with the full honor weight ("A" receives a 5.0 instead of a 4.0) will be given for each satisfactorily completed semester of a three-hour university course. (If the university course is more than 3 hours or less than 3 hours, the .5 unit of credit will be prorated accordingly.)
3. The credit cannot be awarded and noted on the transcript until the student submits a copy of the university or college grade report to the School Counseling Office.

EMS and EMU have arranged for dual enrollment for some of our courses.

Expectations for Online and Enrichment Coursework

We encourage students to invest themselves in expanding their learning opportunities, which sometimes means adding an online course or an off-campus learning experience to their regular coursework. We ask that parents/guardians and students inform us when students enroll in external courses especially if the student wishes to have the credit added to their transcript. The school offers courses through an online platform as part of tuition only when a significant scheduling conflict requires them to be enrolled in an online course.

A student may decide, after starting an enrichment credit course, to withdraw from the course. Reasons may include a change of interest or finding that the coursework interferes with other school work. The course will not be listed on the transcript. In some circumstances, a student may find it necessary to take an online course to complete course requirements for graduation. Such completed courses (full credit) will be included as part of the student's transcript, regardless of the grade.

Massanutten Technical Center

EMS can arrange for students to pursue vocational training one-half day at Massanutten Technical Center (MTC). For additional details, contact the EMS School Counseling Office. Students will need to register with the student's "home school" (the one you would attend if you were not at EMS).

Students interested in attending MTC will take the usual core courses for 9th and 10th grades at EMS. Students who go to MTC will receive 1.5 credits each for math and science in their first year. The other four MTC credits will be elective credits. Students should talk with the counselor about their graduation plan to ensure that they may still meet the desired plan. Transportation must be arranged by the family to and from MTC.

Repeat Courses and Transcripts

Sometimes a student elects to take a course twice to improve understanding of concepts and/or processes and to earn a better grade. For transcript purposes, the grades from each attempt at the course will be listed on the student's transcript. Both grades, therefore, will be averaged into the cumulative GPA. However, the student who takes a course twice will receive credit only once (not repeat credit) toward required credits for graduation.

Changes to Final Schedule

Guidelines regarding schedule changes:

1. Prior to the start of school, schedule changes may be made with the Registrar. Once school has begun, students should see their school counselor to make any changes. Some requests may not be granted when sections are full.
2. In most circumstances, students should make schedule changes with their counselor within the first five school days of a trimester. This time frame ensures that students will not miss significant material when adding a new course.

Withdrawal Procedures—After the first week of school

1. A student who wishes to withdraw from a course is encouraged to talk first with the teacher to determine if such a decision is in the best interest of the student.
2. If there is agreement, then the student should talk to the counselor, the Registrar, and parents/guardians to talk through any implications of withdrawing.
3. If this request is approved, the course will not appear on the student's transcript nor will the student receive any credit for the course.
4. Students will need to complete paperwork, which requires student, teacher and parent/guardian signatures.
5. Students have until the halfway point of the course to withdraw, and the course will not appear on their transcript. After progress reports are sent, if a student is permitted to withdraw from a course, they will receive either a WP (Withdrawal Pass) or WF (Withdrawal Fail) on their transcript. No credit is granted.

In rare instances, when a student must withdraw under extenuating circumstances and it is close to the end of the trimester, credit and a grade may be given to the nearest completed trimester. Most of the time, however, the designations of WP or WF will be used and no credit will be awarded.

Transcript Requests

A transcript may be requested by contacting the Counseling Office Manager. Current students will not be required to pay a fee for this service. EMS alumni (graduates or students who left before graduation) may receive up to five transcript requests free within the first two years after leaving EMS. All other transcript requests are \$10 per request. (Official EMS transcripts are released only when the student's account balance is paid in full.)

Transfers/Withdrawals

When a student decides to transfer, or needs to withdraw from EMS, the student and parent/guardian will begin the transfer/withdrawal procedure by notifying the School Counselor and/or the Admissions Office. The student and parents/guardians will:

1. notify the school;
2. complete the official forms, return all textbooks, library books, and other school property; and
3. see that all outstanding bills and accounts are paid.

VIII. Course Offerings

ART

We believe that art is fundamental to the complete education of a developing child. Because we are created in the image of God the Creator, we believe that the arts can be the vehicle to release that creativity in each of us. Through a variety of teaching strategies, art media and disciplines, students can explore and express their reactions to the world they live in, their family unit, and the faith they are developing.

The teaching of art lends itself well to the development of gifted behaviors in students. It is especially useful in stimulating creative, lateral thinking and learning persistence. We aim to develop and reinforce a healthy self-concept through success in the creative process and to open the door to future creative pursuits, whether as a career or an avocation.

Those students wishing to take these specialized art courses, who have not had Art Foundations, must have the permission of the Art instructor. These specialized courses may be taken more than once. Students will work more independently and at progressively higher levels. A course taken more than once will show a progressively higher sequence on the student's transcript. (For example, if Watercolor is taken a second time, the student's transcript will show Watercolor II.)

Middle School Courses

Middle school art exploratory classes are set up to be a modified TAB (Teaching for Artistic Behaviors) course. Students are encouraged to develop their own ideas and artwork as well as dive deeper into the art mediums that interest them. Throughout the art exploratory courses, students will be introduced to various drawing, painting, printmaking, and sculptural materials and techniques. Students will also be required to think and write about artwork and art processes. While most of the artwork produced in exploratory courses are self-directed and full choice, students will be required to participate in one class project that is co-lead by the School Counselor.

ART 6

REQUIRED FOR 6

In the Art 6 exploratory, students will have the opportunity to learn and experiment with various drawing, painting, collage, printmaking, clay, and craft mediums. Students will be asked to keep a daily log in which they will write about their art experiments, record art terms, and explain decisions and themes of their own artwork. The Belonging Mandala is the required group artwork for Art 6. In this project, students will be asked to think abstractly when creating an artwork that represents themselves. Students will then create artworks with two other students that focus on what they have in common and what is different. When finished, all the artworks come together into one circular artwork that represents the group as a whole. Throughout the whole process of creating the Belonging Mandala, the School Counselor leads group discussions and helps students process what it means to belong.

ART 7

REQUIRED FOR 7

In Art 7, students will be introduced to new drawing, painting, printmaking, and sculptural mediums. Students will be introduced to a Weekly Artist who works in these mediums and throughout the week will describe, analyze, and interpret an artwork of the Weekly Artist. Besides having the goal of creating weekly finished artworks, the required project in Art 7 is the Inside-Out Mask. Inside-Out Masks are a visual and physical representation of the figurative masks one wears. The School Counselor will work with students to process when and why we put on masks as well as what we are masking and trying to protect.

ART 8

REQUIRED FOR 8

This single-trimester exploratory course focuses on the elements and principles of art that are interwoven through different media and skills practice. Students continue to explore 2 and 3 dimensions using the TAB framework. As part of the course, students will study art from different cultures. They will also take part in a collaborative art project.

High School Courses

ART BOOKS AND PAPERMAKING

ELECTIVE FOR 9-12; .50 CREDIT

We see and use books every day. They help us share ideas and learn new things. In this single-trimester course we will be using books as a medium to communicate our ideas and knowledge visually rather than just with words. We will take a look at every part of the book making process, starting from learning how to make your own paper. We will also be exploring various types of books including instant, accordion, tunnel, and altered books. Prerequisite: Art Foundations. Not offered in 2022-23.

ART FOUNDATIONS

ELECTIVE FOR 9-12; .50 CREDIT

Art Foundations focuses on the Elements of Art: line, shape, form, color, value, texture, and space. Various art mediums, including drawing, painting, sculpture, and clay materials will be explored in 2- and 3-dimensional artworks throughout the course. Throughout art production, art critiques, and art history, we will explore how to communicate visually. Emphasis will be placed on visual journaling and classroom assignments. Environmental artworks, printmaking, and bookmaking will also be introduced. Focus is on creating engaging compositions, aesthetics, big ideas, and visual communication through both classroom assignments and visual journals. Sketchbooks are required for this course. Recommended size is 9"x12". NOTE: This course is required for certain electives, such as Drawing, Painting, and Portfolio.

CERAMICS

ELECTIVE FOR 10-12; .50 CREDIT

The first half of Ceramics is an exploratory course in hand-built and wheel-thrown pottery methods as well as glazing techniques. For the second half, students will choose to focus on either hand-building, wheel-throwing, or a combination of the two. Each area of focus will then have a different list of project requirements. Both art production and writing about art are emphasized. Previous art study is advisable but not required.

This course can be taken again as **Ceramics II**. Work will be more independent.

DIGITAL PAINTING

ELECTIVE FOR 9-12; .50 CREDIT

Digital painting is an introduction to the use of electronic means for creating drawings and painting. Students will explore a variety of digital painting techniques using Huion drawing tablets and Adobe Photoshop Elements. Students will be required to create three projects as well as complete weekly assignments. Prerequisite: Art Foundations and Drawing.

DIGITAL PHOTOGRAPHY

ELECTIVE FOR 9-12; .50 CREDIT

This elective course will be a hands-on introduction to digital photography. Students will learn about how their camera works and how to get the most out of it. They will learn about composition, technique and how to digitally enhance their photographs for print or for the web. As time permits, students will work with image manipulation using Adobe Photoshop Elements. As the class advances, we at more advanced features of Digital SLR cameras, as well as thinking about how to best share work on the internet for others to see. Projects will go beyond the basics and will demand students to take well thought out, high quality, photographs. By the end of this class, the camera will no longer feel like a foreign object in your hands, but as an extension of your creative mind. Being familiar with SLR cameras is a necessity. Not offered in 2022-23.

DRAWING

ELECTIVE FOR 10-12; .50 CREDIT

Drawing is a concentrated study and practice in drawing and sketching. The beginning of the course will be spent learning various approaches to sketching and drawing from observation. A variety of drawing materials and techniques will also be introduced. Besides classroom assignments and projects, weekly sketching time and inspiration pages are required. A sketchbook is required. 9"x12" is the recommended size. Prerequisite: Art Foundations.

This course can be taken again as **Independent Study: Drawing.**

PAINTING

ELECTIVE FOR 10-12; .50 CREDIT

Painting is an introduction to watercolor and acrylic paints. Emphasis will be placed on painting techniques and use of color in artwork. Projects will include painting from observation as well as abstractly. Weekly sketching time and inspiration pages will be assigned as homework in addition to in class assignments and projects. Sketchbooks are required. Students may continue sketchbooks from Drawing. Prerequisite: Art Foundations and Drawing.

This course can be taken again as **Independent Study: Painting.**

PORTFOLIO (Independent Study)

ELECTIVE FOR 12; .50 CREDIT

This is a class for students who are preparing their portfolio for admission to a college art program. Students will have assigned work to do and be allowed to work independently in their area of studio interest: 2-D (drawing and painting, or photography), or 3-D (sculpture or pottery). The class will be structured as an AP studio class where not only breadth of work is required but also depth. Included in the requirements will be summer assignments, due in the first week back to school. Students will complete this work as independent study if a specific class time cannot be offered. Prerequisite: It is expected that students will have taken Art Foundations and other art classes prior to taking this course. Not offered in 2022-2023.

PRINTMAKING

ELECTIVE FOR 10-12; .50 CREDIT

This class involves a number of kinds of printmaking using the relief, intaglio, and planographic methods. Students will work with non-toxic materials in etchings, linocuts, woodcuts, aquatints, and monotypes. Beyond learning the three methods by doing their own prints, students will be exposed to historic and contemporary printmakers and be able to recognize their personal styles. Prerequisite: Art Foundations. Not offered in 2022-23.

