

CORNERSTONE CHRISTIAN SCHOOL
PARENT HANDBOOK
August, 2015

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1. VISION

1.1 Mission Statement

To assist parents in educating the children of the covenant as a part of their preparation for a life of Christ-centered service and stewardship in the kingdom and Church of God.

1.2 Vision and Educational Goals

OUR BASIS

We believe all that is contained in Holy Scripture as confessed in the Three Forms of Unity: the Belgic Confession, the Heidelberg Catechism, and the Canons of Dort. This is the basis for the instruction, government, and discipline in this school.

As parents, we are called by divine ordinance to instruct our covenant children about the mighty works of the LORD. God's work of creation and recreation form the foundation for all the subjects of learning. God the Father, our Creator, has put all things in man's dominion, and in Jesus Christ, we and our children have been restored to that calling after the Fall. Therefore, the pursuit of knowledge and the development of talents, with a view to being faithful stewards over creation, is a necessary and worthy endeavor.

OUR PURPOSE

The purpose of the school is to assist the parents in their calling to educate their children. Proceeding from our basis, deriving its authority from the parents, and recognizing that the fear of the LORD is the beginning of wisdom, the school endeavors to equip the children with further knowledge and skills in specific subject areas so that they may learn how to be faithful stewards and so glorify the name of the LORD in all of life.

Therefore, in a spirit of humility and cooperation, the school aims to:

- Teach all subjects in the curriculum as parts of an integrated whole, in a thoroughly Scriptural framework.
- Provide education that: recognizes the position of our children as members of the covenant and communion of saints; strives to make a place for all of those children; utilizes the community's talents and resources; and is in harmony with what is taught in the home and Church.
- Teach discernment between good and evil in every aspect of education.
- Implement a curriculum to meet the needs of American students.
- Provide clear models of God-fearing lives through staff and board.
- Encourage every student to develop a love for learning, to enjoy the pursuit of knowledge, and to achieve his or her academic potential.
- Ensure parental involvement.
- Provide an orderly and secure atmosphere conducive to the attainment of good education.

1.3 Expansion of Vision and Educational Goals

In order for our school goals to be fully understood, brief explanations of each goal follows.

- Teach all subjects in the curriculum as parts of an integrated whole, in a thoroughly Scriptural framework.
Reformed education seeks to view all academic disciplines through the eyes of faith. Since every truth is understood in the light of a particular worldview, it is essential that the education received in our school successfully passes on a Biblical worldview to our students. Christian education is more than "secular cake" decorated with "Christian icing". All subjects must be taught in the light of God's existence and the revelation of His Son Jesus Christ. Because the Scriptures have the crucial role in teaching us about this revelation, God's Word must also occupy a central role in our school. Knowing the mighty works of God in creation and recreation, our students need to learn that all of reality in the particular subject areas is coherent and is worth knowing.

- Provide education that: recognizes the position of our children as members of the covenant and communion of saints; strives to make a place for all of those children; utilizes the community's talents and resources; and is in harmony with what is taught in the home and Church.

A key motivator for establishing a school arises from the covenant God has established with us and our children. Parents have a responsibility to ensure that the education their children receive fully embraces the doctrinal instruction they are called to provide for their children. Our children are set apart by God to be His own possession in the world He created and upholds. The education our children receive should reflect this reality – and should provide the necessary skills for students to serve God in all areas of their lives.

God has endowed men with a variety of talents and gifts. This diversity is also evident within the covenant community. To all parents comes the calling to prepare their children for a life of service, regardless of their children's abilities. Our school recognizes that there are different abilities among the covenant children, and strives to provide appropriate education for *each* of them. There is much to be gained when the children learn to develop their talents in the context of a community with varying abilities.

In all that the school endeavors, it must be borne in mind that it receives its authority from the parents. The school's role is to *assist* parents in educating their children.

- Teach discernment between good and evil in every aspect of education.

"Nothing in the universe can be known except when placed into its relationship to God." Vantil, *Essays in Christian Education*. At our school, we aim to teach discernment between good and evil (the antithesis) in every aspect of education. This will be taught implicitly as well as explicitly; theoretical teaching of the antithesis will be applied in practical ways. When dealing with curriculum, for example, specific objectives for each subject will explain how the antithesis is to be developed in that particular subject. When dealing with discipline in the school, for example, an explanation of right and wrong will be accompanied by the application of suitable deterrents, merciful but just, applied according to Scriptural standards.

- Implement a curriculum to meet the needs of American students.

We believe that the education of the covenant youth should reflect the particular cultural, societal, and historical context in which God has placed them. We will provide a course of studies through which our students will become familiar with the history and government of the United States of America, the state of Washington, and the Lynden area.

- Provide clear models of God-fearing lives through staff and board.

Just as our homes need discerning parents, our school, as the extension of our homes, needs discerning brothers and sisters in faith to teach and guide our covenant children in full harmony with what is taught in the home and Church. School Board and staff shall model responsible and God-fearing lives. They shall be confessing members of an American/Canadian Reformed Church or sister church, and demonstrate a commitment toward Reformed Education.

- Encourage every student to develop a love for learning, to enjoy the pursuit of knowledge, and to achieve his or her academic potential.

This must be a cooperative effort between home and school. The parents, through the School Board, will appoint teachers who love to teach, who demonstrate a love for learning, and who can communicate it with enthusiasm. The teachers will encourage each student, recognizing each child is an individual with unique gifts and talents given by the Creator, adapting the learning environment to best aid the child in reaching his academic potential. Both teachers and parents must be enthusiastic readers of excellent literature who are themselves actively engaged in the pursuit of knowledge. The parents as well will encourage their children in this by taking time to review schoolwork and assist with homework assignments when appropriate. The staff and School Board will endeavor to aid both the parents and students in accomplishing these goals by providing an excellent library with many helpful resources, by publishing lists of recommended reading or studying material, as well as by holding regular information evenings.

- Ensure parental involvement.

We believe that parents have the primary responsibility of educating their children (c.f. Deut. 6:4-9; Eph. 6:4). This has practical implications both for parents and for the manner in which the school executes its task. Parents will want to be involved in their children's schooling and the school will take steps to ensure that the parents can be involved. School policies and procedures regarding such matters as discipline, participation of

volunteers, communication, academic achievement, and curriculum development will foster parental involvement. Parental responsibility and involvement are cornerstones to a relationship of mutual respect between teachers and parents. Parents will appreciate the assistance they receive from teachers in meeting their obligation to educate their children. Teachers, knowing where the primary responsibility for educating covenant children lies, will respectfully support parents in their awesome task of raising covenant youth.

- Provide an orderly and secure atmosphere conducive to the attainment of good education.

By God's design and in His perfect wisdom it is the sincere desire of parents, and by extension, of teachers, to provide children during their delicate years of growing up with a protective and nurturing environment. Our school functions within this protective network. We strive to provide an atmosphere that is safe, comfortable, and conducive to learning. It is our desire that parents, teachers, and children live together in a relationship of trust and harmony, and that students are supported on the path towards maturity and independence.

The standards for conduct and discipline in the school will reflect the standards the God of the covenant places on His people. Our children have dignity by virtue of creation and covenant standing, and teachers and students must always remember this. Conduct that undermines either the dignity and/or position of the student himself (e.g. laziness) or of other students (e.g. teasing) is not acceptable. Similarly, all discipline should be administered with a view to restoring the student to a right relationship in the covenant.

Finally, we strive to attain "good" education. Although the word "good" has become trite in today's society, we use this adjective in light of Genesis 1 where God repeatedly judges what He has created to be "good", that is, *suited to its purpose*. In this school, we want our children to receive a good education – one that is suited to its purpose of preparing the youth of the covenant so that they may learn how to be faithful stewards and so glorify the name of the LORD in all of life.

2. OUR SCHOOL COMMUNITY

2.1 Our Students

2.1.1 Discipline and Behavior

Discipline

Discipline at our school is not an end in itself; it is meant to protect and promote a learning environment. In addition, a school without discipline has no way of protecting its mission and reason for existence. Biblical discipline has two aspects, that of instruction and of correction. Instructive discipline does not presume that the student has done anything wrong or has been disobedient. Setting the student on a course of studies, making the student complete schoolwork on time, and establishing goals that will be difficult for the student to meet are all forms of instructive discipline. The vast majority of education is discipline in an instructive sense. Corrective discipline is a response to wrongdoing. Its purpose is to protect instructive discipline. Corrective discipline corrects the behaviors that threaten the course of instructive discipline. Instructive discipline instills character and knowledge over time. Whether the problem is laziness, immaturity, or inexperience, the problem is corrected by the work that is done. Corrective discipline steps in as necessary to protect this process against behavior that threatens it.

Behavior

Our school was instituted for the education of covenant children. The behavior required of our students is simply that which God requires of His children and those identified with His Church in His Holy Word. Our school seeks to promote among its students a love and concern for one another, cheerfulness, patience with each other's weaknesses, friendliness, persistence and zeal in academics and other school activities, teamwork, compassion, modesty and self discipline. Students are to avoid and resist temptations including: faultfinding, gossip, laziness, a negative spirit, exhibitionism, egotism, cynicism, and apathy. Public displays of affection between members of the opposite sex are prohibited.

2.1.2 Expectations for Student Conduct

At Cornerstone students are expected to:

- Demonstrate a respect for and obedience towards the Word of God and be willing to be corrected by the Word of God.
- Demonstrate respect and obedience to the teachers and those in authority. Students should address them by their proper titles, politely and without backtalk, and should accept and submit to their instruction and discipline.

