

CORNERSTONE CHRISTIAN SCHOOL
PARENT HANDBOOK
August, 2022

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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.

GRADUATE PROFILE

Each student is unique and has been given distinctive talents and abilities by God. At CCS, students learn to identify who they are and what talents they've been given. They develop these talents in order to live deliberately to God's glory. When they graduate, students will:

- internalize the main components of a Christian worldview,
- demonstrate mastery of the academic curriculum as taught at CCS,
- think critically and creatively,
- communicate effectively,
- understand his/her responsibilities in his/her family, church, and broader society,
- contribute positively to the well-being of his/her social and physical environment.

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, although consideration is taken for students with jobs. Some seniors serve them earlier in the day, if they don't have a class last period. They are not served at lunch.

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.

2.2.6 Conflict Resolution Policy

Purpose: To outline, in more detail, a process for managing conflict in a Christian manner should this arise in any of the employee relationships.

Preamble: The Employee Handbook instructs staff to 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 if the principal is one of the parties involved for advice. (CCS Employee Staff Handbook, pg 3, 8.c.2)

The Parent Handbook reminds parents that all contact should uphold the principles of biblical justice (Matt 18) and procedural fairness. If parents witness or hear of a particular incident that they consider may have been handled in an inappropriate way by a teacher or support staff, then the following procedure should be followed to resolve any concerns. (Parent Handbook-August 2020, pg 8)

The teaching of the ninth commandment, as summarized in the Heidelberg Catechism (LD 43 - QA 112) can also be helpful in managing conflict in any relationship. This teaching places due emphasis on ensuring that "false testimony" is

not given and that people are not judged 'rashly and unheard' (on the basis of hearsay). Instead, there is a biblical injunction here, urging that steps are taken to ensure the defense and promotion of the neighbor's "honor and reputation".

It should be noted that no policy is going to cover every situation that could arise in a school employment situation. Wisdom and discretion will always need to be present. It is, however, a good starting point to have an agreed-upon policy in place that can be followed should the need arise.

Conflict between students and teachers

Management of conflict between students and teachers is outlined in more detail in the Teachers' Handbook. A teacher should make every effort to avoid serious conflict with a student, but it is vastly important that a clear, written record be kept of all interactions. Alerting the principal to difficult situations is crucial, but when the seriousness of the situation escalates the Board may need to be involved. For further information about discipline and behavior see Parent Handbook 2.1: also see Teacher's Handbook 2.1 "The Teacher".

Conflict between parents and teachers/support staff

Parents are encouraged to first contact and have a discussion with the teacher involved. Clarification about what may have happened, and hearing the context of the situation is extremely helpful. Discussions at this level enhance understanding, communication and trust. Most conflicts can be resolved at this level.

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.

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. (Parent Handbook-August 2020, p 8)

Conflict between parent and the school

A parent may have a concern about a general practice, policies or procedures used at school. These concerns may not have a direct link to a specific teacher, but have more to do with the general operation of the school. If there is a concern, the parent should:

Initiate a meeting with the principal. An opportunity to discuss operational matters can help clarify and eliminate perceptions. The perspective of the parent and that of the school can be of mutual benefit and can help to strengthen communication. These types of concerns can be highly sensitive and perhaps speculative in nature. If it appears that the matter is specific to a staff member then the parent may be encouraged to take up the matter directly with that staff member. Other, general matters of concern may be followed up by the principal in a manner consistent with their urgency and sensitivity.

The principal should ensure that the parent has the opportunity to take the concern further and should document the discussion and the conclusions reached. A journal of all such discussions should be maintained by the principal and be available upon review by the board.

If the parent is not satisfied that the discussion with the principal has resolved the issue in an acceptable manner, the parent should inform the principal that the matter will be directed to the board.

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, a member of an American or Canadian Reformed Church or a parent of an attending student. Exceptions need to be approved by the principal and a School Board member.

2.4 School Policies

2.4.1 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.

2.4.1.1 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.

2.4.1.2 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.

2.4.2 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.

2.4.3 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*.

2.4.4 Student Rules and Regulations

2.4.4.1 General

2.4.4.1.1 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.

2.4.4.1.2 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, with the exceptions of seniors who may leave after signing out and have no classes that they are required to be at school for.
- 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 can be difficult to govern or censor. 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

- Use of the “network” shall include access to the school’s wired Ethernet network and attached devices (e.g. file server, printers, etc), as well as any Wi-Fi networks
- Users may not access computer accounts belonging to other users, share passwords, or trespass others’ files or personal data. This shall apply to local network accounts, as well as any offsite web accounts utilized at the school (e.g. Google).
- Users may not load, download or install additional software or files onto school devices 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 use the network to participate in live chat rooms

2.5.4.1.3.3.3 Laptop/Tablet Use

- Students that wish to use a personal computer or tablet in the school may be subject to having that device’s use monitored by staff (i.e. live screen monitoring, or similar). Students may be required to have software installed on their computer by the school’s IT personnel to accomplish this. Parents may be levied a charge to cover the cost of this software.
- When students are using their personal computers at the school, they must be logged onto the school network, Use of any other Wi-Fi or cellular networks with a personal computer during school hours is prohibited.