SCULPTURE

ELECTIVE FOR 10-12; .50 CREDIT

Sculpture offers experience in a variety of plastic and three-dimensional materials. Three sculptural techniques are explored as well as contemporary and historical artists known for each method. Materials available are wood, clay, plaster, metal, wax, paper, soapstone, mixed media, found objects and the environment. Prerequisite: Art Foundations or permission of instructor. Not offered in 2022-23.

STAINED GLASS

ELECTIVE FOR 10-12; .50 CREDIT

Stained glass will be offered at an introductory level. The history of stained glass will be explored and local examples visited. Students will learn the process of the copper foil technique and be required to do four pieces, one to be 3-dimensional. Students will need to purchase their own glass. Prerequisite: Art Foundations or permission of instructor.

Art Honor Scholar Award Criteria

The Art Honor Scholar Award will be given to each graduating senior who has:

1. Taken all but three classes offered beyond Art Foundations and earned an average grade of at least an A-
2. Shown an interest in art outside EMS by involvement in at least three ways.
3. Been enthusiastically involved in art at EMS in three ways, such as:
 - Creating a 12x12 senior square in the art room
 - Being an active member of Fine Arts Club
 - Helping set up student shows with art teacher
 - Having three or more works as a senior in an EMS-sponsored art show

BIBLE

Education begins with an understanding of our relationship with God. The Scriptures as God's self-revelation are foundational to all of learning since they contain eternal truth, orienting both teacher and student to authority that lies beyond human knowledge. The Bible teachers at EMS seek to interpret Scriptures in the Anabaptist-Mennonite tradition, as the story of the dynamic relationship with God and His people. Scriptures therefore must be interpreted within the community of believers and within the context of a relationship to Jesus Christ who is the complete revelation of God.

The Bible Department has a central place within the EMS learning community. Bible Department teachers equip students to analyze, interpret and integrate Biblical principles for living an obedient life of active discipleship. Studies enable students to understand the stories of God's people, both past and present, which provide guidance for living as a people faithful to God. The Bible Department curriculum reflects a commitment to the standard and spirit of Scripture and seeks to undergird the Scriptural interpretation provided by this Christian community, including the school staff, the homes, and the local congregations.

Middle School Courses

BIBLE STUDY 6

REQUIRED FOR 6

Students will develop a basic understanding of the Bible and the life of Jesus. Students will engage in putting this information together to actively study the Bible through hands-on and cooperative learning activities. The curriculum comes from the Mennonite Schools Council.

BIBLE 7: TRANSFORMED BY THE STORY OF JESUS

REQUIRED FOR 7

Students in seventh grade will delve deeper into who Jesus is and was, focusing on the reactions of the people and groups who interacted with Him. Students will be exposed to the concept that Jesus was the fulfillment of the law. New Testament stories will be examined from a viewpoint of how people were transformed or reconciled after hearing Jesus' good news.

BIBLE 8: LIVE THE STORY OF JESUS

REQUIRED FOR 8

Students in eighth grade will incorporate the concepts/ideas learned in sixth and seventh grades regarding the identity of Jesus. The concepts will be applied to the story of the local and global church. Students will study how church practices of global denominations and local congregations are connected to the faith understandings. Focus will also be given to how the global and local church practices Jesus' good news to all their neighbors. This often results in helping to form, inform, and transform others by their practicing Jesus' good news. Throughout the year, students will examine how their personal story connects with God's story.

High School Courses

BIBLE 9: CREATION AND PROMISE

REQUIRED FOR 9; .50 CREDIT

This Bible course takes a thematic view of God's narrative with humanity. The course begins with an introduction and overview of the Bible. Following the Old Testament narrative, the themes covered in this course include: caring for God's creation; listening to God's voice; and living God's way. Each theme is studied using stories from the Old Testament. To encourage critical thinking and synthesis each unit also includes stories from the New Testament along with more modern stories of God's encounter, love, and interaction with humanity that relate to the focused theme.

BIBLE 10: JESUS STORY

REQUIRED FOR 10; .50 CREDIT

Together we will engage and discuss the context into which Jesus was born, Jesus' life, ministry, death, and resurrection. Through these explorations we will deepen our understanding of God's love, our place and participation in God's activities in the world, and begin to see the many aspects of who Jesus is as both human and the Son of God.

BIBLE 11: GLOBAL CHRISTIANITY

OPTIONAL HONORS; REQUIRED FOR 11; .50 CREDIT

In Global Christianity students will learn both the historical unity and diversity of Christian communities and relate those themes to their own experience. We will read primary sources from all periods of church history, from ancient Christian poetry from Iraq and North Africa to mystical medieval texts from England to contemporary writings from Asia and the Americas. In all periods, the course will examine how Christians have been shaped by and in turn shaped the cultures of which they have been a part. The course will conclude by asking students to apply this learning to their own context.

BIBLE 12: KINGDOM LIVING

OPTIONAL HONORS; REQUIRED FOR 12; .50 CREDIT

The central focus of Kingdom Living is how the Kingdom of God impacts our lives in the areas of peace and justice, stewardship, salvation, and mission. The story of the Kingdom will be surveyed from creation to the teachings of Jesus. The Bible will be our primary textbook. At the end of this course, seniors will give a Senior Presentation to friends, faculty, parents/guardians and the community. Kingdom Living is a required course for seniors

SECOND TEMPLE JUDAISM: JEWS, CHRISTIANS, EMPIRE

ELECTIVE FOR 9-12; .50 CREDIT

This course will be a study of the Second Temple time period, from 515 BCE-70 CE with a focus on the development of Judaism during this time period and the emergence of Christianity from within Judaism. Special attention will be given to the Persian, Greek, and Roman empires, with emphasis on the perspectives of Jews and Christians living within those empires and how living under empire influenced the development of religions. Questions of contemporary relevance to living within empire today will be a theme explored throughout the course. Texts from the Bible, including the Apocrypha, will be read, as well as other historical accounts of the time period. This course will also include a historical research and writing project to develop these skills. Can be used for Bible or Social Studies credit. This course can also be used as a substitute for required Bible courses if schedule conflicts arise.

Bible Honor Scholar Award Criteria

The Bible Honor Scholar Award will be given to each graduating senior who has:

1. Demonstrated academic strength in Bible classes by taking two of the upper-level Bible courses (Christian Family Living, Kingdom Living, Global Anabaptism or Global Christianity) and earned an average grade of at least 90% in both courses. One of the courses must be taken for honors credit. Additionally, the student will submit an entry into the Kennel Charles Anabaptist Contest during their high school years. The annual MCC Peace Essay Contest is usually a good option for a submission to the Kennel Charles Contest – see Bible Department Chair for details. Verification: Bible Department Chair
2. A student may earn a Bible Department Honor Service Award if the average grade in the two classes is below 90% and all other requirements have been fulfilled. Verification: Bible Department Chair
3. Planned and presented one chapel during their high school years. Plans must be submitted to the Chapel Coordinator and Bible Department Chair for approval. The presentation must be done by the candidate or with another person. A student should have their chapel date established by March 1 of the senior year. An alternative option to the chapel is to lead a small group for at least one trimester. Check with the Bible Department Chair for details. Verification: Bible Department Chair
4. Volunteered a total of 20 hours of service for two years as follows:
 - five hours maximum in a school-sponsored project
 - five hours maximum with student youth group or church
 - ten hours maximum planned and carried out on his/her own
 - Serving as a youth camp counselor for one week meets the criteria. Verification: Project Sponsor, Parent/Guardian
5. Participated actively in a local church during their junior and senior years by:
 - Attending church youth group activities and/or Sunday School classes 75% of the time, and
 - Volunteering five hours or more in church to teach Bible School, teach Sunday School, attend church committee meetings or other church-related activities other than youth group. Verification: Church Personnel

ENGLISH

All persons have been created in God's image with the unique ability to think and communicate. The English Department commits to helping students sharpen their thinking and communication skills for effective performance in current and future tasks. Writing, reading, speaking, and listening skills are vital to the educational, lifelong development of minds and souls.

English courses serve to strengthen each student's writing ability through guided practice and performance. In addition, students are encouraged to deepen their understanding of Christian values through supplemental reading and literary

studies. The program challenges each student to discover a cultural and personal identity through creativity, self-expression, and critical thinking.

To achieve its objectives, the English Department offers courses designed to build a solid basis for comprehensive literacy. Materials used by the English Department include literature textbooks; supplementary grammar resources; on-line resources; and novels.

Middle School Courses

ENGLISH 6

REQUIRED FOR 6

English 6 examines different literary forms and the craft of writing. Spelling, vocabulary, grammar, editing, independent reading and study skills are also a part of the instructional program.

ENGLISH 7

REQUIRED FOR 7

In English 7, strives to further develop the "complete thinker." Students will engage primary reading units. Within each, they are expected to complete several assignments focusing on analytical writing, critical thinking, collaboration, and presentation. Students are given agency over their learning in several ways: choice of material, formulation of personal work plan, and opportunities for self-advocacy and revision. While there is autonomy, all work is completed with clear expectations presented by the instructor and with careful adherence to each reading's essential questions which are stated at the onset of each unit. With importance placed on diversity, equity, and identity, students will be asked to examine current narratives and are challenged to ask, "why?" Equal importance is placed on students discovering something of themselves within the texts they read. Additionally, the course focuses on the building blocks of grammar and vocabulary within the context, largely, of the class reading curriculum.

ENGLISH 8

REQUIRED FOR 8

English 8 is designed to further strengthen students' understanding of literature while building analytical and writing skills and refining their grasp of narrative voice. This course builds on the goals of English 7 and each trimester's readings are structured around a theme, idea, or question which provides focus and an interpretive lens that guides our work. The discussions and student projects (individual and collaborative), in turn, provide the raw materials advancing their knowledge of writing, grammar, and public speaking. In addition to readings studied as a class, students will be given supplemental readings to enhance the themes covered in the course. In the final trimester, the students prepare a summative project that requires them to apply writing, critical thinking, and research skills as they apply to the themes on which the course focuses.

High School Required Courses

Note: For seniors, in addition to Literature 12, students must select one composition course (listed as Composition 12 in the courses below).

ADVANCED COMPOSITION

REQUIRED FOR 11, .50 CREDIT

Academic writing requires sound reasoning and effective written expression. Students in this course hone skills learned in previous years and develop the revising, editing and polishing skills necessary for academic writing. Assignments in this course include a college admission essay, a supplemental essay, informed argument essay, and reflective writing.

COMPOSITION 12: RESEARCH WRITING HONORS

HONORS, MEETS COMP 12 REQ; .50 CREDIT

Students will apply disciplined steps in researching and writing a formal college level research paper. A completely supported and cited research paper is the product of this course. Students must be prepared to invest a significant amount of time outside the class to complete a quality paper. Efficient reading skills are required to carry out the necessary research. This course is an honors level course (.50 weight); however, students may earn a full weight (1.0) if they meet requirements. This course may be taken as independent study if necessary.

COMPOSITION 12: CREATIVE WRITING

MEETS COMP 12 REQ; .50 CREDIT

Creative writing is designed to help students focus on developing personal writing skills in various literary genres. Possibilities may include but are not limited to poetry, short story fiction, drama, and creative nonfiction. Focus will be given to developing your voice and sharing your writing with an audience, not just writing for personal pleasure.

ENGLISH FOR INTERNATIONAL STUDENTS (EIS 101, 102, 103)

REQUIRED (see below); .50-1.0 CREDIT

This course is required for internationals and students who come to EMS with English as their second (or third, etc.) language. The first level (EIS 101) provides opportunity for these students to improve vocabulary, reading comprehension and writing skills—to give an increased opportunity to master complex academic material. EIS 102 and 103 assists international students prepare for college and university by focusing on academic reading and writing.