- Demonstrate respect for fellow students. This respect should be shown by the way they treat the person, property, and feelings of others.
- Demonstrate respect for school property as well as their own by taking care of the things entrusted to them and by leaving alone that which does not belong to them.
- Obey the school rules without complaining; the rules are in place for the well being of everyone.
- Admit and apologize for wrongdoing and accept the consequences that may follow.

Working Together to Promote Good Behavior

Our children need to be nurtured on the pathway of sanctification. As adults, we have to be patient with their weaknesses and correct them again and again. It should be visible to the children that their parents and teachers are working together to promote good behavior. Some examples of this are:

- Both teachers and parents must be good role models for the children. They quickly notice when we fail to “practice what we teach”.
- Parents and teachers must be honest in acknowledging the sinful nature of children. Wrongdoing must not be passed off as just a phase or be justified by what others are doing. Wrongdoing must be dealt with.
- Children tell parents of many situations occurring at school. A discreet phone call to alert the staff of a situation they may not be aware of would be greatly appreciated. Such working together may help put an early stop to student misbehavior and prevent possible hurt and grief.
- Children should clearly see that both parents and teachers, in their conversations and prayers, support each other in their respective tasks.
- When a child comes home with a grievance about how s/he has been treated at school by a teacher or fellow student, parents should suspend judgment until they have spoken to the teacher if the nature of the grievance appears to warrant it.
- Both parents and teachers can do untold damage by criticizing each other in front of children. When there is reason for a grievance, open communication is important without using children as witnesses.
- Parents can help teachers promote a positive attitude towards school by taking an interest in their children’s work and talking about school. Children must learn that all tasks in life have aspects that they will not enjoy, but which should be done in obedience to the LORD. Therefore, parents should not tolerate grumbling, negative attitudes, or indifference in their children. Both parents and teachers need to encourage children to see their responsibility to do their work cheerfully and faithfully.

2.1.3 Corrective Discipline

Cornerstone is a parental school and will endeavor to include parents in the discipline of their children. Corporal punishment such as spanking will not be used. If the teacher in consultation with the principal feels the child needs a stronger form of discipline, the parents will be informed so that they can use appropriate correction and reproof.

When a student does wrong at school and the teacher must correct the student, it should be done in love and with the student’s well being in mind. Punishments must be just, appropriate for the nature of the offense, and fit the character and age of the child. Because all children are different, it is neither right nor possible to punish them all in exactly the same way. In some cases, a word of reproof is enough. Keeping the student in at recess, taking away privileges, giving extra assignments, sending the student to the principal, or calling parents are other forms of punishment.

When children do not respond to corrective discipline as they should, the school will take stronger measures to protect the learning environment and the Christian community by punishing those students who persist in disobedience. These measures are suspension and expulsion.

2.1.4 Late Policy

Students are expected to be in class at the time of the bell signaling the beginning of class, ready to work. At the high school level, any student not yet ready receives a late notice. This will be given to students who are not prepared for class, as evidenced by not being seated at their desk, or not having books, etc. Students will serve a detention for having received three late notices in a one-month period.

2.1.5 Detention Policy

School detentions may be given for improper behavior or for infractions of school rules. Four detentions in any six-week period will result in more serious action by the principal, usually resulting in a school suspension.

Detentions are 30 minutes in length and will be served after school on Monday, Tuesday, and Thursday. Students must report to their teacher by 2:40 and complete assignments given by the supervising teacher. Detentions take priority over all other activities.

2.1.6 Suspension Policy

2.1.6.1 Duties of the Principal

- The principal will consult with the teacher(s) of the pertinent student or with another teacher if it involves one of his own students.
- The principal will meet with the student to arrive at a common understanding of the problem, and the subsequent punishment.
- The principal will consult with the Board chairman prior to informing the parents.
- The principal will inform the parents of the cause, duration, and implications of the suspension via a telephone call on the day that the suspension is issued, and will follow up with a letter outlining all of the above.
- The principal will inform the School Board as soon as possible about all suspensions.
- The principal has the authority to extend the suspension if proper apologies have not been made.
- The principal will keep a record of persistent discipline problems. This record will include:
 - name of student(s)
 - date(s) of infraction(s)
 - punishments given
 - contacts with the parents
- This record will be kept on file in the student's documentation file in the office.

2.1.6.2. Duties of the Parents

- Parents will see to it that the time spent at home as the result of the suspension is not turned into a vacation. The child must experience the discipline of his/her parents.
- Parents should arrange to have the child telephone a reliable classmate for homework assignments.
- One or both parents must bring the child back to school at the end of the suspension period and personally see to it that the child apologizes appropriately to all parties involved. This is the most crucial part of the suspension procedure and should be carefully prepared and carried out.

2.1.6.3 Implications for the Student

A suspension means that the student:

- will receive a zero grade for all test and assignments missed;
- will possibly experience some difficulty with subsequent school work because of missed lessons;
- will be entirely responsible for making up and understanding work missed; and
- will have to apologize sincerely for the misdemeanor(s) which led to the suspension and show amendment of his/her ways afterwards.

2.1.6.4 After a Suspension

- Upon the return to school, the expectation is that a student will demonstrate a heightened awareness of the need to respect school rules and contribute positively to the school's culture.
- In the event that is not evident, and a student continues to receive detentions, representatives of the School Board will visit the student in his/her home with the parents.

2.1.7 Expulsion Policy

A student who deliberately and persistently refuses to act righteously and threatens the spiritual, emotional, and physical well being of other students and/or teachers does not belong at our school. When there is no longer a willingness to accept and respond to correction, such a student must be removed from the school through a formal expulsion. The purpose of expulsion, like that of suspension, is correction – an amendment of life and a change of heart – so that the student can be received back into a school community at the conclusion of the expulsion period set by the School Board.

The steps for expulsion are as follows:

- Except in cases of flagrant abuse or crime, there will be a period of time during which the child will be admonished and perhaps suspended. The staff will consult with the parents about the behavior or attitude of their child. The principal will inform the School Board of any actions taken.
- When the staff deems that a student no longer responds to correction and that his/her presence threatens the well being of others, the principal will inform the School Board.
- The School Board will proceed with formal expulsion by visiting the parents and setting the length of time

for which a student will be expelled. Normally, an expulsion will last the duration of the current school year.

- Re-entry into school will take place via an interview at the conclusion of the set expulsion period. This interview will include the parents, the student, staff and School Board representatives. This interview must satisfy all parties concerned regarding the student's willingness to show amendment of past behavior and to submit to the demands of covenantal living.

2.1.8 Prolonged Suspension and Expulsion Guidelines

The Board is tasked with reviewing all situations where students are being considered for prolonged suspension (more than three days) or expulsion.

Procedures for School Board with regards to prolonged suspension or expulsion:

- 2.1.8.1** In all cases the principal will first contact the parents and advise them of their child's infraction(s) and inform the parents that a recommendation will be given to the Board, for suspension or expulsion.
- 2.1.8.2** The School Board, upon recommendation by the principal to consider prolonged suspension or expulsion, will review the principal's recommendation for initial assessment.
- 2.1.8.3** If the Board concurs that serious consideration should be given to prolonged suspension or expulsion, the Board will schedule a meeting with the student, parents, the principal, and if necessary an additional staff member to review the infraction(s), providing an opportunity for response from the parents.
- 2.1.8.4** The Board will deliberate and make its decision in a closed session.
- 2.1.8.5** The expulsion or suspension will take place according to the guidelines in this handbook.
- 2.1.8.6** After the School Board has made a decision, an additional opportunity for appeal may be granted only when new grounds, evidence, or facts previously omitted are brought forth.

2.2 Our Parents

We believe that parents have the primary responsibility to educate their children (c.f. Deut. 6:4-9; Eph. 6:4). This has practical implication both for parents and for the manner in which the school executes its task.

2.2.1 Role of Parents

Parents will:

- realize that they delegate (and never abdicate) their authority;
- show proper respect and esteem for the teacher's person and task;
- ensure that their children recognize the priority of their school-related tasks;
- be involved in their children's schooling (by attending school events like parent teacher interviews, society meetings, open houses, by volunteering, etc.);
- work with their child and teacher when the child needs additional help;
- endeavor to provide their children with a stable home environment that is conducive to learning and development; and
- strive to keep educating themselves, recognizing the value of education.

2.2.2 Role of the School

In light of the above, the school will:

- carefully evaluate its programs to ensure that it does not take over tasks that rightfully belong to the parents;
- endeavor to have countless ways for parents to get actively involved in the day-to-day work;
- be receptive to parental concerns and suggestions;
- educate the parents about aspects of the curriculum so those parents can know what is being taught and why it is being taught;
- have frequent and timely communications with the parents so that the parents can keep abreast of their responsibilities; and
- seek parental support in matters of discipline and academic standing.

2.2.3 Parent-School Communication Policy

Parents and teachers are encouraged to have regular communication with each other about student performance and behavior. While this can be done by means of officially scheduled parent-teacher conferences and report cards, contact by phone and e-mail is also encouraged.

All contact should uphold the principles of biblical justice (Matthew 18) and procedural fairness. If parents witness or hear of a particular incident which they consider may have been handled in an inappropriate way by a teacher or support staff, then the following procedure is to be followed to resolve any concerns. Bypassing this procedure can result in unsubstantiated allegations becoming public knowledge, making resolution very difficult.

Procedure for parents to communicate concerns:

1. Parents are encouraged to first contact and have a discussion with the teacher involved.
2. If the parents remain concerned and wish to pursue the matter further, then they should inform the teacher that they plan to have a discussion with the principal. The principal will take the matter up with the teacher and try to resolve the issues so that all parties feel it has been handled in a satisfactory manner.
3. If the parents still conclude that the issue with the teacher has not been properly resolved and they wish to pursue the matter further, then they should inform the principal and bring the matter to the board in writing. The board will have the final decision as to how the matter will be resolved.

