

CORNERSTONE CHRISTIAN SCHOOL
PARENT HANDBOOK
2025 - 2026

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1. Mission & 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:

1. Teach all subjects in the curriculum as parts of an integrated whole, in a thoroughly Scriptural framework.
2. 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.
3. Teach discernment between good and evil in every aspect of education.
4. Implement a curriculum to meet the needs of American students.
5. Provide clear models of God-fearing lives through staff and board.
6. Encourage every student to develop a love for learning, to enjoy the pursuit of knowledge, and to achieve his or her academic potential.
7. Ensure parental involvement.
8. 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.

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

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:

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

2. Our School Community

2.1 Our Students

B-1-04: Discipline Policy

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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: fault finding, gossip, laziness, a negative spirit, exhibitionism, egotism, cynicism, and apathy. Public displays of affection between members of the opposite sex are prohibited.

Guidelines

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.

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 inside at recess, taking away privileges, giving extra assignments, sending the student to the principal, or calling parents are other forms of punishment.

There are 5 basic behaviors that would usually necessitate discipline from the principal (and not from the teacher). These would be:

1. Disrespect – shown to a staff member or volunteer
2. Dishonesty – including lying, cheating and stealing

3. Rebellion – i.e. disobedience in response to instructions
4. Fighting – striking in anger with the intention to harm the other student
5. Obscene, vulgar or profane language

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.

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 four-week period.

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 within three days of receiving detention. Students must report to the principal or their teacher by 2:40 pm and complete assignments given. Detentions take priority over all other activities, although consideration is taken for students with jobs. At the discretion of the principal, seniors may serve them earlier in the day. They are not served at lunch.

Suspension Policy

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/her 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 on Gradelink.

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 ensure that their child takes the initiative to find out about missed 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.

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.

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.

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.

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:

- 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.

- The School Board, upon recommendation by the principal to consider prolonged suspension or expulsion, will review the principal's recommendation for initial assessment.
- 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.
- The Board will deliberate and make its decision in a closed session.
- The expulsion or suspension will take place according to the guidelines in this handbook.

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

B-1-02: Parent School Communication Policy

Preamble

We believe that parents have the primary responsibility to educate 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.

Guidelines

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.

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.

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.

School News

Every Monday, the *Cornerstone Contact* is distributed to the families of students. It is 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.

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.

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 digitally four times per year. Twice a year evenings are 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).

Students in 7th-12th and their parents also have access to grades online. Communication advising people how to access this information is sent home at the beginning of the school year.

B-1-05: Grievance and Conflict Resolution Policy

Preamble

This policy outlines a process for managing conflicts and grievances in a Christian manner.

Staff are not to discuss or criticize internal school matters, students, colleagues, and/or school policies in public or in the presence of students or any persons either inside or outside of the school community. When a problem arises, teachers must attempt to resolve the matter privately with the person(s) involved. If these efforts do not succeed, the teacher should seek out the principal (or chairman of the Board if the principal is one of the parties involved) for advice.

Parents should remember that all contact should uphold the principles of biblical justice (see Matthew 18) and procedural fairness. If parents witness or hear of a particular incident that they consider to have been handled in an inappropriate way by a teacher or support staff, then the following procedure should be followed to resolve any concerns. The teaching of the ninth commandment, as summarized in the Heidelberg Catechism (LD 43 - Q&A 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 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.

Guidelines

Conflict between students and teachers

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 such interactions. Alerting the principal to difficult situations is crucial, but the Board may also need to be involved if a situation escalates.

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 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 issue(s) in a satisfactory manner.

If parents still conclude that the issue with a 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.

Conflict between parent and the school

A parent may have a concern about a general practice, policy, or procedure 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. At times, these types of concerns can be highly sensitive and perhaps even 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.

Corrective discipline of student misbehavior

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 assessment and discipline administered by the principal and/or staff.

Parents with grievances with disciplinary measures taken

Parents, after normal due process has been exhausted with staff 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.

Parental appeal of board decisions regarding alleged unfair disciplinary measures taken

After the 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. This must take place within five school days of the date of the Board's previous decision. Following the appeal process, the subsequent Board decision is considered final.

2.3 Our Volunteers

B-1-12: Volunteers

Preamble

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.

Guidelines

- 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 Board member.

2.4 School Procedures

B-1-01: School Procedures

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.

Drop Off Procedures

- Staff members will park vehicles in the church parking lot immediately south of the church building.
- Parents dropping off children who don't need to leave their vehicles:
 - 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.
- Students dropping off siblings/others, do the same as parents, as described above, and then park your vehicle diagonally directly south of the firehall on the church's parking lot.
- Students who have been dropped off:
 - High school students should use the sidewalk to walk into the school's north entrance,
 - Elementary students should use the sidewalk to walk past the pillars by the school's front doors and go to their designated door.
- Parents who are dropping off students who need to leave the vehicle to run an errand or stay at school for a while:
 - Approach the school by using the same Northwood approach leading eastwards toward the flagpole, and park in the diagonal spaces on the south side of the church parking lot.