ENGLISH 9

OPTIONAL HONORS, REQUIRED FOR 9; 1.0 CREDIT

English 9 integrates literature studies with instruction in grammar and writing skills. Writing assignments include a researched report which requires MLA formatting and documentation. Important pieces of literature include *Lord of the Flies* and *Romeo and Juliet* as well as units of short stories and poetry. Vocabulary, Grammar, and Independent Reading programs are included.

ENGLISH 10

OPTIONAL HONORS, REQUIRED FOR 10; 1.0 CREDIT

English 10 deepens students' analytical and rhetorical skills through the study of literature, writing, grammar, and vocabulary. Discussion-based thematic units focus on how literature offers insight into the world and our place in it. Major literary works include *The Crucible*, *Night*, *The House on Mango Street*, and *Long Way Down*, as well as a broad selection of classic and contemporary short stories and poetry. Through writing in a variety of genres (literary analysis, poetry, persuasive letter, annotated bibliography, and narrative essays), students will gain confidence in their writing skills while considering purpose and audience. An independent reading program seeks to encourage students' love of recreational reading.

LITERATURE 11

OPTIONAL HONORS, REQUIRED FOR 11; .50 CREDIT

This course includes English and Western European works such as *Antigone*, *Macbeth*, and *All Quiet on the Western Front* in addition to poetry from the time periods between these milestones. Emphasis is given to the historical and philosophical contexts during which these works were written as well as their relevance to our own lives and world.

LITERATURE 12

OPTIONAL HONORS, REQUIRED FOR 12; .50 CREDIT

This course is divided into three parts: the first focuses on short fiction as a vehicle for increasing one's analytical thinking skills within the context of literature. Students will read a variety of stories while using leveled analysis (literal, figurative and relational). The class will then read a common novel to see how techniques remain the same or change with a longer text. Finally, students will participate in a book club to apply the understanding of literature gained in the earlier part of the course.

High School Electives

AFRICAN AMERICAN LITERATURE & HISTORY HONORS

HONORS ELECTIVE FOR 10-12; .50 CREDIT

This course begins with contemporary Black American voices and then travels back through selections of Black writing, including authors such as Nikki Giovanni, Henry Louis Gates, Jr., Robert Hayden, Alice Walker, Maya Angelou, Malcom X, James Baldwin, Langston Hughes, W.E.B. Du Bois, Sojourner Truth, Phyllis Wheatley, and others, as time permits. Important goals of the course are to find context for current concerns about racial justice, as well as to expand our familiarity with a range of influential American voices. This class may be taken for Social Studies credit.

AP ENGLISH LITERATURE AND COMPOSITION

HONORS ELECTIVE FOR 12; 1.0 CREDIT

This class will focus on preparing students to take the AP English Literature and Composition exam. Students will read, analyze, critique, discuss, and write about poetry, fiction, and drama. Students enrolling in this class must be committed to rigorous reading and writing assignments. The class is intended for students who have already been reading widely and deeply for their own enrichment and pleasure. Students planning to take the AP exam are strongly encouraged to take literature-oriented electives during their junior year. Students taking AP Literature will not be required to take Literature 12. However, students in AP Literature who wish to be considered for an Honor Scholar Award should also plan to take one of the Comp 12 courses.

CollegeBoard publishes a website ("AP Potential") that correlates combined PSAT reading and writing scores to the score a student will probably earn on the AP Literature exam in May. The PSAT score also helps to predict a student's readiness to learn and contribute in this class. The requirement for creative writing or research writing is waived for anyone taking AP

Literature. Prerequisite: 3.5 cumulative GPA and recognized aptitude for course expectations. You are expected to complete summer work prior to the beginning of the class.

English Honor Scholar Award Criteria

The English Honor Scholar Award will be given to each graduating senior who has:

1. Demonstrated classroom investment in learning. 4.5 credits of English are expected by the end of your senior year. Complete those classes with an A- average or higher (junior/senior year):
 - a. Junior Year: Comp 11: Advanced Composition plus Literature 11 (may take other electives)
 - b. Senior Year (choose one or the other)
 - i. AP Literature, one Comp 12 course
 - ii. Literature 12, Comp 12 courses (Creative Writing or Analytical Writing) (plus other English electives as space allows)
2. Read broadly at an advanced level throughout high school (provide lists from each year in high school).
3. Served at least one year on the staff of *Windssock*.
4. Completed one of the following during junior or senior year, and prior to February 15 of senior year:
 - a. Write at least one feature article/essay/poem for publication, monitored and mentored by one of the English teachers. Articles submitted for *Today* publication, contests, or church publications will fulfill this requirement.
 - b. Prepare and deliver a 10-minute minimum chapel speech, mentored and monitored by an English teacher.
5. Volunteered at least ten hours of reading and/or writing-related work at one of the following places: VMRC, EMS, EMES, Robert Webb Child Care Center or an equivalent agency doing equivalent work. These hours may not count toward any other requirement. They must be completed by February 14.

FAMILY AND CONSUMER SCIENCES

Middle School Philosophy

The Family and Consumer Science Department seeks to strengthen the family through experiential learning. Focus is on a sequence of experiences that develop skills in food preparation, sewing, manners and interpersonal skills, and money management.

FCS 6

REQUIRED FOR 6

Family and Consumer Science 6th grade exploratory course is the beginning sequence that emphasizes the basics of the major areas of Family and Consumer Science. In this course students will be introduced to the topics of food science and nutrition, focusing on preparing healthy breakfast options and sewing, constructing a basic fleece square patchwork pillow.

FCS 7

REQUIRED FOR 7

Family and Consumer Science 7th grade exploratory course is the second sequence in which emphasizes the basics of the major areas of Family and Consumer Science. In this course students will focus on being a wise consumer focusing on advertisement techniques and becoming a critical viewer of media, food science and nutrition creating snacks that are healthy and tasty, and sewing constructing a basic drawstring backpack or cinch sack.

FCS 8

REQUIRED FOR 8

Family and Consumer Science 8th grade exploratory course is the last sequence in which emphasizes the basics of the major areas of Family and Consumer Science. In this course students will be continuing and connecting with prior knowledge to the topics of money management becoming a wise consumer with spending, saving, and budgeting of money, food science and nutrition preparing and completing a meal and its various components, and sewing constructing a simple pair of pajama pants, capris or shorts.

High School Philosophy

The Family and Consumer Science Department seeks to encourage and strengthen families through teaching and experiential learning in the areas of:

- Foods and nutrition
- Stewardship of money and resources
- Healthy relationships
- Lifespan human development
- Sewing
- Community involvement and global perspective

EATING LOCAL

ELECTIVE FOR 10-12; .50 CREDIT

This course explores the idea of what it means to be "farm to table." Learning with local resources to make connections with farmers, produce markets, and eateries to explore what exactly farm to table means with our community. This course will venture into those connections and help us prepare locally grown foods in the classroom using locally grown produce, meats, etc. This course will have many opportunities for learning through lectures and/or demonstrations, field trips or guest speakers, and practical hands-on learning experiences. This elective is designed to develop an appreciation for our diverse agricultural area of the Shenandoah Valley.

ETHNIC FOODS

ELECTIVE FOR 10-12; .50 CREDIT

Ethnic Foods is an elective to explore common elements in foods from cultures around the world. The students will examine through conducting research and interviewing their community to unpack the uniqueness of the cuisine and culture. The students will gain skills in culinary arts, using the flavorings and preparation techniques that are unique and authentic to various cultural and ethnic cuisines through preparing foods from selected cultures. The elective is aimed to celebrate the ethnic diversity in our own community by finding supplies and ingredients at our local markets, grocery stores, and restaurants.

FOOD SCIENCE AND NUTRITION

ELECTIVE FOR 12; .50 CREDIT

Food Science and Nutrition helps students view their bodies as a gift of God, developing skills that enhance health and lifelong healthy eating habits through learning the essentials to the workings of a healthy body. Focusing on proper dietary guidelines through using the MyPlate framework for understanding nutrition moderation, adequacy, variety, and balance. The students will extend their knowledge into the kitchen exploring techniques. As the student's knowledge and skills increase, the opportunity is provided for preparation of completing components of a meal, using the principles of meal management. (Counts as science elective for the General Graduation Plan.) This course may be taken by students in grades 10-11 by permission of the instructor and as space allows.

HOUSING & INTERIOR DESIGN

ELECTIVE FOR 8-12; .50 CREDIT

In the first half of the class, students apply design principles to drawing a floor plan and designing a landscape. Also included are units in basic construction, stewardship, a brief history of housing in the United States, housing issues in our community and in other settings, construction materials and finishes. Field trips to local homes and businesses help students further explore housing options. The second half applies design principles to home interiors. The class includes units in stewardship, room arrangement, backgrounds, draperies and decorating materials. A major project involves choosing materials for decorating several rooms of a house. Field trips to local homes and businesses help students further explore design options.

PRACTICAL ARTS: FOOD PRESERVATION

ELECTIVE FOR 9-12; .50 CREDIT

This course focuses on building practical life skills and discovering what it means to preserve food. This course will focus on the reasons and purposes for preserving food items while developing safety and sanitary practices, exploring the processes, ingredients, and equipment within the kitchen workspace to complete the methods of preservation including freezing, canning, drying, pickling, and fermentation. There will be many opportunities for learning through lectures and/or demonstrations, guest speakers, and practical hands-on experiences. Not offered in 2022-23.

SEWING

ELECTIVE FOR 9-12; .50 CREDIT

Sewing and Sewing II are courses designed for students to cover the basic clothing construction skills. This course introduces or continues teaching students the basic sewing skills, equipment, textiles, and proper techniques of introductory level

commercial patterns and basic project construction. The student will choose a project to be made and completed in class. If time allows there may be opportunity for multiple projects. The student will use their knowledge learned and skills to complete the item constructed. Note: Students will be responsible to purchase their own fabric and notions. In Sewing II, students will build on the skills learned in Sewing. Not offered in 2022-23.

FCS Honor Scholar Award Criteria

The FCS Honor Scholar Award will be given to each graduating senior who has:

1. Taken four of the elective courses offered in grades 10-12 and earned an A average.
2. Demonstrated positive behaviors and attitudes that will make for success in family life and in a people-oriented career. These behaviors include:
 - Dependability and diligent work habits
 - Positive human relations skills
 - Understanding of family relationships
 - Neat and appropriate personal appearance
 - High quality projects
 - Responsibility

Verification: FCS teacher

3. Served ten hours in any of the following ways:
 - Taught Bible School
 - Taught Sunday School
 - Assisted in a church nursery
 - Volunteered at a community organization such as a soup kitchen, thrift shop, Boy's and Girl's Clubs, tutored or read to children, visited someone or volunteered at a retirement community (many other possibilities as well!)

Verification: Supervisor

4. Helped with a special family project. Possibilities include:
 - Making a window treatment and pillows for a room
 - Planning, preparing and cleaning up a special meeting
 - Planning, preparing and carrying out a special event or celebration (holiday dinner, anniversary reception, birthday party, etc.)

Verification: Parent/Guardian

5. Shadowed a professional in any type of FCS work for at least one day. Possibilities include:
 - Homemaker
 - Designer or architect
 - Seamstress, tailor, workroom manager
 - Childcare provider
 - Chef, caterer or dietician
 - Financial planner or counselor
 - FCS teacher
 - Extension agent

MATHEMATICS

We believe that mathematics is both an art and a tool; it is enjoyable and useful for both solving problems and describing the natural world. We believe that teaching mathematics requires a variety of strategies, which may include lecture, cooperative learning, investigative activities, and skill reinforcement. We believe students should learn mathematics to maximize their potential and enrich their lives.