2.2.4 Grievance Policy

The regular corrective discipline of the school is under the supervision of the principal and staff and is to be administered according to policies outlined in this handbook. The following process is intended to provide parents with a means for pleading their child's case in the event they disagree with the punishment administered by the principal and/or staff.

Procedures for parents with grievances:

- Parents, after normal due process has been exhausted with teacher(s) and the principal, will contact the chairman of the Board to arrange a hearing.
- Correspondence from students, parents, advisors will be submitted to the Board chairman prior to the hearing.
- The student, his/her parents, the principal, and any staff member directly involved in the original discipline, will meet with the Board, to further clarify their positions and understanding of the situation and facts presented.
- The Board will deliberate and make its decision in a closed session.
- The School Board will communicate its decision verbally, and in writing, to the parents involved.

2.2.5 Appeal Policy

After the School Board has made a decision, an additional opportunity for appeal may be granted only when new grounds, evidence or facts previously omitted are brought forth, within five school days of the date of suspension. Following the appeal process the subsequent Board decision is considered final.

2.3 Our Volunteers

Many school activities and programs need the support of enthusiastic volunteers. As the school looks for ways to utilize volunteers most effectively, it is good to have a protocol in place for such involvement. Professional attitudes and conduct will make the process run smoothly.

- Information regarding students/teachers at school should not be discussed outside of the school.
- If volunteers are unable to make their scheduled time to volunteer, they should inform the teacher with whom they made the arrangements as early as possible.
- The volunteer must maintain high expectations for student behavior and courtesy. If discipline problems arise, they must not hesitate to send the student to the classroom teacher.
- Volunteers will be a School Society member or any member of an American or Canadian Reformed Church. Exceptions need to be approved by principal and a School Board member.

2.4 Our Staff

All staff will provide clear models of God-fearing lives.

2.4.1 Administration

2.4.1.1 Principal

The principal's task is above all one of leadership. The principal will:

- Set the direction of the school for the rest of the staff and students, guiding them in developing academically;
- Have a clear knowledge of and vigorously promote the vision of the school;
- Use a variety of ways to assist the teachers and support staff with their professional growth and well-being, as well as regularly evaluate the teaching staff;
- Coordinate curriculum development;
- Supervise the curricular and extra-curricular activities done by the school;
- Ensure good communication between home and school by publishing the *Cornerstone Contact* on the first school day of each week and additionally as necessary;
- Act as advisor to School Board and will attend School Board meetings when requested;
- Attend the Education Committee meetings in an advisory role;
- Ensure that the school is run efficiently and effectively in its day to day operations, within the mandate given by the School Board and the budget established by it, and in compliance with state and federal regulations;
- Plan for the short-term and long-term success of the school;
- Be a member of the School Society and attend membership meetings of the Society.

2.4.1.2 Secretary

The secretary primarily will:

- Provide administrative assistance to the principal and to the other staff members. The secretary is responsible to the principal.

2.4.2 Teaching Staff

Teachers will:

- Recognize that their students are first of all the responsibility of the parents. In that framework, each teacher will exhibit a professional attitude and professional conduct.
- Not discuss or criticize internal school matters, students, colleagues and school policies in public or in the presence of students or any persons either inside or outside of the school community. When a problem does arise, teachers must attempt to resolve the matter privately with the person(s) involved. When efforts do not succeed, the teacher should seek out the principal or chairman of the School Board for advice.
- Be committed to contribute positively to a pleasant and professional environment in the school and staff room.
- Be committed to professional development and spend time each year in upgrading academically. If the opportunity presents itself, each teacher should be willing to evaluate and/or prepare curriculum materials. Each teacher will also attend meetings and workshops set up by the School Board, Education Committee and/or principal.
- Be well organized and manage their classroom in a firm and loving manner. Teachers will use a variety of methods to evaluate their students' progress throughout the course of the year and communicate this progress to the students' parents and the principal.
- Discipline in love and out of concern for the spiritual well being of the students. Teachers must guide and correct the students for whom they are responsible, tempering judgment with compassion.
- Attend membership meetings of the Society.

2.4.3 Support Staff

Support staff will work in close cooperation with the teachers and principal, giving aid and assistance in the classroom, so that each child may progress to the best of his/her ability. Expectations for teachers, insofar as they are applicable for support staff, are also expected of the latter.

2.4.4 Staff Dress Code

- Teachers should dress professionally at school and for school related functions like workshops, meetings and conventions.
- Men should wear dress pants and shirts. They should also wear a tie and suit jacket when appropriate.
- Women should wear a dress, or a skirt or dress pants with an appropriate top.
- All staff should wear appropriate shoes.
- Jewelry and makeup may be used in modesty in the spirit of I Peter 3:3,4.
- Classroom volunteers should dress to the same standard as teachers.

2.5 School Policies

2.5.1 Arrival/Departure Times

School begins at 8:15 a.m. The first bell rings at 8:10, at which time all students are expected to be ready to line up at school doors. Elementary students are not to enter the school building before that time unless, in the event of inclement weather, the teachers invite students indoors.

School ends at 2:35 p.m. All students must vacate the building by 2:45, except those students who are actively assisting the school cleaners or who are involved in supervised extra-curricular activities.

2.5.1.1 Drop Off Procedures

- staff members will park vehicles in the church parking lot immediately south of the church building
- if you are a parent who is dropping off children and you don't need to leave your vehicle:
 - using the southern Northwood Road approach, drive towards the school's flagpole, wait your turn behind those ahead of you, pull up as far as possible parallel to the sidewalk, let out your children from your vehicle, and then pull away, creating room for others behind you
- if you are a student who is dropping off siblings/others:
 - do the same as parents, as described above, and then park your vehicle diagonally on the north side of the gravel parking lot (or directly south of the firehall on the church's parking lot)
- if you are a student who has been dropped off:
 - high school students, use the sidewalk to walk into the school's north entrance
 - elementary students, use the sidewalk to walk past the pillars by the school's front doors and go to your designated door
- if you are a parent who is dropping off children and you need to leave your vehicle to run an errand or stay at school for a while:
 - approach the school by using the same Northwood approach leading eastwards towards the flagpole, and park in the diagonal spaces on the south side of the church parking lot (where staff members used to park).
 - Ensure that as your children approach the school, they do not walk through any places where vehicles are operating.
- Always enter the school parking lot on the south side. This ensures that the traffic going through the drop off area all flows the same way. Cars leaving are to exit out the north driveway.

2.5.1.2 Pick-Up Procedures

- if you are a parent who is picking up children and you don't need to leave your vehicle:
 - use the same procedure as in the morning; leave as soon as possible
- if you are a student who is picking up siblings/others:
 - wait for your siblings in your vehicle, and when they are all in, leave
- if you are a parent who needs to stay for a while (perhaps to school clean)
 - approach the school by using the approach leading eastwards towards the flagpole, turn right, and then back into a parking place so that your vehicle's back bumper is by the grass and your vehicle is facing the school.
- Children are not allowed to pass through the line up of cars. Students must remain on the grass or sidewalk areas, or enter their vehicle. They may not play on or cross over the asphalt behind the parked cars, as cars will be exiting and arriving in that lane.

2.5.2 Absences

In the event that a child is unable to attend school, the parents are to inform the school via email to absent@cornerstoneschool.us before 8:15 a.m.

2.5.3 School Assemblies and Devotions

From time to time during the school year, the school opens together with a school assembly. Parents are welcome to attend. A schedule of these assemblies will be shared via the *Cornerstone Contact*.

2.5.4 Student Rules and Regulations

2.5.4.1 General

2.5.4.1.1 Building Care

We encourage our students to have pride in our school and the building God has provided. Care should be taken at all times to be responsible citizens both inside and outside of the school.

2.5.4.1.2 Student Conduct

The following types of conduct are considered unacceptable at Cornerstone Christian School or during any school functions:

- disrespect or insubordination exhibited to staff or volunteers
- destroying or defacing school property (parents are expected to pay for repairs or replacement of property damaged by their children)
- fighting
- leaving school grounds without permission
- swearing or unclean language
- horseplay in the school building
- handling other students' property or taking personal property without permission
- smoking and/or possession of tobacco
- cheating
- possession of any drug not prescribed for the student by a physician
- use of cell phones, walkmans, ghetto blasters, or other personal listening devices (though students may use cell phones after school outside the school)
- possession of knives and guns

2.5.4.1.3 Acceptable Usage Policy for Computer Network & Internet Use by Students and Staff of Cornerstone Christian School

2.5.4.1.3.1 Introduction

The mission statement of Cornerstone Christian School defines our school's goals, "To assist parents in educating the children of the covenant as a part of their preparation for a life of Christ-centered service and stewardship in the kingdom and Church of God." In keeping with this stated mission and to provide teachers and students with the best possible educational opportunities and resources, Cornerstone Christian School is pleased to provide internet access for our school community.

We believe that the internet is a valuable educational tool that can enhance the program of any school. Although we must emphasize that the internet is not an end or subject in itself, we believe it to be a valuable tool and that its responsible and productive use will open up vast amounts of information to our students and be a tremendous asset to our school's education program. There are, however, serious pitfalls of which school staff, students and parents must be aware.

In many respects, the internet is rather like a library where parents and teachers might take their children. We take our children to the library with a purpose and confidently direct them towards the children's corner, the young adult section, or the reference section, yet we are always aware that we could find some materials in the library to be quite objectionable. Nonetheless, we acknowledge the tremendous value of the library and introduce our children to its wonders.