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.
- Any attempt at circumventing, disabling, or tampering with internet content filtering software, system(s), or services is strictly prohibited. Prohibited actions shall include, but are not limited to, bypassing DNS filtering, use of proxy/anonymizer services, or disabling any on-site content filter hardware appliance

2.5.4.1.3.3.6 Privacy

- Users will recognize the limits of their own privacy while on the network, and understand that use of the school’s network and IT systems are subject to monitoring. School IT personnel reserve the right to review historical data regarding user activity and internet access.
- 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.
suspension or expulsion from the school.

2.4.4.2 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 are to dress appropriately for special days and functions.

- Students (in grades 1-6) 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. These can be special ordered, at the beginning of the school year, through the school.
- Students will wear their school T-shirt during Physical Education classes.
- Jewelry and makeup may be used in modesty in the spirit of I Peter 3:3,4.
- No head coverings (i.e., caps, hoodies, hats etc.) in the school building

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.

2.4.5 Education Support Protocol

2.4.5.1 Guiding Principles

- The mandate of the Education Support Department is to promote an education support model that works towards “Inclusion with the least restrictive environment”- aiming to work with students in the place they perform the best, whether that be in the classroom, the resource room, or a mixture of both.
- To provide support to students requiring extra interventions to ‘close the gap’; to identify the problem and provide interventions and support to meet the needs of the student
- To provide support to students who are high achieving and need to be challenged beyond the core classroom instruction
- To assist teachers in the research and implementation of interventions
- To be an advocate for parents and students
- Individualized programs are appropriate; all students do not necessarily need to move through their work at exactly the same speed
- Mastery of basic skills in lower grades is essential.
- 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 assistance at home
- Communication between home and school is essential to a child’s successful education

CCS: Response to Intervention (RTI)

Tier 1: Classroom interventions.

The classroom teacher is the ‘first responder’ for students with academic delays. Classroom efforts to instruct and individually support the student should be documented.

1. Student receives core academic classroom in the general ed classroom. Entire class is screened to identify students that have challenges (AimsWEB, DIBELS, Schnoll, Words their Way, GAP reading comprehension, etc).
2. Classroom intervention. The classroom teacher gives additional individualized academic support to the student beyond what is provided in core instruction (see CCS Accommodations and Modifications form).
 - a. The teacher documents these observations, strategies and interventions
 - b. Student academic benchmarks and goals are calculated and data is collected to monitor the progress and success of the interventions.
 - c. The classroom intervention is attempted for a period that is sufficiently long (eg. 4-8 instructional weeks).
 - d. Teacher connects with parents to see if there may be something in the student’s life that is affecting him/her. Encourage parents to get their child’s senses checked (hearing, sight, medical visit) as necessary to determine if there is a physical challenge in play.

*If classroom interventions prove, based on benchmarks, goals and data collected, that the student is not making adequate progress, teachers may complete an **Educational Support Referral Form** and submit it to the Education Support Director; student will be considered for Tier 2 intervention.*



Tier 2: Supplemental interventions

Interventions at Tier 2 supplement the core instruction and specifically target some of the student's specific challenges.

1. Collaboration Team Meeting: Collaboration team (Education Support director, general ed teachers, determines intervention based on data from AimsWeb Screening and other pertinent data sources. One of two streams are decided on: a short-term, targeted intervention, or a longer-term intervention laid out in a Student Support Plan.

1. Stream 1: Targeted intervention (short term). Considerations for the intervention include:

- i. Establish measurable goals
- ii. Determine method to monitor progress, how often to collect data, and length of intervention
- iii. Set up intervention sessions (how long, how often, where, who, resources to be used)
- iv. Share Intervention Plan with parents.

2. Stream 2: Student Support Plan (longer term). Considerations for the SSP include:

- i. Establish measurable goals
- ii. Determine method to monitor progress and how often to collect data
- iii. Set up intervention sessions (how long, how often, where, who, resources to be used)
- iv. Set up meeting to share SSP with parents.

2. Progress Meetings: Collaboration team (EdSupport director, general ed teachers, paraeducators) will meet before the end of each term to evaluate goals and progress and determine changes to interventions as needed.

3. Notes: Instruction may happen in the general ed classroom, in targeted small groups, or in the Resource Room. Parents are kept updated via Student Support Plan progress reports at the end of each term and are involved in the support and decision making of their child's interventions.