One purpose for teaching mathematics is to encourage the development of gifted behaviors. Mathematics study and application requires all the gifted behaviors, but is especially useful in developing logical and creative thinking, advanced

vocabulary, persistence, and analytical reasoning. We also aim to prepare students for the mathematics they will encounter after high school, whether in practical and career-related situations or in further studies.

Our instructional objectives include the following:

- Students will learn problem-solving strategies.
- Students will develop strong numeric and algebraic fluency.
- Students will use technology appropriately and effectively.
- Students will gain an awareness of mathematics in the world around them.

We employ a number of tools to evaluate whether these objectives are being met. The tool we rely on most heavily is testing. This includes course-specific tests generated by each teacher and standardized tests. Other tools include evaluation of class assignments, class projects, and monitoring annual SAT performance.

Graduation Plan Expectations for Math Courses

The following are the math requirements for the various graduation plans:

- Selective & Highly Selective: Algebra I, Geometry, Algebra II, Pre-Calculus
- College & Career: Algebra I, Geometry, Algebra II
- General: Any three approved math credits, including Personal & Family Finance

Sequence of Courses

The Middle School math sequence is designed to develop students who are confident with their computational and problem solving skills, building up to Algebra 1 as the bridge between MS and HS math. Math 6 students will be evaluated to see if it would be appropriate to skip Math 7 and move on to Pre-Algebra.

Middle School Sequence: Math 6, Math 7, Pre-Algebra, Algebra I

High School Sequence: Algebra I, Geometry, Algebra II, Pre-Calculus, AP Calculus AB or AP Statistics

MATH 6

REQUIRED FOR 6

Math 6 begins the transition from elementary arithmetic to higher levels of mathematics. Through the first year of *College Preparatory Mathematics*, students will focus on number sense and operations, proportional reasoning, geometry, probability and data with a focus on the development of algebraic reasoning.

MATH 7

OPEN TO GRADES 6-8

Math 7 is the second course of the Middle School series by *College Preparatory Mathematics*. The focus of this course is on the development of number sense and problem solving strategies through explanatories, manipulations, games, and applications. Throughout the course, students will gain fluency and confidence in working with integers, fractions, decimals, percentages, tables, formulas, and different ways of solving problems. A growth mindset will ensure students are well prepared for Pre-Algebra the following year.

PRE-ALGEBRA

REQUIRED FOR 7 or 8

The focus in Pre-Algebra is to develop the idea of a variable, start moving toward more abstract problem solving strategies, and for students to learn to show their work and explain their reasoning via algebraic manipulation. Fluency with computations and problem solving strategies is necessary to do well in Pre-Algebra.

ALGEBRA I

OPEN TO GRADES 8-12; 1.0 CREDIT

Algebra I, from *College Preparatory Mathematics* program, works to ensure competence in fundamental algebraic skills, which are essential for success in mathematics at any higher level. Main objectives of the course include using proportional reasoning, manipulating expressions, solving equations and systems of equations, and graphing linear and quadratic functions. Additional topics will enrich student experience as appropriate. Prerequisite: Pre-Algebra.

GEOMETRY

OPTIONAL HONORS ELECTIVE FOR 9-12; 1.0 CREDIT

Geometry, also from the *College Preparatory Mathematics* program, integrates algebraic understanding while developing a conceptual understanding of geometric concepts and spatial visualization skills. Students will participate in the investigation,

development, and proof of geometric conjectures. Prerequisite: Algebra I, with a C+ or higher. (Those students earning under a C+ in Algebra I, will be evaluated individually for math placement. Summer remediation may be available.)

ALGEBRA II

OPTIONAL HONORS ELECTIVE FOR 9-12; 1.0 CREDIT

Algebra II is a rigorous and challenging math course required by most universities as an entrance prerequisite. The main objective of this course is to study a variety of functions and relations, learn about their applications, and be able to analyze or use them competently. A TI-84+ graphing calculator (silver or color is fine) is required. Prerequisite: Algebra I and Geometry, both with a C+ or higher. (Students not meeting the prerequisite will be evaluated individually for math placement.)

AP CALCULUS

HONORS ELECTIVE FOR 11-12; 1.0 CREDIT

AP Calculus is a rigorous college level math course for high school students that develops differential and integral calculus using limits. A passing grade will earn honors credit. In addition, students will have the option to sign up for Dual Enrollment through EMU, and will be prepared to take the AP Calculus AB exam administered by CollegeBoard at the end of the year. Prerequisite: Pre-Calculus with an average of B+ or higher, and a serious desire to grow mathematically. You are expected to complete summer work prior to the beginning of the class. *NOTE: Students who expect to take the AP Exam should take a study hall during the third trimester to use for exam preparation.*

AP STATISTICS

HONORS ELECTIVE FOR 11-12; 1.0 CREDIT

Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will be organized around four broad themes:

- Exploring data: describing patterns and aberrations
- Sampling and experimentation
- Anticipating patterns: exploring random phenomena
- Statistical inference: prediction and hypothesis testing

Students who complete this course will be prepared to sit for the AP Statistics exam in May and expected to do so. Students who do well on this exam will be eligible to receive credit at many universities and to enroll in more advanced courses upon entering university. Students with a combined PSAT CR + M score of ≤ 100 have been shown to have less than a 30% chance of achieving scores high enough for university credit. Prerequisite: B+ or higher in Algebra II and/or PreCalculus (if taken). You are expected to complete summer work prior to the beginning of the class.

(The Selective and Highly Selective Graduation Plans require Algebra I, Geometry, Algebra II, and Pre-Calculus. Statistics will not substitute for one of these four core courses—which are foundational for applying to a selective college.)

PRE-CALCULUS

OPTIONAL HONORS ELECTIVE FOR 9-12; 1.0 CREDIT

Pre-Calculus, from *College Preparatory Mathematics*, provides the tools needed for college mathematics courses, particularly calculus. Students will construct a deeper understanding of functions studied in Algebra II and Geometry by investigating functions in new ways and working with more abstract forms. Topics include: polynomials, logarithms, trigonometry, limits at infinity, polar coordinates/complex numbers, conic sections, vectors, parametric equations, and sequences/series. The construction and interpretation of graphs are central to this course. A TI-84 series calculator is required. Prerequisite: Algebra II and Geometry with B+ or higher. (Students not meeting the prerequisite will be evaluated individually for placement.)

Math Honor Scholar Award Criteria

The Math Department wishes to recognize students that have excelled in their math courses, pursued a deeper understanding of mathematics, challenged themselves, and have shared their talent with those around them. By this recognition we hope to affirm the talents of each student, and encourage them to pursue mathematics further in their future.

To earn the MHSA, students are required to:

1. Declare their intentions by Sept 30 of their Senior year, and complete all of the other requirements by March 1 of their Senior year (or at least be on track to do so, such as completing course work or finishing up tutoring hours)
2. Maintain a 90% average for all of their math courses, culminating in either AP Calculus or AP Statistics
3. Earn Optional Honors credit in 4 trimesters out of the 6 trimesters in which it is offered at EMS:

- Geometry (2), Algebra II (2), and Pre-Calculus (2).
4. Complete 10 hours of personal tutoring through the math department tutoring program
 5. Complete 3 of the following additional requirements:
 - Participate in the AMC12 math contest in January
 - Write a research paper on a math related topic
 - Shadow a college student who is a math major
 - Take both AP Calculus and AP Statistics, or one of EMU's math courses
 - Take a Programming or Robotics course

Students interested in earning the MHSA will need the “Math Honor Scholar Award Record Keeping Sheet,” and are invited to talk to their math teacher, or the Math Department Chair, if they have any questions. In particular, transfer students and students taking online classes may want to find out about what can be substituted or exempted from the requirements based on their situation. *Note: It's always easier to start something but not be able to finish, rather than waiting to start until the last minute. So, if you think this might be something you want to work towards, start early and don't put it off.*

MODERN LANGUAGES

The Modern Languages Department of EMS embraces the concept that the world is a global community. The department is committed to proficiency in the use of language skills--listening, speaking, reading and writing--and an understanding of the cultures in which languages are used. High academic standards are maintained. Gifted Behaviors are cultivated, especially advanced planning, self-discipline, persistence, advanced vocabulary, reading with comprehension and understanding, and sensitivity to others.

Complementing the textbook series used by each language are a variety of resources and activities including computer programs, videos, supplementary readings, projects, presentations, and lunch conversation groups. The department undergirds the school's emphasis on faith and service by discussing issues raised in chapel, inviting missionaries and other service-minded individuals, presenting songs of Christian faith, and assigning Biblical passages for memorization in the target language.

The Modern Languages Department evaluates its goals and objectives through standardized tests as well as teacher-generated tests and surveys given to the students about their classroom experience.

Middle School Courses

WORLD LANGUAGES 7 – Mi mundo

REQUIRED FOR 7

This class focuses mainly on Spanish and expands previous knowledge to discuss the Spanish-speaking world. Students will research and present a tourist brochure about a Spanish-speaking country in Central or South America. Other units of study and review include basic conversational phrases, numbers 1-100, and weather and seasons. We will use Comprehensible Input (CI) as an approach to learning through writing and telling stories together.

ACCELERATED SPANISH

ELECTIVE FOR 7

This class focuses mainly on Spanish and expands previous knowledge to discuss the Spanish-speaking world. Students will research and present a tourist brochure about a Spanish-speaking country in Central or South America. Other units of study and review include basic conversational phrases, numbers 1-100, and weather and seasons. We will use Comprehensible Input (CI) as an approach to learning through writing and telling stories together.

Courses Grades 8-12

SPANISH I

ELECTIVE FOR 8-12; 1.0 CREDIT

Spanish I provides a broad introduction to the language and culture of the Spanish-speaking world. Vocabulary and grammatical structures are taught in a situational context with emphasis on meaningful communication using the Spanish language. Reading, media and music selections also encourage the development of communication and written skills while heightening the students' awareness of and appreciation for the Hispanic cultural contributions to their world. Prerequisite: For 8th grade students, space is limited. Students should have an A- or above in English 7 and Math 7 or special

recommendation by teachers (seats in the class will be filled with the students who have the highest grades first and then proceed to the lower percentages).

SPANISH II

ELECTIVE FOR 9-12; 1.0 CREDIT

This course continues to immerse students in the Spanish language by reviewing structures and vocabulary studied in Spanish I. We will continue studying the culture of Spanish-speaking societies in the target language (learning Spanish in Spanish!). Listening, speaking and writing skills are emphasized through practice in reading and listening to stories, songs and authentic resources (magazines, news, shows and videos from Latin American cultures). In Spanish II students will be encouraged to reduce the amount of English they use during class. Prerequisite: Spanish I with a grade of 84 or higher.

SPANISH III

OPTIONAL HONORS ELECTIVE FOR 10-12; 1.0 CREDIT

In this course our goal will be to challenge and extend the student's previous knowledge of the Spanish language. Students are expected to understand and develop the ability to use correctly: previously learned grammatical concepts, vocabulary, and high frequency structures, along with new aspects of Spanish grammar. Students will be expected to express themselves both orally and in writing at a more advanced level. Students will grow their knowledge of the culture, history, arts, traditions and peoples of the Spanish speaking world. As this class is challenging, students must be committed to taking the course seriously. Prerequisite: Spanish II with a grade of 84 or higher.