The internet is also similar in some ways in that it is a link to thousands of computer networks and millions of individual users around the world. Since there is no single source of information or service, the internet must be seen as a decentralized web of information that is difficult to govern or censor effectively. The interface provided by the Cornerstone Christian School is designed to restrict access to much of the objectionable materials; however, the very design of the internet is such that access to much objectionable materials may be obtained by the willful use of various search and retrieval tools. Thus, although our school will make every effort possible to restrict access to inappropriate materials, it must be understood that Cornerstone Christian School is unable to control absolutely all of the information on the internet. Some sites accessible on the internet contain materials that may be deemed obscene or otherwise inappropriate for educational use in a 1-12 setting. Cornerstone Christian School neither condones the use of this material nor permits its use in the school environment. Accordingly, no student in Cornerstone Christian School may use a school resource to access the internet without permission of the parent and supervision by a member of the professional staff.

2.5.4.1.3.2 Policy Statement

The Acceptable Usage Policy defines the procedures and rules to be followed when using information technology (IT) facilities at our school. The policy identifies the responsibilities of students, parents and staff in ensuring that the privilege of access to IT resources is used appropriately. Of course, if the privileges are abused there are consequences as outlined.

2.5.4.1.3.3 Guidelines for Appropriate Use

The IT facilities are to be used only for planned educational purposes including curriculum support and delivery, independent research and development, school and class administration, and personal work-related activities.

2.5.4.1.3.3.1 Access to Facilities

- At no time will the students at the school be allowed access to IT facilities without prior permission from a staff member.

2.5.4.1.3.3.2 Network Usage

- Users are expected to save all their work in their student folder on the server. These folders are password protected and accessible from any computer on the network.
- Users are responsible to log-out of their work station when they have completed their task.
- Users may not use other users' passwords nor trespass their files or folders.
- Users may not load, download or install additional software or files without prior permission.
- Users may not use the network to play recreational games.
- Users must promptly disclose or report any violation of procedures or vandalism by others.
- Users may not tamper with software, system setups and options.
- Users may not consume food and drink in the computer lab at any time.
- Users may not use the network to participate in live chat rooms (i.e. MSN messenger)

2.5.4.1.3.3.3 Laptop/Tablet Use

- Students that wish to use a computer or tablet from home for use in the school will be required to have LanSchool software installed on their computer by the school's IT personnel. Parents will be levied a charge of \$20 per computer to cover the cost of this software. This is a one-off cost for the life of the computer.
- When students are on their computers they must be logged onto the school network at all times.

2.5.4.1.3.3.4 Email Usage

- Users may not use the network for personal emails. Email must only be used for school related purposes

2.5.4.1.3.3.5 Internet Usage

- Users may only use the internet for educational purposes. Access to offensive and inappropriate websites is strictly prohibited.
- Users must immediately notify a staff member if encountering inappropriate material.

2.5.4.1.3.3.6 Privacy

- Users will recognize the limits of their own privacy while on the network and understand that network administrators are fully capable of determining:
 - what sites a user visited,
 - what files a user downloaded,
 - what information and graphics were viewed during a network session.
- Users must never reveal private details of others or send confidential information over the internet such as home addresses, passwords, telephone numbers, etc.

2.5.4.1.3.3.7 Communication With Others

IT facilities open up the possibilities for greater communication not only with fellow students and staff but also with persons external to the school community. Although this form of communication is not face-to-face, it is imperative that it be conducted in a courteous and polite manner with the use of appropriate language. Always remember the following:

- Use language and address other people in a manner that befits the character of a Christian.
- Realize that you are interacting with people even though they are not physically present. Communicate with people as you would face-to-face in a public location.
- Do not assume that your "conversation" is 100% private. Teachers and administrators may need to gain access to student records if it is believed they have violated their privileges or for the investigation of unusual activity.
- Read over your message carefully before sending it to someone.

2.5.4.1.3.3.8 Plagiarism

- Plagiarism is taking or using the ideas of someone else and offering them as your own. Credit must be given to the person from whom the ideas originated. This includes ideas or material taken or used from the internet.

2.5.4.1.3.3.9 Copyright

- Copying from the internet (e.g. text, images, graphic designs, audio, software, data, video) should be regarded in the same way as copying from any other source. It may be used freely for educational purposes as long as the source is clearly acknowledged. It may not be published or publicly made available without the approval of the copyright owners. This includes material that is placed on a publicly accessible internet site.

2.5.4.1.3.4 Discipline

Violations of these guidelines may result in disciplinary action in accordance with regular school policy. The disciplinary action will take into account the type and severity of the violation, whether it causes any liability or loss to the school, and/or whether the action is a repeat violation.

The unacceptable use and abuse of privileges regarding the use of IT facilities will lead to consequences that include one or more of:

- suspension of computer access and use privileges.
- termination of computer access and use privileges.
- additional disciplinary action in line with existing practice.
- referral to civil law enforcement authorities for criminal prosecution.
- charging to recover costs incurred by damage or vandalism.
- other legal action including action to recover civil damages and penalties.

2.5.4.2 Dress Code

In keeping with the need for God's children to constantly reform their thinking and conduct in every area of their life according to the Word of God within a fallen world, it is good to include a policy concerning our attire at school in the school handbook. The influences of the secular philosophies of our age are strongly promoted in the world of dress. Knowledge of the principles of dress taught in the Holy Scriptures will help us, with our children, to identify and withstand these influences and temptations. When someone is transformed by the Spirit and Word of Christ on the inside, it will also show on the outside.

At Cornerstone Christian School we believe that learning should occur in a disciplined and orderly environment. Furthermore, we make a public statement about the character and purpose of our school through both the behavior and dress of our students. Parental and school standards are needed to help children resist the pressure to conform to wrong standards set by peer groups. Our clothes should communicate respect for those around us. They should not alienate, seduce, or intimidate others. To that end, students at our school are required to dress according to this Dress Code as mandated by the parents and specified by the School Board.

- Clothing must be neat, modest and should fit so as to not draw attention to one's self (no tight or excessively loose, long, or short clothing).
- Styles must be in moderation. This means "fads" and extreme dress and hairstyles are to be avoided.
- Slogans, logos, or pictures that could be interpreted to be unchristian in character are not permitted on clothing. Consequently, clothing with references to the following are not welcome at the school:
 - tobacco or alcoholic products,
 - inappropriate use of God's name,
 - professional sports teams,
 - references to Hollywood,
 - slogans promoting unchristian lifestyle or perspective.
- School clothing from other schools is not permitted.
- Students may wear shorts of respectful length (mid thigh).

- No halter tops, tank tops, muscle shirts or short skirts (shoulders and midriffs are to be covered)
- Skirts and dresses must be of respectful length (mid thigh or longer).
- Students will wear socks to school.
- Students are to dress appropriately for special days and functions.
- Students are expected to have a separate pair of indoor shoes. These will also function as gym shoes. Students will also have a separate school T-shirt and shorts for use during Physical Education classes. Black shorts, available for purchase through the school, are mandatory for students in the fifth grade and upward.
- Students will wear their school T-shirt during Physical Education classes and during one-day school trips.
- Jewelry and makeup may be used in modesty in the spirit of I Peter 3:3,4.

If the staff feels that a student's attire is inappropriate, a note will be sent home to the parents reminding them of our dress code. If deemed necessary, parents may be called to bring more suitable attire to school for their son or daughter.

2.5.5 Remedial Protocol

2.5.5.1 Guiding Principles

- individualized programs are appropriate; all students do not necessarily need to move through their work at exactly the same speed
- mastery is essential, especially in the lower grades
- school work should be challenging for all students, but not to the point of excessive frustration
- a parental school means, among other things, that parents can be relied upon to provide considerable assistance at home
- communication between home and school is essential to a child's successful education

2.5.5.2 Protocol to Follow

- teacher makes observations in the classroom and notices that a particular student has special needs in a specific subject area
- teacher initiates informal contact with parents and invites feedback, and shares situation with principal
- teacher continues making observations on student to try to determine areas of greatest need
- teacher shares challenges of student with colleagues
- teacher continues informal contact with parents
- principal seeks parental permission to administer a test such as the Brigance Test. Normally, at this stage parents would be advised to have their child tested by hearing and vision specialists to determine whether there are any physical factors that contribute to their difficulties
- conduct the Brigance (or other) test
- arrange a meeting between parents, teacher and principal, to discuss results of test and to develop an Individualized Educational Plan (IEP) that includes specific action items for both parents and teacher
 - a written report of this meeting, outlining strengths and weaknesses of the student and the agreed-upon action plan is to be written up and shared with parents and included in the student's cumulative file
 - due to the wide number of possibilities, situations and circumstances, it is difficult to spell out all the specific details for an action plan; however, one or several of the following strategies would likely be incorporated in an IEP:
 - daily written dialogue between teacher and parents via agenda
 - individual work sheets prepared by teacher
 - additional assistance in the classroom by volunteers
 - individualized assignments
 - individualized grading
 - perhaps at this stage the decision is made to pursue the resources available through the public school system that will allow us to assess an individual's progress and to further develop a remedial plan
 - another possibility is that this group requests that additional resources (such as personnel) be made available to enable the student to achieve success at Cornerstone; the merits of this request will be discussed by the Education Committee, in order to make a recommendation to the Board; the Board would make a decision based on the merits and costs of the suggestion
 - regular items in each IEP would also include:
 - an indication of the goal of the modified program along with indicators to establish success

- the frequency of continued monitoring and dialogue

2.5.6 Athletic Code

2.5.6.1. Introduction

Students with an interest in participating in the school's extracurricular sports program must be fully aware of, and agree to, the following policies and expectations.

Students from Cornerstone Christian School who wish to participate in the extracurricular sports activities of neighboring public schools must also be fully aware of, and agree to, the following policies and expectations.