When Collaboration team meets to review progress, there should be the following decision considerations:

1. *Student is making progress, goal has been met. Return to Tier 1.*
2. *Student is making progress, goal has not been met. Continue with Tier 2.*
3. *Student is making limited progress, goal has not been met: Seek alternate interventions in Tier 2.*
4. *Student is making limited progress, goal has not been met: Seek alternate interventions in Tier 2 and consider assessment for Tier 3 Intervention.*



Tier 3: Intensive interventions

Interventions at Tier 3 supplement the core instruction and provide intensive, alternate interventions and instruction to students not responding in Tiers 1 or 2.

1. Collaboration Team Meeting: Collaboration team (Education Support director, general ed teachers, Education Support teacher) determines action plan and alternate interventions based on data from AimsWeb Screening and other pertinent data sources. Assessment through the Lynden School District, school psychologist, or other avenues is considered. Reasons are given if recommendation is not followed and the student is to continue in Tier 2 on an SSP.

2. Assessment through the Lynden School district by a qualified school psychologist will provide testing based on the: Wechsler Intelligence Scales for Children V (WISC V), test of innate problem solving abilities/IQ test, Woodcock Johnson IV, school related achievement tests, and the Behavior Assessment Scale for Children 3 (BASC 3).

3. Based on the report from the school psychologist, the student may qualify for Specially Designed Instruction services. An ISP is developed for students with an official designation from a school psychologist.

4. Progress Meetings: Collaboration team (general ed teachers, Ed Support teacher; parents on an as-needed basis) will meet before the end of each term (or on a schedule designated by the ISP) to evaluate student goals and progress and determine changes to interventions as needed.

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 in games when they have a passing grade on every course they are enrolled in by 2:35pm the school day before the scheduled game.
- 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 may result in suspension of play for the remainder of the game at the discretion of the coach 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 required uniform and any protective equipment that is required to play a particular sport. The coach will provide specific instructions for each event. All clothing or uniforms not provided for sports shall be modest in nature to reflect Christian values and the design shall receive approval from the athletic director prior to ordering.

2.5.6.7 Participation Fees

The cost for running an extracurricular sports program is borne by those who participate. Fees must be paid in full to be eligible to participate in the first practice.

2.5.6.8 Transportation

The primary means of transportation to and from games will be by volunteer adult drivers.

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 school secretary or athletic director before the first practice.

2.5.6.11 Concussion Protocol

Players that receive a significant knock to the head and/or show signs of concussion symptoms during a practice or game, shall sit out the rest of the practice or game. They may only return to play after visiting a doctor and receiving a written clearance to play.

2.5.6.12 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.

2.5.6.12.1 Principles for Coaches

2.5.6.12.1.1 Conduct

- Coaches are expected to demonstrate a high standard of behavior, as ambassadors of Cornerstone Christian School. Specifically they
 - i. must act and dress 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 and concussion 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.

2.5.6.12.1.2 Athletic Director

- The athletic director is responsible for:
 - i. Planning and coordinating game and referee schedules, coaches meeting and ensuring proper supervision at all games
 - ii. speaking with the coaches, receiving, or passing on concerns or comments from other school representatives or referees.
- Coaches should approach the athletic director if there are any problems with a certain student/player.

2.5.6.13 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.

2.5.6.13.1 Appeals Process.

If a parent or student athlete would like to appeal a decision made by the coach or athletic director, then the parent or student should follow the spirit of the grievance policy (2.2.1 through 2.2.3) outlined in the parent handbook.

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/athletic director.

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 CCS Sports.

SIGNED: _____ DATE: _____
(Parent's signature)

2.5.7 Media Policy

2.5.7.1 Purpose:

To outline the school's response to the media, especially during an emergency situation.

2.5.7.2 Policy Outline

1. The school principal is the school's spokesperson and as such is responsible for communication with the media. If the principal is not available, the chairman of the board will assume this role.
2. All requests for information about the events surrounding the crisis must be referred to the school's media spokesperson. Before making any statement to the media, the spokesperson will attempt to contact the Board chairman.
3. No one is required to be interviewed by the media; if the media wants to interview a teacher, the teacher's permission and the principal's permission must be obtained.
4. The principal has the right to deny the press interviews with staff on the school premises; staff has the right to deny an interview with the media at any time or place.
5. If the media arrives uninvited, they will be escorted to the principal's office and the ground rules concerning interviewing staff and students and disrupting school routines will be explained.
6. The media will not be allowed independent access to students or to roam hallways or the grounds of the school.
7. Normally, the principal will decline any attempts by the media to interview students. If it seems appropriate for a student to speak to the media, parental permission must be obtained in writing. The decision to allow a student on camera should be very carefully considered, weighing all the consequences.
8. If a press conference is called, a press room will be set up at a site away from the scene of the incident such as the local church.
9. The name of a young person or staff member who is alleged to have committed an offence or the name of a young person or staff member who is a victim or witness, will not be released to the press.
10. If there is the possibility of a criminal investigation, a police spokesperson will be responsible for releasing the details of the incident.