SPANISH IV HONORS

HONORS ELECTIVE FOR 10-12; 1.0 CREDIT

Students will be expected to express themselves in Spanish (both orally and in writing) at a more advanced level. We will build upon our knowledge of vocabulary and grammar, as well as tackle real-world issues affecting Spanish-speaking cultures around the world (especially as they relate to the Spanish language itself). This includes research and critical thinking, which will invite students to see things from multiple perspectives. The communication skills of speaking, listening, reading and writing are emphasized and used in class each day in order to build language skills as completely as possible. The course is a mix of self-disciplined learning and whole group interaction. Please expect to participate daily in class activities. Be prepared to move, act silly and have fun exploring another language! Prerequisite pass: Earning a passing score on a Spanish IV entrance test.

ADVANCED STUDY IN SPANISH

Students seeking opportunity for advanced study are encouraged to explore with the School Counselor the possibility of taking one or more courses at Eastern Mennonite University. EMU permits properly qualified students to enroll in appropriate college language courses. Alternatively, students may opt to do an independent study to deepen their language skills.

OTHER LANGUAGES

If you have interest in other languages, please talk to the School Counselor to determine what online learning option may be best for you.

Modern Languages Honor Scholar Award Criteria

The goals for the Modern Languages Honor Scholar Award are diversity, depth and proficiency in the mastery of modern languages (beyond English). The intention of the scholar award is to encourage the development of fluency in a second (or third language). Requirements are:

1. Intensive modern language study which includes either four years of target language study or three years of one language and two years of a second. Optional Honors required for the 3rd year of either Spanish or French at EMS.
2. One of the following intensive language experiences: a cross-cultural experience in one of the languages studied above, a stay at Concordia Village in Minnesota, a series of service projects or attendance at church services that are conducted in the target language. These experiences must equal a minimum of 14 days.
3. Regular attendance and participation in language conversation groups and club activities. Participation is expected for at least 30% of the activities.
4. Commitment to speaking the target language in class at every opportunity, good work habits, positive leadership, and willingness to help others.

Submit a proposal of your intentions to the Modern Languages Department Chair by the spring of your junior year. You must then record your activities on the form provided to you.

MUSIC

Music at EMS is an academic program designed to enrich students spiritually and emotionally through active listening, analysis, composition and performance. As an ever-present part of our lives, music is a primary way to praise God, grow in faith and understanding of God, develop God-given talents and give outward expression to beliefs. Enjoyment and knowledge of music can contribute to student and faculty mental well-being and spiritual health. Music is an essential part of the human experience for each student.

The goals of the department are both short- and long-term:

- Students understand and experience music as active listeners and performers and be able to discern quality music in a variety of styles.
- Students develop their vocal and instrumental talents on both an individual and group level.
- Students use their music ability in their congregations and communities and discover how music is an expression of faith and relationship to God.
- Students develop a lifestyle that promotes future use of their musical talents.
- Students develop additional Emotional Intelligence skills as they work together to sing quality music.

The Music Department also intends to provide learning experiences for students who are interested in an in-depth study of music and/or who desire to continue formal musical training after high school.

Middle School Courses

BAND or STRINGS LEVEL ONE

REQUIRED FOR 6

Band or Strings Level One is a yearlong exploratory course introducing students to the basics of instrumental music. All 6th grade students select either a band or string instrument to study and play individually and in an ensemble for the duration of the year, with that instrumental study providing the practical and concrete groundwork for instruction in basic music theory, music history, and composition. No previous instrumental instruction required.

BAND or STRINGS LEVEL TWO and THREE

ELECTIVE FOR 7 & 8

Band or Strings Level Two and Three are year-long exploratory ensemble courses that will continue the development of skills and techniques introduced in Band or Strings Level One and prepare students for more advanced repertoire in high school.

MIDDLE SCHOOL CHORALE

ELECTIVE FOR 7 & 8

Band or Strings Level Two and Three are year-long exploratory ensemble courses that will continue the development of skills and techniques introduced in Band or Strings Level One and prepare students for more advanced repertoire in high school.

MUSIC 6-8

Students in grade 6 are required to choose a wind or string instrument to play in an ensemble class, where they will learn basic playing techniques and music literacy. Students will also participate two days per week in a vocal music course, where they will learn basic singing and choral music techniques.

Students who choose to continue playing an instrument in grades 7-8 (strongly encouraged) will continue to have instrumental instruction three days per week and choral instruction two days per week as they progress to higher technical skills and abilities in both disciplines.

Students who choose not to continue with instrumental instruction in grades 7-8 will receive three days of choral instruction per week and two days of vocal/general music.

Strings Leveling/Proficiency Guide

During middle school, students will be placed according to their level of familiarity. It is possible that this placement will require students to participate in other courses with other grade levels.

Level One

No prior knowledge or experience needed.

Level Two

Students should be familiar with the following:

- Note names: Students should be able to name notes in first position accurately in the clef for their instrument.
- Rhythms: Whole note, dotted half note, half note, quarter note, two eighth notes, four sixteen notes, dotted quarter and single eighth note
- Time signatures: 4/4, C, 3/4, 2/4
- Scales: D Major, G Major, C Major, A Major
- Symbols: Bass clef, treble clef, fermata, repeat sign, tie, key signature, slur, pick-up note, flat, sharp, natural, 1st and 2nd endings, accent, 1 measure repeat sign, dynamics [p, mp, mf, f], crescendo, decrescendo, down bow, up bow, staccato, legato.
- Terms: Solo, soli, tutti, divisi, unison, accidental, dynamics, Allegro, Moderato, Andante, Largo, ritardando, accelerando, sharp (in terms of tuning), flat (in terms of tuning), phrase, round (the form-like a canon), coda, dal segno al Fine (D.S. al Fine). Da capo al Fine (D.C. al Fine)

Performance: Students should be able to:

1. Identify the names and fingerings of the following notes: C natural C sharp, D natural, E natural natural, F sharp, G natural, G sharp, A natural, B natural.
2. Play each note with a proper instrument position and bow hold.
3. Use properly the upper half of the bow (violin and viola), and lower half of the bow (cello and bass).

Level Three

In addition to the content required for Strings Level Two, students should know/be able to demonstrate the following:

- Rhythms: eighth quarter eighth (syncopation), eighth rest eighth note, eighth note eighth rest, eighth note two sixteenth notes (1&a), two sixteenth notes eighth note (1e&), dotted eighth note sixteenth note (1a), sixteenth note dotted eighth notes (1e), eighth note triplet
- Time signatures: cut time, 3/8, 6/8
- Scales: F major, B flat major, E flat major
- Symbols: Dal Segno, two note up bow staccato
- Terms: syncopation, interval, allegretto, legato, melody, accompaniment, countermelody, enharmonic, chord.

Performance: Students should be able to:

1. Identify the names and fingerings of the following notes: C natural C sharp, D natural, D sharp, D flat, E natural, E flat, F natural, F sharp, G natural, G sharp, A natural, A sharp, A flat, B natural, B flat.
2. Play each note with a proper instrument position and bow hold.
3. Use properly the upper $\frac{3}{4}$ of the bow (violin and viola), and lower $\frac{3}{4}$ of the bow (cello and bass)

High School Courses

ADVANCED MUSIC

HONORS ELECTIVE FOR 11-12; .50 CREDIT (3rd Trimester)

Advanced Music is a music theory course for musically advanced students who desire a challenge. It combines music theory, aural skills, composition, and music history. Each student is required to write an original composition or arrangement for a final project. Prerequisite: 2 years of HS choir or instrumental ensemble experience, or instructor permission.

BEGINNING GUITAR

ELECTIVE FOR 9-12; .50 CREDIT

Beginning Guitar will introduce students to foundational skills in guitar. Some guitars will be available through the school.

CHAMBER SINGERS

ELECTIVE FOR 11-12; .50 CREDIT (2nd Trimester)

Chamber Choir is a select group of 8-18 singers auditioned from current members of Touring Choir (see below) which sings challenging choral music from a wide variety of eras, times, and genres. Chamber Choir keeps a rigorous performance schedule throughout the spring in churches, community groups, and other venues as they arise. Chamber Choir members are expected to be "ready to sing at the drop of a hat." Chambers will meet daily during 2nd Trimester. Prerequisite: Audition + current member in good standing of Touring Choir.

CONCERT CHOIR

ELECTIVE FOR 9-10; .50 CREDIT (1st and 2nd Trimester)

Concert Choir is an ensemble for students in grades 9-10 which focuses on improving music literacy and sight-reading skills, developing vocal technique, and growing harmonization and listening skills. Concert Choir will perform at EMS music concerts in the fall and spring. No audition is required. Grading is on a Pass/Fail basis.

DANCE

ELECTIVE FOR 9-12; .50 CREDIT

Dance will introduce students to fundamentals in social partner dancing. This beginner-level course will include topics such as frame, rhythm, partnering, etiquette, and movement. This course will require partnering with other students during class. This course can be taken again with instructor approval.

DIGITAL RECORDING

ELECTIVE FOR 10-12; .50 CREDIT

Digital Recording will introduce students to audio recording technology. Students will learn an overview of the audio recording process, basic principles of audio physics, and gain hands-on experience recording and editing with audio recording and editing technology. Not offered in 2022-23.

JAZZ ENSEMBLE

ELECTIVE FOR 9-12; .50 CREDIT (YEAR-LONG)

Jazz Ensemble is open to anyone who plays a jazz band instrument. To earn credit, students must participate in performance opportunities throughout the year. Grading is on a Pass/Fail basis. Credit will be awarded at the end of the school year. Middle school students may participate with instructor approval but will not earn credit.

ORCHESTRA - BAND or STRINGS

OPTIONAL HONORS ELECTIVE FOR 8-12; .50 CREDIT

Orchestra - Band or Strings is open to students who have developed proficiency on their instrument that enables them to play the repertoire of the ensemble. New students are required to have an informal audition with the director. Various performance opportunities are available during the year including a fall concert, Christmas concert, MSC music festival every spring, and commencement concert. Grading is on a numeric scale. Students in grades 9-12 can earn honors credit by participating in an instructor-approved outside ensemble, usually one that involves extensive rehearsals. Examples include the Shenandoah Valley Youth Orchestra, District Band, or Junior or Senior Regional Orchestra (the MSC festival is part of the curriculum and does not count for honors credit). Middle school students may participate with instructor approval but will not earn credit.

SIGHTREADING & CLASS VOICE

ELECTIVE FOR 9-12; .50 CREDIT

Sightreading is a course designed to help students learn how to sing a song at sight. The course will cover the background needed to begin to sight read, and then progress to developing the ability to quickly sight read melodies, harmonies, and rhythms. Ear training will be an important part of this course. Not offered in 2022-23.

SONGWRITING

ELECTIVE FOR 9-12; .50 CREDIT

Songwriting is an introductory level course for students interested in writing their own songs. A music background is suggested, but not required. This course will cover topics including lyrics, melody, harmony, and form. Not offered in 2022-2023.

TOURING CHOIR

ELECTIVE FOR 11-12; .50 CREDIT (1st and 3rd Trimesters)

Touring Choir is an ensemble of 30 - 45 singers in grades 11-12 which sings extensively in both the fall and the spring. In addition to singing concerts throughout the year, the choir prepares a choral worship service which is shared with local congregations as part of Sunday morning worship or an evening program. The choir also tours out-of-state during E-term week in April, and plans a summer international tour in alternating years.

Membership in fall (1st Trimester) Touring Choir is open without audition to students who have completed at least one year of Concert Choir or who have received instructor permission. Membership in spring (3rd Trimester) Touring Choir is open to fall Touring Choir members who maintain good standing (grades, concert attendance). In rare circumstances, if spring Touring Choir enrollment exceeds 45 students, auditions may be necessary due to group-size travel limitations.