2.5.6.2 Academic Standards

The academic focus of education remains a priority, and therefore academic achievement takes precedence over athletic involvement. This means:

- Students are only eligible to play on a sports team when they have a passing grade on every course they are enrolled in.
- Students who maintain an 'F' in any subject will be eligible to attend practices but will not be eligible to play in games.
- Where the start of a new quarter falls during a sports season (of games) – the students will have a three week 'grace' period until a bank of grades are built up.
- If a student finishes a quarter with a failing grade they will not be eligible to play for the first two weeks of the new quarter. After the two week period – if all grades are above an 'F' – the student may resume playing games for their team.
- The responsibility for the decision to remove a player from a game or games rests with the principal, who will confer with the student's teachers prior to making a decision.

2.5.6.3 Eligibility

All students from Cornerstone Christian School, from the particular grade that is eligible to participate in any given competition, will be eligible to participate in the extracurricular sports program. Upon request, the school may also consider the participation of students from the American Reformed church community who are home schooled.

2.5.6.4 Absence

Any absence from regular classes on a 'game day' (for reasons other than medical appointments etc.) will disqualify the student from game participation on that day.

2.5.6.5 Players Code of Conduct

All athletes' participation in extracurricular sports must set and maintain a high standard of behavior. Athletes are ambassadors of Cornerstone Christian School and therefore the expectations go beyond compliance with the school rules in the school handbook. Qualities that demonstrate empathy, the use of appropriate language, matters of self-control and respect for other participants, and actions consistent with developing a healthy Christian lifestyle are needed, both on and off the game court.

In light of this, students will:

- treat opponents with respect; shake hands after contests.
- respect the judgment of officials and abide by the rules of the contest.
- accept seriously the responsibility of representing the school by displaying positive behavior at all times.
- play in a positive manner, reflecting Christian values.
- treat teammates and coaches with respect during both practices and games.

Participants understand that a violation of the above expectations will result in suspension of play for the remainder of the game and possible suspension in future games. Reinstatement onto the team by a suspended player will occur only after an interview with the school principal.

A high level of commitment is required from those who participate in team play. Participation at all team practices and in scheduled games is very important. Students who need to miss a practice and/or a game must inform the coach; continued absences may jeopardize a position on the team and/or playing time.

2.5.6.6 Student Dress

The students will wear the CCS PE uniform and any protective equipment that is required to play a particular sport. The coach will provide specific instructions for each event.

2.5.6.7 Participation Fees

The cost for running an extracurricular sports program is borne by those who participate.

2.5.6.8 Transportation

The primary means of transportation to and from games will be by volunteer drivers. When volunteer drivers (and multiple vehicles) are used, the vehicles will travel together (convoy style).

2.5.6.9 Public School Participation

Students wishing to participate in extracurricular sports activities from a neighboring public school will:

- inform the principal of their intentions prior to the beginning of their activities.
- ensure that their parent(s) inform the teacher of all scheduled away games that will cause them to be absent.
- complete any assignments given because of missed classes.
- in the event of time conflicts between public school games and Cornerstone games, the student will support the Cornerstone team's efforts unless other arrangements have been made with the coach.

2.5.6.10 Parental Approval

Parents are to be aware of these policies (CCS-Athletic Code) and must give consent to having their children participate by signing the attached *Parental Consent for Student Athletes*. All *Parental Consent* forms must be submitted to the Sponsor Teacher before the first practice.

2.5.6.11 Coaches

Each coach shall be a communicant member of an American or Canadian Reformed Church, or sister church, be spiritually sound and lead an exemplary Christian life.

2.5.6.11.1 Principles for Coaches

2.5.6.11.1.1 Conduct

- Coaches are expected to demonstrate a high standard of behavior, as ambassadors of Cornerstone Christian School. Specifically they
 - i. must act in a Christian manner and as a responsible role model to the students.
 - ii. need to talk slowly and clearly.
 - iii. must be on time for practices and games.
 - iv. need to encourage and be positive in correcting faults.
 - v. must be familiar with emergency first aid procedures.
 - vi. must be familiar with the code of conduct for players and be willing to enforce it.
- Coaches have the discretion to play athletes as they determine. Generally, the senior athletes will receive more playing time than the juniors. However, coaches may play athletes more or fewer minutes, based on other factors, including the player's commitment and effort demonstrated during practices and/or team meetings.

2.5.6.11.1.2. Sponsor Teacher

- When there is no teacher available to coach, a sponsor teacher will be appointed to be the liaison with the team coach. This teacher will be responsible for:
 - i. attending all games played (or allocating this responsibility to another teacher).
 - ii. speaking with the coaches, receiving, or passing on concerns or comments to/from the staff/principal.
- Coaches should approach the sponsor teacher if there are any problems with a certain student/player.

2.5.6.12 Parental Consent for Student Athletes

Cornerstone Christian students who participate in athletics represent the school in a distinctive way. These students, therefore, take upon themselves the responsibility of defending and promoting the ideals of the school by their actions and words. Athletes are to behave in a manner consistent with that expected of a Christian student and to conduct their lives to bring honor and respect upon themselves and their school.

Students are asked to sign the following:

I realize it is a privilege to represent Cornerstone Christian School in athletic events. I understand that at Cornerstone Christian School there is a Christian standard of behavior that monitors our words and deeds in the classroom, at athletic activities, and in everyday life. If I seriously violate these standards, I will be subject to discipline.

If my actions are such that I am judged to have violated the letter or intent of this code, I agree to submit to the discipline of the principal/sponsor teacher.

SIGNED: _____
(Student's signature)

At least one parent is asked to sign the following:

I have read the Cornerstone Christian School Athletic Code and will encourage my child to live by this code. I also agree to cooperate to the utmost with the coaches and teachers of Cornerstone Christian School.

I hereby give my son/daughter – _____ permission to participate in _____ (athletic sport).

SIGNED: _____
(Parent's signature)

DATE: _____

3 CURRICULUM AND COURSE OUTLINES

A list of courses currently being taught is available upon request. Course descriptions are handed out to students in the first week of school and are also readily available from the teacher upon request.

The following programs are primarily being used for material in traditional core areas:

- Primary Language Arts Open Court
- Middle/Secondary Language Arts Bob Jones
- Primary and Middle Math Saxon
- High School Math Bob Jones / Houghton Mifflin
- 3rd – 6th Grades Science CSI
- 7th/8th Grades Science Bob Jones
- High School Science Bob Jones
- 3rd - 6th Grades History Veritas
- High School History/Geography Bob Jones

A wide range of instructional practices are used in the different subject areas. All videos which the teachers show will have been previously screened to ensure student suitability.

4 GENERAL INFORMATION

4.1 Enrollment Policy

Children attending Cornerstone Christian School must turn six (6) on or before August 31st. Parents who wish to have their child enrolled at the school if the child is not yet six by August 31st will need to have their child tested for first grade readiness. Children who are not yet six will be admitted only upon the recommendation of the licensed or certified psychologist recommended by local public school district.

4.2 Homework

Homework is an indispensable ingredient in the recipe for school success. Student achievement rises significantly when teachers regularly assign homework and children conscientiously do their homework. For parents, homework can be a wonderful window to see what their children are learning, how demanding the curriculum is, and what teaching methods the school is using. Assignments and regular parent/teacher communications will be recorded in school agendas that will be carried to and from home daily.

Although the amount of homework assigned will be at the individual teacher's discretion, a good rule of thumb is to expect at least ten minutes of homework per school night per grade level. First graders get about ten minutes per night; second graders about twenty minutes per night; and so on.

In the primary grades (1st & 2nd) formal homework assignments are not given. Each week students will have some memory work and will have to review a list of reading words, spelling words or math drills. In addition, they may be required to review materials in preparation for a test, although, as a rule, an extensive review will also have been conducted at school. Finally, there may be cases in which teachers make arrangements with parents for regular help at home.

Older students will receive homework regularly in age-appropriate amounts. As our children mature, they should learn self-discipline in completing homework assignments. Of course, parental oversight in this matter is essential.

A few guidelines may help your children do their homework.

4.2.1 Suggestions for Homework

- Set up a study area that is quiet, well lit, and which during study time is off limits to other activities and shielded from interruptions.
- Get rid of distractions (e.g., television, social phone calls, computer games, etc.)
- Schedule study time; make it a daily routine.
- Monitor understanding. In order to prevent the "I studied it, but I don't remember anything!" syndrome, train your child to pause frequently while studying to ask herself: "Do I understand what I've just read? What's the main idea here?"
- Take an interest in your child's work by being available for assistance, by discussing an aspect of the work, and by checking to make sure the work is neat and complete.
- Help organize for long-range assignments; help your child learn to break big jobs into smaller tasks.

4.3 Lunches

The school is not equipped to prepare or serve meals. Students need to bring nutritious sack lunches to school. Parents are responsible to ensure that lunches are put in proper containers. No snack containers may be taken outside during school hours.

4.4 Emergency and Medical Procedures

4.4.1 Fire Drills

- The principal shall hold a fire drill at least 2 times in the first term and at least one time in the remaining terms.
- Every person present (including parents, volunteers, repairmen, etc.) in the building shall participate in the drill.
- Each teacher must practice the routines with his/her class and, where applicable, assign duties to students for the drills.
- At the sound of the alarm, work must stop immediately and teachers and students will stand to begin the practiced routines. Students with special duties should move first.
- At the beginning of each school year, the staff will instruct classes about the regular and alternative exits for each room in the school.
- Teachers and older students shall check rooms where students may be found at the time of the alarm:
 - Boys and girls restrooms and change rooms
 - Library
 - Staff room
 - Supply room
 - Conference room
- All windows and doors must be closed either by the teachers or appointed students.
- Students may not stop to get out-door clothing.
- The first students to leave each classroom will hold the door open for their group.