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 – 8th Grades Science CSI
- 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 **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.

4.5 **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*.

4.6 **Personal Vehicle Use Policy**

Teachers and parents who use their personal vehicle to transport students for field trips, sporting events and any other school related events – should ensure that:

- Their vehicles are in good mechanical condition (e.g. tires, brakes, wind shield etc.)
- Each student has access to one seat and wears a safety belt
- Students who sit in the front passenger seat should be legal age

4.7 **Standardized Testing**

Students in grades 1-8 will be tested three times a year using the AimsWeb system. Students in 9/10 will be tested using the PSAT.

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. A Gradelink email message will also be sent out to all parents.

4.8.2 **During School**

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

4.9 Cooperation with Other Schools

4.9.1 Canadian Christian Schools

Our school enjoyed participating in several events with Canadian Reformed Schools in Canada. Credo Christian Elementary School (Langley, BC) and John Calvin School (Yarrow, BC), but border closure and restrictions have curtailed these completely.

4.9.2 Area Christian Schools

Recently, contact has been made with other smaller Christian schools in the area to give our students, in the middle school years, an opportunity to test their skills against others outside our school. In the 2021-2022 school year a Spelling contest was held with several other schools.

The 7th/8th grades participate in a variety of sports activities with other small Christian schools in the Whatcom County area. This includes soccer and basketball, and also volleyball in our NWWYL.

4.10 School Calendar 2022-2023

2022/2023 Yearly Calendar

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

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

Aug 22-26	First week of School - Staff
Aug. 30	First Day of School - Students
Sept 5	Labor Day
Oct 7	PD Day
Oct 10	Columbus Day
Oct 28	PD Day
Nov 4	High School First Quarter Reports
Nov 7,8	High School P/T Conferences
Nov. 11	Veteran's Day
Nov 18	Elementary Report Cards - Term 1
Nov. 21	Early Release (11:55am) - P/T Prep
Nov 21, 22	Elementary P/T Conferences
Nov 24	Thanksgiving Day
Nov 25	Thanksgiving Break
Dec 16	Christmas Program
Dec 21	Last Day 2022
Dec 22-Jan 4	Christmas Break
Jan 5	First day of School 2023

Jan 16	Martin Luther King Day
Jan 20	High School 2nd Qtr Reports
Jan 23,24	High School P/T Conferences
Feb 3	PD Day
Feb 22	Elementary Report Cards - Term 2
Feb 23,24	Mid-Winter Break
Feb. 27	Mid-Winter Break
Feb. 27 & Mar 1	Elementary P/T Conferences
Mar 17	PD Day
Mar 31	High School Third Quarter Reports
Apr 3-7	Spring Break
Apr. 7	Good Friday
May 5	PD Day
May 18	Ascension Day
May 26	Sports Day
May 29	Memorial Day
June 2	Eighth Grade Graduation
June 9	Last Day Of School
June 9	Senior Graduation

4.11 Graduation Requirements

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

4.11.1 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)

Reformed Studies:

Reformed Studies 100

Reformed Studies 200

Reformed Studies 300

Reformed Studies 400

Science:

Chemistry 200

Physics 200

4.11.2 Other Courses:

Career and Technical Education (CTE):

Manufacturing Foundations (Technic Training Center)

Personal Finance 105

Fine Arts:

Yearbook 105

Yearbook 205

Art 105

Art 205

Website Design 105

Computer Programming

Foreign Languages:

Spanish 100

Spanish 200

Physical Education:

Phys Ed 105

Phys Ed 205

Phys Ed 305

Phys Ed 405

Senior Project

4.11.3 Electives (for junior/senior years only):

Science:	Physics 300, Chemistry 400, Biology 300, Horticulture 105/205
Life Skills:	Sewing/Culinary Arts 105, 205
Online Courses:	Discuss options with Principal
Technology:	AutoCAD 105, 205
Work Experience:	Work Placement 100, 200
Music:	105

4.11.4 Credit Totals:

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

4.11.5 Explanatory Notes

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

4.11.5.1 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.

4.11.5.2 Courses numbered “00” or “01” are full credit courses. Courses numbered “05” are half-credit courses.

4.11.5.3 Courses beginning with a “1” are considered freshmen level, “2” courses are sophomore level, “3” are junior level, and “4” are senior level.

4.11.5.4 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.

4.11.5.5 Students must achieve a pass standing in their Senior Project.

4.11.5.6 Students will attempt all courses. Other than the ones specifically listed above, they must achieve a pass standing with at least 28 credits in order to graduate.

4.11.5.7 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.

4.11.5.8 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.

4.11.5.9 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.

5. 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, and also sent via email. 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.