Music Honor Scholar Award Criteria

The Music Honor Scholar Award will be given to each graduating senior who has:

1. Taken at least four elective trimesters of music, excluding Concert Choir, and earned an A average.

2. Written and performed, in class or public setting, an original composition. Verification: Music Instructor
3. Participated in at least one of the following:
 - State choir
 - State orchestra/band
 - Honors choir OR
 - Three years of district choir or regional orchestra
4. Attended four concerts with contrasting styles during junior and senior years. Verification: Music Instructor
5. Led singing in at least two chapels during junior and seniors years. Verification: Chapel Coordinator
6. Four hours of musical participation at church or community music occasions as a volunteer. Verification: Pastor

PHYSICAL AND HEALTH EDUCATION

Middle School Philosophy

The goal of physical education at EMS is to develop individuals with the knowledge, skills and confidence to enjoy a lifetime of healthful physical activities. Through daily participation, EMMS students monitor their own level of fitness while being engaged in a wide variety of physical activities. Students are exposed to numerous topics that develop positive self-esteem, aiding them in making responsible lifestyle choices.

PHYSICAL EDUCATION 6 & 7

REQUIRED FOR 6-7

Physical Education instruction at each level will include a preview of a variety of sports and games, including emphasis on physical fitness. There is an emphasis on fundamental skill development and basic game awareness, involving net and invasive games. As an introduction to lifetime activities, students take a field trip to the bowling alley. We also have a health unit on human sexuality in 6th & 7th grades. In 7th grade, students compete in a sport education unit. Sport Education units are used as an innovative approach to traditional team sports. These units focus on structure, fairness, team affiliation, traditions and strategy needed to participate in different sports.

PHYSICAL EDUCATION & HEALTH 8

REQUIRED FOR 8

Physical Education instruction includes a variety of team sports and lifetime activities, including bowling and badminton. Sport Education units are used as an innovative approach to traditional team sports. These units focus on structure, fairness, team affiliation, traditions and strategy needed to participate in different sports. Students also develop and use leadership skills to plan and execute a field day for the elementary school. Health topics include drug awareness, self-esteem, stress, decision making, human sexuality and healthy relationships and communication.

High School Philosophy

The goal of physical education at EMS is to develop individuals with the knowledge, skills and confidence to enjoy a lifetime of healthful physical activities. Through daily participation, EMhS students understand and incorporate the wellness component of physical activity beyond the constraints of the classroom. Through discussions of contemporary issues students are required to analyze and reflect on the importance of self-awareness in healthy relationships.

PHYSICAL EDUCATION & HEALTH 9

REQUIRED FOR 9; 1.0 CREDIT

Physical Education instruction will include a variety of team sports, badminton and fitness activities. All students will receive American Red Cross Adult & Pediatric First Aid, CPR and AED training (officially being certified will cost a small fee by ARC).

American Red Cross First Aid/CPR/AED Training

Students may enroll in the American Red Cross course Adult and Pediatric First Aid/CPR/AED. This is a blended course which combines online simulation learning plus an in-person classroom session to learn and practice critical lifesaving skills for certification. Online class can be completed at home or at school during a study hall period. The in-person classroom session would be completed either during or after school depending on schedule availability. There is an extra fee for this class, which covers a two-year certification, all materials, and teacher's time compensation. Valuable certification for working kids camps, babysitting, lifeguarding, or volunteering with local fire or rescue squads.

PHYSICAL EDUCATION & HEALTH 10

REQUIRED FOR 10; .75 CREDIT

Physical Education instruction will include fitness activities, team sports, badminton, international games, cooperative games, team building & communication games. Health topics include: alcohol, tobacco, and drug prevention, nutrition, sleep and recovery, health careers, safe dates & human sexuality, disease prevention, and mental health.

DRIVER EDUCATION

ELECTIVE FOR 9-12; .25 CREDIT

In-class instruction is offered within the 10th grade PE & Health curriculum. Students who have completed and passed in-class Driver Education will be eligible to take behind-the-wheel. Behind-the-wheel instruction is offered to 10th-12th grade students throughout the entire year for a fee.

ADVANCED PE

ELECTIVE FOR 9-12; .50 CREDIT

Advanced Physical Education will provide learning opportunities for students to further develop skills and knowledge related to fitness, physical competence, cognitive understanding and positive attitudes about physical activity that promote a healthy and physically active lifestyle. Students will acquire knowledge and skills in recreational, athletic and lifetime activities. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

PE Honor Scholar Award Criteria

Express your intent to complete the requirements for the Honor Scholar Award by meeting with the Department Chair before September 30 of your senior year in order to review the requirements and eligibility criteria:

1. Complete the following sequence of classes with an A- average or higher: 2 trimesters of PE 9 or 10 **and** 1 trimester PE elective **OR** one trimester EMES PE assistant **OR** one trimester AD assistant.
2. Lettered in at least 2 varsity sports and acquire at least 3 letters at EMS or previous school.
3. Been involved in an out-of-season training or instruction in at least one sport (camps, clinics, lessons) for at least one week or equivalent of one week after freshman year.
4. Been a manager for a sport or received at least one of the following awards in one sport: Best Sportsmanship, Most Inspirational, **OR** been elected team captain of a varsity team.
5. Perform 15 hours of service in athletics: gym set-up, field preparation, teaching lessons, with a minimum of 5 hours working an EMS tournament (Menno Classic, Flames Classic, XC Invitational, Tip-Off Tournament) documented on athletics service log.

SCIENCE

The EMS Science Department provides a robust, exciting, and comprehensive science curriculum in grades 6-12 including the physical sciences and life sciences as well as many elective courses. While each class has its own particular focus, there are many common threads that are woven within the entire curriculum, including inquiry, reflection, and hands-on experiences.

EMS strives to provide students with meaningful, life-changing experiences within a nurturing, Christ-centered, academically focused setting and to encourage students to systematically progress in their understanding of the scientific world, their impact upon it, and how to ensure sustainability of God's creation.

Education is only fully realized when it is lived. At EMS, the Science Department is committed to not only providing students access to the current thought and vast quantity of scientific knowledge available, but also in providing enough experiences applying knowledge to make learning real and authentic.

The goals of the Science Department have students applying scientific concepts to current issues, solving real-life problems, meeting people with diverse views and realizing that their presence can indeed change the world. The Science Department is committed to:

- Developing faith through an appreciation and understanding of our universe as God's creation and our study of it as an act of worship.
- Promoting a model of education through scientific investigations that engages students in the real world, allowing them to be scientists by working with a variety of professionals.

- Fostering a dialogue among educators, students, and resource professionals concerning our nation's growing challenges of resource management.
- Bringing the world into our schools through case studies, interviews, guest speakers, real data and the use of electronics and technology.
- Raising awareness of our need to live sustainably in an ever-changing world.
- Challenging students to consider life choices that reflect the values and belief systems consistent with the Anabaptist perspective.

Exposure to the core sciences is held to be beneficial for all students. Enrolling in Biological, Chemical and Physical science classes provides the framework upon which specialties can be constructed and responsible living can occur. Electives, which provide additional experiences and the pursuit of personal interest, should work in tandem with and not replace these core courses.

As a science department we hope to ignite in our students a love of the natural world and an appreciation for its complexities. As Christians, we hope to engage our students in thoughtful reflection of how God is connected to the natural world. We believe that God is the creator and God's creations are good. We wonder about the methods of creation and draw on scripture and scientific knowledge to inform our understandings. We teach the details and processes of science as they are understood by the science community, including evolutionary science and natural selection. We acknowledge that scientists do not understand everything about creation nor all the change that continues happening in our natural world. We do believe God is behind it all, that evolution and God as creator are not mutually exclusive, that God is still at work creating, and that our ways of teaching science strengthen the authenticity of scripture as a significant part of God's work among us. We hope our instruction leaves every student with a deep appreciation for nature, a desire to engage in more science learning, a love of inquiry, and for many a pursuit of science-related service or career.

We understand that students come to our classrooms from various perspectives regarding creation and evolution. We hope to foster a culture of respect and appreciation of divergent opinions all within the framework of the scientific method, which asks us to question, search for information and data, and come to conclusions. We do not expect students to all come to the same conclusion, but instead encourage each other in deepening our understanding of God, creation and ongoing change we observe. Indeed, we as science educators do not have all of the answers and acknowledge that our individual beliefs are ours alone.

MIDDLE SCHOOL COURSES

SCIENCE 6

REQUIRED FOR 6

Science 6 takes an introductory look at biology, chemistry, physics and earth science--the sciences students study during each of their high school years. Through experiments and projects, students become familiar with the basic terms and concepts of these four sciences, and also learn about scientific method.

LIFE SCIENCE 7

REQUIRED FOR 7

Life Science covers basic life structures, classification of organisms, survey of plants and animals and ecology. Students will investigate the cellular organization of plants and animals, explore heredity and genetics, and learn how all organisms are interconnected in our world.

PHYSICAL SCIENCE 8

REQUIRED FOR 8

The course serves as an introduction to physical science covering: matter, chemical properties and reactions, motion, forces, energy, sound, waves, light, and magnetism.

STEAM 6-8

REQUIRED FOR 6-8

In each grade level of middle school, this exploratory course will integrate topics studied in science classes using technology, engineering, art, and math. This class will be largely project based from design to build. Students will work individually and in small groups to learn and solve problems with an emphasis on application of knowledge and communication skills.

HIGH SCHOOL COURSES

AP BIOLOGY

HONORS ELECTIVE; .50-1.0 CREDIT

AP Biology is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. AP Biology differs significantly from the usual high school biology course with respect to the kind of textbook

used, the range and depth of topics covered, the kind of laboratory work done by the students, and the time and effort required of the student. AP Biology will be taught using the CollegeBoard Advanced Placement Biology curriculum, enabling students to sit for the nationally given, annual AP Biology Exam in the spring. Depending on the exam score, colleges and universities will award credit and/or allow students to enroll in upper level or select courses within the biological sciences. Prerequisite: A 90% in all previous science classes or permission of instructor, with completion of Biology and Chemistry. You are expected to complete summer work prior to the beginning of the class.

ANATOMY & PHYSIOLOGY

OPTIONAL HONORS or HONORS ELECTIVE FOR 10-12; .50 CREDIT

Anatomy and Physiology (A&P) is a project/laboratory-based course where the student will investigate and understand the structures and functions of the human body. This course will use the manipulation of models, physiological probes and data collection, animal organ dissections, along with lecture, to explain how the functions of the human body are directly related to their structure(s) as well as introduce students to the fields of allied health. Prerequisite: Successful completion of General Biology.

BIOLOGY (GENERAL)

OPTIONAL HONORS ELECTIVE FOR 9; 1.0 CREDIT

A course emphasizing a biochemical and molecular approach to the study of life. An understanding of connectedness that permeates our biosphere will be the framework from which biochemistry, cell biology, cellular energies, genetics, evolution, protein synthesis, reproduction and development, taxonomy, ecology, plant and animal behavior, and human anatomy and physiology are explored as time allows. Exposure to historical and contemporary thought and events, which contribute to our current understanding of the living world, will be encouraged.