- Students must walk in single file out of the classroom to the designated place in the south west corner of the property. No running, pushing, or yelling is allowed.
- Students not in the classroom when the alarm sounds must use the nearest exit. Once outside, they must rejoin the rest of their class. This aspect of the drill should be practiced.
- Each class must line up in a designated area and wait until the principal signals that students and teachers may return inside.
- The teachers are the last to leave the building and should be checking that all duties assigned to students have been carried out.
- Each teacher must check that his/her students are all accounted for and immediately report the results to the principal.
- Re-entry into the school building should be done orderly and quietly: in the same order as used during exiting.
- The principal or any staff member should phone 911 in case of an actual fire.

4.4.2 Earthquake Procedures

Our school is in an earthquake zone. Therefore it is important that our students know about earthquakes and what they should do in an earthquake situation.

- At the sound of the alarm, work must stop immediately and teachers and students will stand to begin the practiced routines. Everyone will leave the building immediately using the nearest exit door.
- Additional expectations for staff can be found in the Teacher Handbook.
- After an earthquake, students will remain outside until the building has been determined to be safe and secure.

4.4.3 Health Records

In compliance with Washington state law, all students attending Cornerstone must be current on immunizations. Certificates of immunization and a completed health record sheet must be on file in the school office by the first day of school. During the first week of school medical consent forms will be sent home with the students. Using these forms, parents give advance consent to emergency medical treatment in the event that they cannot be reached. It should be well understood that these forms will only be used if parents cannot be reached at the time of an emergency.

4.4.4 Health and Safety

We strive to provide a safe school environment and attempt at all times to protect the health and safety of our students and staff. We routinely conduct earthquake and fire safety drills. Tobacco use will not be permitted on school grounds. Any student who feels ill or becomes injured should notify a staff member immediately. First aid materials and assistance will be rendered as needed and parents will be contacted. In case of medical emergencies, Cornerstone staff members may transport students to the hospital or medical clinic or call 911.

4.4.5 Prescription and Non-Prescription Medications

Cornerstone staff members and volunteers are not permitted to distribute aspirin or any other medication to students. The only exception to this policy will be for students who provide a doctor's and parent's request (including a waiver of liability) for a staff member to dispense medication to the student. The staff will only dispense Tylenol tablets to children when necessary if parents have provided permission for this on the medical consent form.

4.5 Telephone Use

Neither teachers nor students will be available to receive phone calls during instruction times (except in cases of emergency). Messages may be given to have calls returned during recess or lunch hour. Students will not be given access to school phones unless there is an emergency.

4.6 Permission for Field Trips

At the beginning of each school year, school administration will send a letter home requesting parents to give permission for all school trips during the school year, provided that advance notice is given of that field trip in two consecutive copies of the weekly *Cornerstone Contact*.

4.7 Standardized Testing

Students in second, fourth, sixth, and eighth grades will be tested using the Iowa Test of Basic Skills.

4.8 School Cancellation (Inclement Weather)

4.8.1 Before School (a.m.)

In the event of school closure due to inclement weather, please listen to KGMI (AM 790) and/or visit their website, www.kgmi.com. KGMI will announce Cornerstone Christian School closures.

4.8.2 During School

If the decision is made to close school early, parents will be informed via telephone.

4.9 Library

The mandate of the Library Subcommittee, which reports to the Education Committee, is to:

- Collect books for our library.
- Oversee implementation of the goals of the library.

Building a library is an ongoing process and the Subcommittee is committed to carefully selecting quality books that serve the educational purposes of the school, correspond to the curricular program, and/or provide our students with opportunities for enjoying and discovering a rich variety of books. It should be noted that choosing books is a subjective process and many books containing truth, beauty, and relevance, while not overtly labeled as Christian, are worthy of reading and study. The Subcommittee has attempted to carefully review the books placed in the library; however, if you discover a book with what you deem is objectionable content, please inform the staff and outline reasons for your concerns. Most conflicts should be able to be handled informally. If the matter remains unresolved, the complaint may be brought in writing to the Library Subcommittee which will review and together with the principal make a recommendation to the Education Committee, which will make the final decision.

Each class has a scheduled library class each week, during which time each student may sign out two books for a period of two weeks. Books may be taken home, but must be returned or renewed (one time) on or before the due date. If

students have overdue books, they may not sign out any books. Books more than two weeks overdue are considered lost. A "lost book fee" equal to the replacement cost of the book must be paid before the student's borrowing privileges are restored. If the book is subsequently found and returned, the "lost book fee" will be refunded.

4.9.1 Goals

The library of our school has the following goals:

- to provide students with fiction and non-fiction reading materials for enrichment and literature development;
- to provide curriculum resource and support materials for student use in research and enrichment;
- to provide an environment conducive for research and study as well as a place to enjoy and share good books;
- to provide students with opportunities to acquire library skills.

4.10 Ladies Aid

4.10.1 Mandate

The mandate of the Cornerstone Christian School Ladies Aid is:

- 4.10.1.1 To raise funds by way of fundraisers or events to provide necessary items for the Cornerstone Christian School.
- 4.10.1.2 To donate to the general fund of Cornerstone Christian School. (Any requests for specific items or causes must be received in written form.)

4.10.2 Board

The Ladies Aid Board consists of four directors - President, Vice-President, Secretary and Treasurer. Elections for the Board will take place in the fall. Each member of the Board will serve a two year term. The Board will determine a President, Vice-President, Secretary and Treasurer from among its members.

Besides the regular duties of the board they are also to do the following:

- 4.10.2.1** One Ladies' Aid Board member, along with one Ladies' Circle Board member will make a visit to new members of the ARC congregation.
- 4.10.2.2** Two Ladies' Aid Board members will visit new members of the school who are not also members of the ARC.

4.10.3 Committees

- 4.10.3.1 Kitchen Committee:** The committee shall consist of three members who will serve a two year term, which will alternately terminate in the fall of each year. The committee is in charge of maintaining the kitchen and its supplies as mandated by the school board as well as organizing food and arranging for people to serve at school functions.
- 4.10.3.2 Hot Lunch:** The committee shall consist of two members who will serve a two year term, which will alternately terminate in the fall of each year. The committee will organize a hot lunch once every other month at the discretion of the principal.

4.11 Cooperation with Other Schools

4.11.1 Canadian Christian Schools

Our school participates in several events together with Credo Christian Elementary School (Langley, BC), John Calvin School (Yarrow, BC), and William of Orange Christian School (Cloverdale, BC):

- Volleyball Tournament - 7th Grade - February
- Speech Contest - 6th/7th Grades - May
- Track and Field Day - 6th/7th Grades - June

4.11.2 Area Christian Schools

The 7th/8th grades will participate in a variety of sports activities with other small Christian schools in the Whatcom County area. This includes basketball, soccer, and volleyball. Serious efforts will also be made to enable high school students to participate in a variety of inter-school sports activities.

4.12 School Calendar 2015/2016

2015/2016 Yearly Calendar

Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.
AUGUST/SEPTEMBER					FEBRUARY				
	25	26	27	28	1	2	3	4	5
31	1	2	3	4	8	9	10	11	12
7	8	9	10	11	15	16	17	18	19
14	15	16	17	18	22	23	24	25	26
21	22	23	24	25	29				
OCTOBER					MARCH				
28	29	30	1	2		1	2	3	4
5	6	7	8	9	7	8	9	10	11
12	13	14	15	16	14	15	16	17	18
19	20	21	22	23	21	22	23	24	25
26	27	28	29	30	28	29	30	31	

NOVEMBER				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
DECEMBER				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
JANUARY				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
MAY				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
JUNE				
		1	2	3
6	7	8	9	10

Aug 17-22	First week of School - Staff
Aug 25	First Day of School - Students
Sept 7	Labor Day
Oct 8	In-Service Day
Oct 9	Fall Break
Oct 12	Columbus Day
14-Oct	PSAT Test Date
Oct 30	High School First Quarter Reports
Nov 2,3	High School P/T Conferences
Nov 11	Veterans Day
Nov 25	Elementary Report Cards - Term 1
Nov 26	Thanksgiving Day
Nov 27	Thanksgiving Break
Nov. 30	Elementary P/T Conferences
Dec 2	Elementary P/T Conferences
Dec 17	Christmas Concert
Dec 18	Last Day of School
Dec 21 – Jan 1	Christmas Break

Jan 4	Return to School
Jan 18	Martin Luther King Day
Jan 22	High School Second Quarter Reports
Jan 25,26	High School P/T Conferences
Feb 11,12	Mid-Winter Break
Feb. 15	President's Day
Mar 4	Elementary Report Cards - Term 2
Mar 7,9	Elementary P/T Conferences
Mar 24	High School Third Quarter Reports
Mar 25	Good Friday
Mar 28 - Apr 1	Spring Break
April 29	Professional Development Day
April 29	Public Speaking Contest
May 5	Ascension Day
May 27	Sports Day
May 30	Memorial Day
June 3	Eighth Grade Graduation
June 6	Quad school Track Meet
June 10	Last day of School/ Senior Graduation

4.13 Graduation Requirements

Students from Cornerstone Christian will earn the following courses in order to graduate:

4.13.1 Core Areas:

English:

- English 100
- English 200
- English 300
- English 400

History/Geography:

(The state requirement for Washington state history is satisfied at the 7th/8th grade level.)

- World Geography 100
- United States History 200
- United States Government 300
- History of Civilization 400

Math:

- Math 100 (Algebra 1)
- Math 200 (Geometry)
- Math 300 (Algebra 2) or Business Math 300
- Math 400 (Pre-Calc/Trig) or Business Math 400

Reformed Studies:

- Reformed Studies 100
- Reformed Studies 200
- Reformed Studies 300
- Reformed Studies 400

Science:

- General Science 100
- Biology 200

4.13.2 Other Courses:

Fine Arts:

- Videography 105
- Videography 205

Foreign Languages:

- Spanish 100
- Spanish 200

Occupational Education:

- Computer 105
- Computer 205

Physical Education:

- Phys Ed 105
- Phys Ed 205
- Phys Ed 305
- Phys Ed 405

Senior Project

4.13.3 Electives (for junior/senior years only):

Science:	Physics 300, Chemistry 400
Leadership:	Coaching 105
Life Skills:	Home Economics 105, 205
Online Courses:	Discuss options with Principal
Teacher Assistant:	Student Tutor Experience 105
Technology:	AutoCAD 105, 205
Work Experience:	Work Placement 100, 200
Music:	105

4.13.4 Credit Totals:

Core Totals:	
English	4
History/Geography	4
Math	4
Reformed Studies	4
Science	2
Other Courses:	
Fine Arts	1
Foreign Languages	2
Occupational Education	1
Physical Education	2
Senior Project	1
Electives:	
Any	3
	28

4.13.5 Explanatory Notes

It is expected that all students will successfully complete the courses listed above. However, note the following:

- 4.13.5.1 Some students will take courses numbered “01” rather than “00” if there is an academic need for such. The “01” numbered courses are similar in content, but some modifications are made to the grading in order to enable the student to experience success.
- 4.13.5.2 Courses numbered “00” or “01” are full credit courses. Courses numbered “05” are half-credit courses.
- 4.13.5.3 Courses beginning with a “1” are considered freshmen level, “2” courses are sophomore level, “3” are junior level, and “4” are senior level.
- 4.13.5.4 If, by the latter third of the year, students are not expected to earn a passing grade in a particular Reformed Studies course, they will be given the opportunity to improve their grade by extra assignments; all students need to achieve a passing grade in all Reformed Studies courses in order to graduate from Cornerstone Christian School.
- 4.13.5.5 Students must achieve a pass standing in their Senior Project.
- 4.13.5.6 Students will attempt all courses. Other than the ones specifically listed above, they must achieve a pass standing with at least 25 credits in order to graduate.
- 4.13.5.7 It is possible that the above regulations do not meet the learning needs of a particular student; exceptions to the above will be considered by the Education Committee on the recommendation of the principal.
- 4.13.5.8 The “Distance Education” options are continually evolving. A service provider called “Digital Learning Commons,” which lists hundreds of courses that students can enroll in and obtain credit for, is available through the Ferndale School District. These courses range from the advanced theoretical courses to the very practical.
- 4.13.5.9 High School Music Credit
 Since singing and the making of music is important to God (ex. Isaiah 42:10, Matt. 26:29) and a cultural activity we will continue to engage in even after death (Revelations 15:2-4), this is clearly an endeavor that we, as a Christian school, have every reason to encourage. Therefore, students in the HS are eligible for half a credit of music per year by:
 1. Having weekly music lessons with a teacher that is a member of a music teacher association. They will perform in adjudications, recitals, competitions and exams. A yearly exam should include a theory and practical component.
 - OR
 2. Practicing and/or performing bi-weekly in a community band or orchestra. The student will perform in a minimum of 2 concerts a year. The student’s teacher/director will provide a progress report at least twice a year to be handed in at least a week before the end of the second and fourth quarters.

4 HOME AND SCHOOL COMMUNICATION

5.1 General

Once every two months the *Lynden Link* is published. This magazine is distributed in the foyer of the American Reformed Church in Lynden. Parents who do not attend the American Reformed Church will have the *Lynden Link* sent to them or passed via their children at school.

The *Lynden Link* includes reports from the Board, the Principal, and the committees which help to operate the school. In addition, samples of student work and informative articles which may be of interest to the school society are published. The *Lynden Link* is available online at www.cornerstoneschool.us.

5.2 School News

Every Monday, the *Cornerstone Contact* is distributed to the families of students. Couriered home by the youngest representative of each family in the school, this newsletter contains items of general interest to the parents/students. In addition, each classroom teacher provides some of the specific learning goals for their classrooms for each week. The *Cornerstone Contact* is available online at www.cornerstoneschool.us.

5.3 Student Evaluation and Progress Reports

For students in elementary grades, three times per year report cards are sent home with the students. High school report cards are sent home four times per year. Twice a year an evening (or two) is set aside for parent-teacher conferences, where parents attend scheduled conferences. All parents are strongly encouraged to attend these meetings so that they can discuss their child(ren)'s progress with the classroom teacher(s).

Older students and their parents also have access to grades online. Communication advising people how to access this information is sent to the homes by the teaching staff at the beginning of the school year.

6 CONSTITUTION AND BYLAWS

6.1 Constitution

6.1.1 Foundation: The foundation of the Society is the Holy Scripture as confessed in the Three Forms of Unity: The Belgic Confession, the Heidelberg Catechism, and the Canons of Dort, and this clause is unalterable.

6.1.2 Objectives: The objectives of the Society are:

6.1.2.1 To collect funds to establish and maintain a day school in the Lynden area.

6.1.2.2 To provide a Christian education in adherence to God's infallible Word as confessed in the Three Forms of Unity.

6.2 Bylaws

6.2.1 Membership

6.2.1.1 Membership is available to everyone who is a member of an American or Canadian Reformed Church.

6.2.1.2 Cornerstone School Society's Membership and Enrollment policies are designed so that everyone who qualifies as per section 6.2.1.1, regardless of marital or parental status, is encouraged to become a member of the society and share in the cost of educating our covenant children as soon as possible. Furthermore, parents who intend to enroll children in the school are required to have made contributions to the Cornerstone School Society that equal or exceed 80% of the current annual elementary tuition fee prior to their child(ren) starting school. At the discretion of the board, contributions to other Reformed school societies may contribute toward this threshold. Exemptions from this policy require formal approval by the board.

6.2.1.3 All members shall be required to pay dues as established by the Society.

- 6.2.1.4 Failure to stay current with dues may result in a visit by the Board of Directors to determine reasonable cause. In cases of financial hardship, biblical counsel and direction will be given within the limits of the school board's responsibility. Membership may be lost if dues are not paid in full.
- 6.2.1.5 A member may resign from the Society at anytime by written notice.

6.2.2 Enrollment

- 6.2.2.1 Normally, only children of members of the Society shall be enrolled as students. The Board of Directors may make exceptions, but in all cases the parents of these children must be in full agreement with the objectives and foundation of the Society. The fees for these children shall be set at the discretion of the Board of Directors. The enrollment of children of non-members shall be subject to a periodic review.
- 6.2.2.2 Cornerstone Christian School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. We do not discriminate on the basis of race, color, national and ethnic origin in administration of its education policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

6.2.3 Meetings

- 6.2.3.1 Annual meetings shall be held in the fall, prior to November 30th of each and every year.
- 6.2.3.2 General meetings of the Society shall be held at such dates as the Board of Directors may decide.
- 6.2.3.3 Voting with respect to the election of Directors shall be by secret ballot. In all other cases, voting shall be by show of hands.
- 6.2.3.4 Notice of any meeting of the Society shall be given not less than ten days prior to the date of such meeting. Notice of the meeting shall specify the place, the day, and the hour of the meeting. In case of business requiring special resolutions, the general nature of that business shall also be specified.
- 6.2.3.5 In the case of a meeting in which the membership is called to vote, fifty percent (50%) of the members who are entitled to vote shall constitute a quorum.
- 6.2.3.6 Voting with respect to all business shall require fifty percent (50%) plus one of votes cast to constitute a majority, except that voting with respect to a special resolution (any major expenditures relating to the acquisition of real property, construction or major alterations of the school facilities or any goods and services expenditures of over \$2500 per year not covered in the approved budget) shall require a two-thirds majority of votes cast.
- 6.2.3.7 If there is no quorum to conduct business, after having given proper notice of a meeting subject to paragraph 2.3.4, the Board shall reconvene the Society within four weeks after giving the Society proper notice. The members present at that rescheduled meeting shall constitute a quorum to conduct business. At the rescheduled meeting only those items that were on the previous agenda may be dealt with.
- 6.2.3.8 Absentee ballots shall be permitted, and shall count toward the quorum requirements of the meeting, only for original (i.e. unchanged) issues and/or elections as identified in the published meeting agenda, on the original, published meeting date. The absentee ballot must be signed by the absent Society member casting the vote, and must clearly indicate his or her intention. Absentee ballots must be received by the secretary of the board no less than five minutes prior to the start of the meeting.

6.2.4 Board of Directors

- 6.2.4.1 The Board of Directors shall nominate potential candidates to fill vacancies for outgoing members. These nominations shall have the consent of the member. Additional nominations received from the membership shall have the consent of the nominee and be supported by at least two other members. Such nominations shall be submitted in writing to the Board prior to the meeting called for voting.
- 6.2.4.2 The Board shall consist of at least five Directors, of which one shall be Chairman.
- 6.2.4.3 Board members shall be elected by the membership for a term of three years and shall not be eligible for re-election to office for a third continuous term.
- 6.2.4.4 Each year, in the Fall, at least one Board member's term will end, and an election will take place for one new Director.
 - 6.2.4.4.1 All candidates must receive a majority of votes cast to be elected to the Board (50% plus

- one).
- 6.2.4.4.2** In cases where members are voting on several directors at one time, if more candidates receive a majority vote than there are available positions, those candidates receiving the highest votes shall be considered elected.
 - 6.2.4.4.3** If any positions are not filled via the first election, due to a non-majority or a tie vote, the members shall keep voting until the proper number of Directors are elected. If no candidate is elected on the first ballot, the candidate receiving the fewest votes shall be dropped from the ballot for subsequent elections.
 - 6.2.4.5** Vacancies occurring in the Board of Directors by reason of death, resignation, or dismissal of a member may be filled by a member of the Society appointed by the Board of Directors until the next annual meeting of the Society.
 - 6.2.4.6** The Board of Directors shall elect from among its members, a Chairman, a Vice Chairman and such officers as they deem necessary.
 - 6.2.4.7** The duties of the Board of Directors shall be:
 - 6.2.4.7.1** To execute and regulate school policies in accordance with the Constitution of the Society.
 - 6.2.4.7.2** To appoint a teaching staff qualified to carry out the educational policies of the Society, and concurrent with the Constitution and Bylaws.
 - 6.2.4.7.3** To promote the cause of Christian education in the community through all appropriate means.
 - 6.2.4.7.4** To account properly for all funds and annually prepare a financial statement consisting of an operating statement and balance sheet. This shall be reviewed periodically throughout the school year to ensure the operations of the school are within the yearly budget, as established by the Board.