CHEMISTRY

OPTIONAL HONORS ELECTIVE FOR 10-12; 1.0 CREDIT

This course introduces the basic chemical principals including: measurements, stoichiometry, atoms and molecules, gases, solutions, molecular orbital theory, crystal lattices, equilibrium, thermodynamics, kinetics, and introductions to biochemistry and organic chemistry. Laboratory exercises are incorporated to reinforce concepts and develop skills including: measurement, observation, planning, safety, and problem solving. Chemistry is treated both conceptually and mathematically, and problem solving as a process is emphasized in conjunction with each new topic explored. Upon completion of Chemistry, students are well prepared for the rigors of DE/AP Biology, DE/AP Physics, and DE/AP Chemistry classes. Prerequisites: Biology. Co-requisite: Algebra II

DUAL ENROLLED CHEMISTRY

HONORS ELECTIVE FOR 11-12; 1.0 CREDIT

AP Chemistry is an introduction to the principles and applications of chemistry. This class is designed to provide the student with a college level chemistry course and lab. Chemistry includes measurements, stoichiometry, atoms and molecules, gasses, solutions, molecular orbital theory, crystal lattices, equilibrium calculations, electrochemistry, kinetics, and introductions to biochemistry and organic chemistry. The task of teaching a college chemistry course consisting of 3 hours lecture and 3-4 hours of lab time a week in a 3.5-hour week is a monumental task factoring in the additional distractions of high school and senior year, such as; clubs, sports, assemblies, meetings, and the many senior activities. This means that staying after school to finish laboratories and tests, and a summer assignment will be mandatory! Prerequisite: Chemistry; Co-Requisite: Pre-Calculus.

DUAL ENROLLED ROBOTICS I

OPTIONAL HONORS ELECTIVE FOR 10-12; 1 CREDIT

Robotics is the successful development of machines capable of completing complex tasks as autonomous entities or as remotely controlled machines requires input from all science and mathematics. From the examination of biological systems that provide nature's solutions to various engineering problems to the complex mathematics and engineering that are used to solve problems for flight, robotics provides an excellent overriding theme. Robotics is examined by exploring robotics with hands-on tools based on the arduino system (<http://www.arduino.cc/>) and classroom lectures to cover robotics and some of the associated science. Class lectures will attempt to address some of the basic science as well as discuss material assigned. Robotics will also incorporate FTC (First Technical Challenge). Juniors and seniors may dual enroll this class through James Madison University.

DUAL ENROLLED ROBOTICS II

OPTIONAL HONORS ELECTIVE FOR 10-12; 1 CREDIT

Robotics II builds on the foundation from Robotics I by adding new sensors and more complex projects. Robotics II is examined by exploring robotics with hands-on tools based on the arduino system (<http://www.arduino.cc/>) and classroom lectures to cover robotics and some of the associated science. Robotics II will also incorporate FTC (First Technical Competition) and FRC (First Robotics Competition). Juniors and seniors that did not dual enroll Robotics I may dual enroll this class through James Madison University. Prerequisite: Dual Enrolled Robotics I.

DUAL ENROLLED ROBOTICS III

OPTIONAL HONORS ELECTIVE FOR 10-12; 1 CREDIT

Robotics III builds on the foundation from Robotics I & II by adding new sensors and more complex projects. Robotics III is examined by exploring robotics with hands-on tools based on the arduino system (<http://www.arduino.cc/>) and classroom lectures to cover robotics and some of the associated science. Robotics III will also incorporate FTC (First Technical Competition) and FRC (First Robotics Competition). Juniors and seniors that did not dual enroll Robotics I or II may dual enroll this class through James Madison University. Prerequisite: Dual Enrolled Robotics II.

DUAL ENROLLED ROBOTICS IV

OPTIONAL HONORS ELECTIVE FOR 10-12; 1.0 CREDIT

Robotics IV builds on the foundation from Robotics I, II & III by adding new sensors and more complex projects. Robotics IV is examined by exploring robotics with hands-on tools based on the arduino system (<http://www.arduino.cc/>) and classroom lectures to cover robotics and some of the associated science. Robotics IV will also incorporate FTC (First Technical Competition) and FRC (First Robotics Competition). Juniors and seniors that did not dual enroll Robotics I, II or III may dual enroll this class through James Madison University. Prerequisite: Dual Enrolled Robotics III.

ENVIRONMENTAL SCIENCE

OPTIONAL HONORS ELECTIVE FOR 10-12; .50 CREDIT

This interdisciplinary course encourages students to be active in seeking knowledge about the natural world, to deepen awareness of the interconnectedness of the relationships between humans, nonhumans, and the nonliving environment, including their own personal impact within the interconnected system. Students will recognize the role that social science plays in environmental issues

ORGANIC CHEMISTRY

OPTIONAL HONORS ELECTIVE FOR 10-12; 1 CREDIT

Organic Chemistry provides students with an in-depth working knowledge of the chemistry of life. Topics covered in class include: basic inorganic concepts, organic nomenclature, functional groups, organic reactions, stereochemistry, organic acids and bases, polymers, biochemistry, and nanotechnology. Laboratory exercises are incorporated to reinforce concepts and develop skills including: measurement, observation, planning, safety, and problem solving. Organic Chemistry requires good study skills and strong critical thinking skills. This course provides a foundation for students interested in the pharmaceutical industry, the polymer industry, and the medical profession. Prerequisite: Biology and Chemistry. Not offered in 2022-2023.

PHYSICS

OPTIONAL HONORS ELECTIVE FOR 11-12; 1 CREDIT

Physics is designed to introduce a wide range of introductory Physics topics to students who have completed math courses through at least trigonometry. Students learn to appreciate the role that Physics plays in the world around them, and through reading, lecture, and laboratory they gain an understanding of the principles and concepts on which physics is based. The course covers classical Newtonian Physics, and several classic experiments are repeated to verify the laws of motion. Other topics covered in class discussion and laboratory investigation are Conservation of Energy, Momentum, Rotational Mechanics, Gravitation, Heat and Thermodynamics, Harmonic Motion, Wave Motion, Sound, Light, Optics, Electricity, Magnetism, Special Relativity, General Relativity and Quantum Mechanics. Extended lab work and outside-of-class reading and writing are included in additional assignments. In addition, one major hands-on project will be assigned. Physics is treated both conceptually and mathematically, and problem solving as a process is emphasized in conjunction with each new topic explored. Upon completion of Physics, students are well prepared for the rigors of a freshman-level college physics course. This course is available for honors credit. Co-requisites: Pre-Calculus and Chemistry.

ZOOLOGY

ELECTIVE FOR 10-12; .50 CREDIT

Zoology is a semester course introducing students to the diverse animal kingdom. Units of study will include Zoology in an evolutionary and ecological perspective, Animal Taxonomy, Fish, Birds and Mammals. Through experimentation, laboratory investigation and library research, students will make a detailed examination of selected animal phyla. In addition to classroom sessions we will have field experiences (ex. local farms, animal shelters, and vet clinics). The hope is to end the semester with a trip to the National Zoo in Washington D.C. Prerequisite: Passing grade in General Biology.

NOTE: *Food Science and Nutrition, Physical Science 8, and Robotics I/II can count as science credit for the General Graduation Plan.*

Science Honor Scholar Award Criteria

The Science Honor Scholar Award will be given to each graduating senior who has:

1. Earned 95% or higher each trimester in required and elective courses. Optional Honors must be completed for at least two science courses.
 - Required courses: Biology and Chemistry
 - Elective: At least four more trimesters of science with at least one trimester chosen from each of the following three areas: Physics, AP Biology, Environmental Science OR Earth Science
2. Attended at least one science-related workshop, conference or seminar.
3. Involved themselves in an experiential learning activity such as Discovery, a science enriched E-term, summer robotics assistantship or a science lesson taught to elementary or middle school students. Science lessons must be reviewed by a science faculty member prior to presentation if this option is selected.
4. Completed 10 scientifically-related volunteer hours in work that is cleared by a science faculty member.

**Independent study may be used to satisfy some of the criteria listed. Each project will be evaluated for merit by science faculty to determine the specific requirements for which the independent study may be substituted.*

SOCIAL STUDIES

The Social Studies program is designed to help students understand themselves in terms of their relationship to their country and the world. Course offerings follow the disciplines of the social studies, and emphasize personal, social, and intellectual education. Personal education emphasizes self-understanding and identity; social education emphasizes the expectations of living in a local, national and global community, stressing group participation. Students will learn the facts, concepts, and generalizations of the social studies as well as systemic problem solving. Courses are taught in the context of the belief that God not only calls each person to a relationship with Jesus Christ, but also affirms that God is sovereign over history and social forces.

Goals for the department include:

- Helping students gain an understanding of the past in order to better understand the present.
- Giving instruction in globe and map skills and geographic concepts.
- Challenging students to transcend national and cultural boundaries and see themselves as a member of the worldwide community.
- Helping students understand economic principles and their impact on individuals, societies and the world.
- Presenting opportunities to appreciate and understand other cultures.
- Challenging students to become active participants in service to God and their local, national and global community.
- Utilizing class activities that develop skills of interaction and group decision-making.
- Learning the process of government and the importance of the individual in influencing that process.
- Presenting attitudes, beliefs and behaviors of responsible citizenship.
- Giving opportunity to integrate personal Christian faith in the social, economic, and the political spheres.
- Promoting critical thinking and decision-making from a Biblical perspective.
- Encouraging empathy and understanding of other cultures. (In order to most effectively promote empathy and understanding of cultures, EMS offers U. S. History in 9th grade and World History in 11th grade.)

Middle School Courses

SOCIAL STUDIES 6

REQUIRED FOR 6

Students will explore American history from 1856 to the present, examining the changes and challenges the United States encountered. Some of the key topics include: Reconstruction, the world wars, the Great Depression, the Civil Rights Movement, geography and current events.

SOCIAL STUDIES 7

REQUIRED FOR 7

Social Studies 7 is a year-long course in ancient world history. A study of ancient civilizations helps students see contributions to our American culture. Students will learn about the influence of Judaism, Christianity and Islam on our world. Students will also study civilizations of the Middle Ages in both Europe and the Far East as well as American civilizations.

GEOGRAPHY & GLOBAL STUDIES

REQUIRED FOR 8; [.50 CREDIT OPTIONAL]

Geography & Global Studies is a course that allows students to practice skills of inquiry and research while learning more about their world. A focus will be on comparative government, economics, and world religions with geography skills and knowledge woven throughout the course. Additional topics and learning will be student-driven. Students may opt to contract with teacher to earn .50 high school credit by completing a special project and provided that they maintain an A- in the class.

High School Required Courses

U. S. GOVERNMENT

REQUIRED FOR 12; 1.0 CREDIT

U. S. Government deals with the workings of the American Government at the national, state and local levels. Special attention is given to current economic and political events. (Ninth or tenth grade Government or Civics will not satisfy the EMS Government requirement.)

U. S. HISTORY

REQUIRED FOR 9; 1.0 CREDIT

U. S. History surveys the historical, social, cultural and religious past of the American people.

WORLD HISTORY

OPTIONAL HONORS; REQUIRED FOR 11; 1.0 CREDIT

This course will trace the story of history from early civilizations to the modern world. Two other primary goals of the course will be to learn world geography and become aware of international current events. Students can elect to complete optional honors projects for this course. Students may opt to take AP World History in place of this required course.

High School Electives

Students pursuing a selective or highly selective graduation plan must take an additional 1.0 credit (two .50 courses) to fulfill the requirement.

AP WORLD HISTORY MODERN

HONORS ELECTIVE FOR 11, 1 CREDIT

In this course, students will study world history, learn the basics of world geography, and become informed about international current events. This is a world history course, and approximately seventy percent of the material that we study will be non-European history. An emphasis on the origins, development, spread, and beliefs of major world religions will be included in the course of study. Students will prepare for and take the AP World History Modern test in May. Prerequisite of 3.5 cumulative GPA or permission of instructor. You are expected to complete summer work prior to the beginning of the class.