6.2.5 Teachers

- 6.2.5.1** The Board, while selecting candidates for teaching positions, shall adhere to the following considerations:
 - 6.2.5.1.1** All full-time and part-time classroom teachers shall be communicant members of an American or Canadian Reformed Church, or sister church, be spiritually sound and lead exemplary Christian lives. (Classroom teachers are defined as having responsibility for the majority of the students and curriculum instruction in the class.)
 - 6.2.5.1.2** Part-time, specialized teachers shall preferably be members of an American or Canadian Reformed church, or sister church. The Board shall make every effort to exhaust this avenue. However, in the event that no suitable candidates for a specialized position are available, the Board may, at its discretion, hire a qualified candidate from outside the American or Canadian Reformed Churches, or sister churches. (Specialized teachers are defined as having responsibility to teach specific course(s) or provide Special Education assistance to a limited number of students.)

6.2.6 Audit

One month prior to the annual meeting of the Society, two members of the Society, other than Board members, shall be appointed to examine the books of the treasury and to report their findings to the Society at the annual meeting.

6.2.7 Rules of Order

In the event of a dispute over proceedings at any meeting, Robert's Rules of Order shall prevail, providing they are not inconsistent with these Bylaws and any special rule of order the Society may adopt.

6.2.8 Records

- 6.2.8.1** The Secretary shall prepare minutes of all meetings of the Society and of its Board of Directors, and provide for the safe-keeping of these records.
- 6.2.8.2** The Secretary shall maintain a register containing all names and addresses of the members of the Society.
- 6.2.8.3** The Treasurer shall keep the books of accounts and shall provide for the safe-keeping of the finances of the Society.
- 6.2.8.4** In the event of a dispersal of the Society, any funds that have accumulated shall be disbursed to

the American Reformed Church of Lynden.

6.2.9 Board Committees

The Board may establish committees necessary for the good operation of the school and will be accountable for the actions of any committees so established.

6.2.10 Alterations of Bylaws

The Bylaws of the Society may be altered or amended by resolution of the Society, requiring a two-thirds majority.

7 SCHOOL BOARD AND COMMITTEES

7.1 Staffing Policy

The School Board is responsible for filling all staffing positions each school year. Based on the adopted teacher profile, the Board will assess the qualifications of each suitable candidate and interview them with two members of the Education Committee. The Board, after consultation with the Education Committee and conducting reference checks, shall decide which candidates should be hired and execute the required contracts.

Each year, two Board members, ideally the Chairman of the School Board and the Education Committee liaison, will interview first and second year teachers by the middle of October. The purpose of this interview is to determine whether there are any issues or problems that need attention and for showing encouragement.

The same people (if possible) shall interview each staff member in the early part of February. This interview is for the Board to find out how each staff member feels about his/her position, determine if there are any concerns needing attention, and to evaluate the teacher's progress relative to the teacher profile. This interview would also give the teacher the opportunity to provide feedback on the various stakeholders involved in the operations of the school: the parents, volunteers, staff members, the Education Committee and the Board. The Board will do its best to respond to any concerns expressed in a timely manner, seeking to resolve them to the satisfaction of the respective parties involved.

7.2 Finance Committee

The Finance Committee will consist of the Treasurer of the Board and at least two other School Society members approved by the Board. Ideally, the Treasurer of the Board will act as the chairman of this Committee. Members will be appointed for terms of three years or less.

The Finance Committee may be asked to:

- Propose and act on revenue generating ideas, with the approval of the Board, so as to responsibly supplement the manner in which the school is to be maintained financially;
- Carry out any other financial related tasks that the Board may require.

This Committee's work involves matters of a confidential nature, and this information is not to be made available to anyone outside of this Committee and the Board.

7.3 Education Committee

This Committee will:

- Consider matters related to curriculum, instruction, policies, and staffing of the school and make recommendations concerning the same as mandated by the School Board;
- Keep itself informed regarding the academic quality and Scriptural character of the instruction given, and make reports and recommendations concerning these and related matters to the School Board;
- Regularly (at least twice per academic year) host Information Meetings for the membership concerning topics of interest and benefit to the school; and
- Oversee the operation of the Library Subcommittee and appoint members as needed.

The Education Committee will consist of:

- One School Board member who, as a full and active member of the Committee, will act as liaison between the Committee and the School Board and will make monthly reports to the Board regarding the activities of the Committee;
- At least three members of the School Society who are nominated by the Committee and appointed by the School Board; and
- The principal.

As a rule, the School Board member will function as the Chairman of the Committee. Exceptions to this practice will only be carried out with the agreement of the Committee and the approval of the School Board.

Term of Appointment:

The usual term of service is three years, however this may be extended for one term. Appointments to fill vacancies on the Education Committee will be made every year after the annual meeting held in the Fall.

Finances:

Annually, the Education Committee will present a budget proposal regarding items in its purview to the School Board for consideration prior to the preparation of the preliminary budget. This proposal will be considered by the School Board at its January meeting.

Classroom Visits:

At least once every two months, one School Board member and one Committee member will be appointed to visit the school. Reasonable notice of the visits must be given, that being not less than 24 hours. Both the principal and the teacher(s) involved should be notified. Visitors should be sensitive to the difference between their visits (i.e., to be kept informed) and those of the principal (i.e., to supervise) and report accordingly. After the visit a brief discussion will be held with the teachers involved.

A verbal report will be given to the Education Committee and to the school board at their next meeting. If there are specific concerns that the visitors feel need to be addressed, a written report will be filled out, signed and presented to the teacher, with a copy given to the principal, within two weeks of the visit. Any criticism should be offered in a sensitive way. Major concerns should be communicated to the principal at the first opportunity.

7.3.1 Library Subcommittee

The Library Subcommittee will consist of the following members:

- an Education Committee member who will act as liaison between the Education Committee and the Subcommittee.
- a school staff member chosen by the school staff
- current school librarians

A chairman will be selected by the committee from the "librarian members". The terms of the Education Committee liaison, the Staff member, and the Library Chairperson will be three years.

The mandate of the Library Subcommittee is to collect books for the library and oversee the implementation of the goals of the library. The Library Subcommittee will ensure that there are a sufficient number of capable librarians to manage the affairs of the library

The Library Subcommittee is to present the Education Committee with a proposed budget each year relating to the maintenance of the library. The Education Committee will make recommendations to the School Board about the Subcommittee budget proposal.

The Library Subcommittee will be accountable to the Education Committee and will have regular communication through the liaison and submit meeting minutes to the Education Committee. The Education Committee will have regular communication with the Library Subcommittee and make recommendations to the board of their behalf.

7.4 Committee of Building & Maintenance

The Committee of Building and Maintenance, also known as the CBM, is established to relieve the School Board of much organizational work related to the establishment and maintenance of the building facility and grounds as well as dealing with future transportation needs.

The CBM will consist of five members of the School Society. One member will be a School Board member, and act as a liaison between the School Board and the CBM. The School Board will appoint members to the CBM as required. The CBM will appoint members to the positions of chairman and secretary. The secretary will draft minutes of each meeting, which will be forwarded to, and reviewed by, the School Board. The terms of CBM members will be three years. These members will meet at least once a month.

The CBM is to present the School Board with a budget each year relating to the maintenance of the school building and grounds for the upcoming school year. The CBM is to authorize payment and keep proper financial statements of all expenditures within the allotted budget throughout the year.

On a semi-annual basis, the CBM will carefully check the playground equipment in order to ensure student safety. The CBM will also coordinate ongoing maintenance and repairs on the building and property, complete long-term planning with regards to the ongoing physical needs of the school, as well as organize janitorial help to keep the facilities clean.

7.5 Information Technology Committee

The Information Technology Committee, also known as the IT Committee established to relieve the School Board of much organizational work related to the establishment and maintenance of the computers (hardware and software) and networking system in the school, as well as identifying and preparing for our future Information Technology needs.

The IT Committee will consist of five members of the School Society. One member will be a School Board member, and act as a liaison between the School Board and the Committee. The School Board will appoint members to the Committee as required. The Committee will appoint members to the positions of chairman and secretary. The secretary will draft minutes of each meeting, which will be forwarded to, and reviewed by, the School Board. The terms of Committee members will be three years. These members will meet at least bimonthly.

The IT Committee is to present the Education Committee with a budget each year relating to the maintenance of the computers and networking needs of the school for the upcoming school year. The Education Committee will make recommendations to the School Board about those parts of the IT budget proposal that involve student use of computers.

The IT Committee is to present the School Board with a budget each year relating to the maintenance of the computers and networking needs of the school for the upcoming school year. The Committee is to authorize payment and keep proper financial statements of all expenditures within the allotted budget throughout the year.