CONSTITUTIONAL LAW

ELECTIVE FOR 10-12, .50 CREDIT

This course will focus on an in depth look at our Constitutional Rights as U.S. Citizens. We will learn how the Supreme Court works and look at legal opinions that have been handed down by SCOTUS which have created legal precedent that is used today. Throughout the course students will get a chance to moot Supreme Court cases and we will follow current cases and questions of precedent which are being heard in the current Supreme Court term. Not offered in 2022-23.

ECONOMICS

ELECTIVE FOR 10-12, .50 CREDIT

Students will learn how people manage limited resources to satisfy their needs and wants, personally, nationally, and internationally. Students will analyze basic principles of economics and complete a personal finance project. They will discover foundational elements of managing personal finances, and students will learn about national and international economics. (This course is open to Sophomores who have a 3.2 GPA or above.) Not offered in 2022-23.

FILM STUDIES

ELECTIVE FOR 9-12, .50 CREDIT

This course will introduce students to the critical viewing of film. We will view, discuss, and write about film as a visual art form and as an expression of popular culture. In developing their critical lenses to view film, students will learn film terminology, watch different genres, and become attuned to how film communicates in a variety of ways. Students will study a director in depth and present their research to the class.

INTRODUCTION TO PSYCHOLOGY

OPTIONAL HONORS ELECTIVE FOR 11-12; .50 CREDIT

Psychology introduces students to the science of behavior, its principles, methods, language and usefulness. The course offers students an opportunity to dialogue on issues involving faith, values and feelings, as well as sharpen and improve their

self-understanding and understanding of others' behavior. The Psychology textbook has been approved as an AP text, so the content is quite rigorous. Students enrolling in Psychology should have at least a 3.0 GPA. (This course is generally not open to Sophomores. If space in the course is available, Sophomores who have a 3.5 or above GPA may be eligible.) Not offered in 2022-23.

ORGANIZATIONAL LEADERSHIP

ELECTIVE FOR 9-12; .50 CREDIT

Students will learn about four major facets of organizational leadership, the study of leaders and leadership theory, organizational structures and mission, principles of organizational finance, and data analysis for strategic planning. OL is an interdisciplinary course with elective options in math (students will learn spreadsheet skills), English (there will be substantial reading and succinct writing), or social studies (extensive learning on how to work with people) Not offered in 2022-23.

SOCIOLOGY AND SOCIAL ISSUES

ELECTIVE FOR 10-12; .50 CREDIT

Sociology, a study of group behavior, includes an examination of group differences and interaction and an analysis of major social problems. The basic concepts, principles and practices of sociology will be explained, introducing students to the fields of sociology and social work. (This course is open to Sophomores who have a 3.2 GPA or above.) Not offered in 2022-23.

WOMEN IN U. S. HISTORY

ELECTIVE FOR 10-12; .50 CREDIT

The course will be an overlook of women's role and impact throughout U.S. History and in our government. There are four main periods we will concentrate on: 1) Revolution and the formation of the U.S. Government 2) The Seneca Falls Era 3) The 19th Amendment--Women and Voting 4) The ERA and the modern women's rights movement. Each student will read at least two historical nonfiction books on the impact of women and each student will complete projects on multiple women who have impacted US history.

NOTE: *Global Christianity and Second Temple Judaism may also be elected for Social Studies credit.*

Social Studies Honor Scholar Award Criteria

The Social Studies Honor Scholar Award will be given to each graduating senior who has:

1. Earned an average grade of at least A- (90% or higher) in U. S. History, World History, Government, and also an additional one and one-half credits of social studies electives (Economics, Psychology, Mass Media, Sociology, World Issues, Global Anabaptism, Global Christianity, Child Development).
2. Demonstrated an interest in the social studies discipline within the classroom through a speech that was given, an essay that was written, a project undertaken
3. Read a book that features history, political science, or social issues and then complete a book chat with a teacher, write a book review or share a book talk with a class. Verification: Classroom Teacher
4. Documented at least one time they have been able to show an interest in the Social Studies field of study. This may include expressing and defending an opinion in class; participating in a political, social or humanitarian cause in the community; writing a significant opinion essay or blog; or some other way of showing your interest in Social Studies at school or in the community. Verification: Classroom Teacher
5. Volunteered ten hours doing some type of social service for community or school. These hours may not be used for any other assignment or award. Verification: Supervisor

ELECTIVES

The following courses are not counted toward a specific department but are counted as elective credit. Each graduation plan has a set number of minimum elective credits needed to complete the plan.

ACADEMIC LAB

ELECTIVE FOR 7-12; .50 CREDIT

Students needing academic support in a focused environment will take Academic Lab. During this period, they will use required coursework to strengthen and develop study skills. Each trimester students will focus on one or two individualized goals of their choosing. Recording assignments daily, completing and turning in assignments on time, making and using study cards, and maintaining an organized binder are some of the areas that may be addressed.

Students interested in enrolling in this course must consult the School Counselor before choosing this course during the course request period. The class, generally limited to five students per period, may be repeated as necessary.

ADULTING 101

ELECTIVE FOR 12; .50 CREDIT

In this course students will explore a variety of practical topics they are likely to encounter as they transition into adulthood. Some of these topics include taxes, personal finance and financial literacy, college and career choices, personal disciplines and lifestyle choices, and a variety of everyday life skills based on student interest. The course will be partly research based, partly reflective/introspective, and there will also be an element of listening and learning from others.

BUSINESS INTERNSHIP (High School)

EMS offers a wonderful opportunity for students who are dedicated to their career planning and education. The internship program is designed for juniors and seniors who are interested in experiencing "first hand" a particular career or career field. Students who participate in the internship program work with a professional in the community to gain experience and insight into a specific field. See the internship menu and talk with the internship coordinator about the many possibilities offered. Students choosing to participate in the program would receive a high school credit, in lieu of payment from the intern sponsor.

Participation in this program requires the student to work at the internship site. The student will be required to provide their own transportation to and from the internship site. The interns will meet regularly with the program coordinator to discuss relevant topics relating to employment, as well as issues and concerns relating to their specific internship placement.

The student must be dependable, responsible, punctual, and have a desire to intern within a professional environment. Success in the program will depend upon parent/guardian support and the student's commitment. The program coordinator and teachers will provide ongoing direction and support to help ensure the process. Conversations about an internship placement should happen in the spring before the student's junior or senior year.

COMPUTER PROGRAMMING WITH PYTHON I

ELECTIVE FOR 9-12; .50 CREDIT

This course will introduce students to the language and structure of computer programs, learning to write code and problem solve at the same time. Students will work at their own pace to write programs of increasing difficulty, finishing up the trimester with a series of projects, and finally design their own program to demonstrate what they have learned. No previous programming experience is necessary, grades are based on progress rather than absolute mastery.

COMPUTER PROGRAMMING WITH PYTHON II

ELECTIVE FOR 9-12; .50 CREDIT

Students will continue in their development of programming techniques using the Python language by starting off with a series of projects. For the second half of the course students will be given the option of switching to a different programming language or continuing with Python. A Final Project designed by each student will be the culminating activity. Prerequisite: Computer Programming with Python I or Equivalent Experience

COMPUTER PROGRAMMING WITH PYTHON III

ELECTIVE FOR 9-12; .50 CREDIT

In this third course in Programming students will develop their own direction and projects based on their particular interests. In conversation with their teacher, students will pursue a language of their choice, identify appropriate resources, and report to their teacher as they progress through their selected projects and objectives. Prerequisite: Computer Programming II or Equivalent Experience

COMPUTER PROGRAMMING (Independent Study)

ELECTIVE FOR 9-12; .50 CREDIT

Students that are not able to fit a Programming course into their schedule can elect to take it for IS. They will need to coordinate with the teacher to make sure they understand the requirements, and check in regularly to ensure adequate progress and support.

INDEPENDENT STUDIES

In some instances, students may need to take an EMS course as an independent study to complete a graduation requirement. Teachers will monitor the work and assign the final grade.

Occasionally students do participate in research projects under the supervision of a faculty member. These opportunities allow students to extend their learning in positive ways; however, these special projects require significant initiative and

self-direction. Therefore, the teacher and counseling staff must believe the project will serve the academic needs of the students and the schedule of the teacher.

LIBRARY ASSISTANT

ELECTIVE FOR 9-12; .50 CREDIT

Students may choose to assist in the Library one period each day of the week. Library skills/training will be offered, after which the assistant will have an opportunity to participate in a variety of jobs with books and periodicals. A pass/fail grade will be assigned.

Students must receive approval from the Librarian prior to registration. With the approval of the Librarian, interested students may be allowed to repeat this elective in the same school year or subsequent years.

ONLINE COURSES

As described earlier in this handbook, students may need to take coursework through an online provider. If a student would like to take a course through another provider, then the family will cover the costs. See the School Counselor for more details.

PUBLICATION DESIGN

ELECTIVE FOR 9-12; .50 CREDIT

Students will develop an understanding of preparing a print publication. Course instruction includes an introduction to graphic design. The primary focus of the course will be production of *Ember*, the school yearbook. A pass/fail grade will be assigned.

STUDIES ABROAD (or in other locations)

Studies abroad or in other locations can dramatically increase understanding of other cultures, world issues, languages and enable students to develop useful cross-cultural skills. Talk with the School Counselor for details if you would wish to study abroad.

TEACHER ASSISTANT

ELECTIVE FOR 10-12; .50 CREDIT

A limited number of students may elect to become a Teacher or Instructional Assistant. As an assistant, you will be expected to work one period each day of the week for a minimum of one trimester with a particular teacher. Sometimes that work will happen during a particular class period, so the student will assist other students. A teacher assistant may also assist the teacher with a variety of clerical tasks and background preparation for lessons. Teachers are especially interested in assistants who desire to explore the teaching profession. Teachers may also be willing to serve as a research mentor.

A pass/fail grade will be assigned. This elective may be repeated if an assignment can be found. If students wish to serve as a teacher assistant in an EMES classroom, they should talk with the Elementary Principal first to obtain approval.

Theater Courses

ACTING 1

ELECTIVE FOR 9-12; .50 CREDIT

In this course, students will explore the basic principles of performance. Using scenes of two or more actors, we will explore the nuances of tone, movement, and objective as they pertain to creating believable, honest performances. Students will be asked to collaborate with others on their scenes and also in the processes of skill development and exploration.

THEATER 6

REQUIRED FOR 6

The Theater 6 exploratory will cover the foundations of theater in inquiry and understanding, creative expressions of production and performance, and the historical and cultural revelation of theater.

THEATER 7

REQUIRED FOR 7

Theater 7 builds on the introductory elements of theater introduced in Theater 6 and applies them to the practice of solo performance. Students will use monologues - both found and written - to analyze character development from rehearsal through performance. Music and movement will be used to enhance performances and deepen the connections to tone and theme.

THEATER ARTS

ELECTIVE FOR 11-12; .50 CREDIT

The course focuses on the theme of shifting perspectives of Americana as portrayed in the theater. The course is a combined reading and performance class. Students will read several plays, each offering a unique perspective into life in America - past and present. The themes are relevant today (class, race, gender identity) and the playwright's use of language deftly portrays these ideas through very different narrative voices. We will discuss the material (background, etc.) in advance of each reading. The class will be academically demanding as we will analyze each play from multiple angles: performance (directing and acting), design (scenic, lighting, costumes), and critically (analysis of theme and character). Assignments will include: several analytical essays, the development of a director's notebook, the performance of a monologue/scene, the opportunity to develop and lead an in-class lesson focusing on theme and character. Teacher permission needed if a student in grade 9 or 10 wants to take the course.