- Ensure that your children 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 of the north driveway.

Pick-Up Procedures

- Parents picking up children, who do not need to leave the vehicle, use the same procedure as in the morning.
- Students taking siblings/others home should not enter the pickup line.
- Parents who need to stay for a while (perhaps to clean the school) should use the approach leading eastwards toward the flagpole, and park to the right.
- Children are not allowed to pass through the lineup of cars. Students must wait for their ride on the grass or sidewalk areas. They may not play on or cross over the asphalt behind the parked cars, as cars will be exiting and arriving in that lane.

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. Information about these assemblies will be shared via the *Cornerstone Contact*.

B-1-15: Homework Policy

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.

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.

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.

B-1-08: Student Dress Code

Preamble

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.

Guidelines

- 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 lifestyles or perspectives.
- School clothing from other schools is not permitted.
- Students may wear shorts of respectful length (mid thigh)
- No halter tops, tank tops, muscle shirts. Shoulders and midriffs are to be covered.
- No leggings or yoga pants without a long tunic to provide coverage.
- 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, which may also function as gym shoes.
- Students will wear their school t-shirts during Physical Education classes. These can be ordered through the school, at the beginning of the school year.
- 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.

2.5 Ed Support Protocol

B-2-03: Education Support Policy

Preamble

Cornerstone Christian School aims to serve the needs of all students by providing an education support model that works towards inclusion with the least restrictive environment - working with students in the place they perform the best, whether that be in the classroom, the resource room, or a mixture of both. Finally, through Education Support, we aim to assist teachers, parents and the education program.

Guidelines

- The Education Support department has been put in place to:
 - Provide support to students requiring extra interventions to 'close the gap'; to identify problems and provide interventions and support to meet the needs of the student. A strong foundation of basic skills in lower grades is essential.
 - Provide support to students who are high achieving and need to be challenged beyond the core classroom instruction.
 - Assist teachers in the research and implementation of interventions.
 - Be an advocate for students and parents.
- In order to qualify for Education Support and determine level of support, the following Response to Intervention (RTI) outlines the steps to be taken and the tiers of support available.
- Communication between home and school is essential to a child's successful education. Parents can be relied upon to provide assistance at home.

CCS: Response to Intervention (RTI)

Tier 1: Classroom interventions.

The general ed teacher is the 'first responder' for a student with academic delays. Classroom efforts to instruct and individually support the student should be documented.

1. The student receives core academic classroom in the general ed classroom. The entire class is screened to identify students that have challenges (AimsWEB, DIBELS, Schnoll, Words their Way, GAP reading comprehension, etc).
2. Classroom intervention. The general ed teacher gives additional individualized academic support to the student beyond what is provided in core instruction (see CCS Accommodations and Modifications form).
 0. The teacher documents these observations, strategies and interventions
 1. Student academic benchmarks and goals are calculated and data is collected to monitor the progress and success of the interventions.
 2. The classroom intervention is attempted for a period that is sufficiently long (eg. 4-8 instructional weeks).
 3. Teacher connects with parents to see if there may be something in the student's life that is affecting him. 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.

A student in Tier 1 remains in the classroom for general instruction. The general ed teacher is the staff member responsible for all intervention activity.

*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; the 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 (SSP).
 1. Stream 1: Targeted intervention (short term). Considerations for the intervention include:
 - . Establish measurable goals
 - i. Determine method to monitor progress, how often to collect data, and length of intervention
 - ii. Set up intervention sessions (how long, how often, where, who, resources to be used)
 - iii. Share Intervention Plan with parents.
 2. Stream 2: Student Support Plan (longer term). Considerations for the SSP include:
 - . Establish measurable goals
 - i. Determine method to monitor progress and how often to collect data
 - ii. Set up intervention sessions (how long, how often, where, who, resources to be used)
 - iii. Set up a meeting to share SSP with parents.
2. Progress Meetings: Collaboration team (EdSupport director, general ed teachers, EdSupport team member) will communicate before the end of each term to evaluate goals and progress and determine changes to interventions as needed.
3. Note: 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.

Instruction for a student in Tier 2 may happen in the general ed classroom, in targeted small groups, or in the Resource room. The student is typically working with the same curriculum goals as the remainder of the class, although there could be some adapted expectations. This tier has a goal to provide scaffolding for the regular classroom work. The time spent with an individual student is usually not more than one hour a day, and usually not every day. Often the student is working together with other students with similar scaffolding needs. The general ed teacher is the main staff member responsible for the specialized work done for a student in Tier 2, recognizing the EdSupport director will be responsible for the SSP document.

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 a student not responding in Tiers 1 or 2. Interventions at Levels 2 and 3 are the most complex and comprehensive, but all of Tier 3 follows the 4 steps below.

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 should be given by the collaboration team if the 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 Individual Support Plan (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 communicate 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.

A student in Level 1 typically works in the resource room, for targeted interventions, with an Ed Support team member. The student will be working on the areas identified as goals in the ISP created by the collaboration team, based on the testing results completed by the school psychologist. Interventions include both supplementing the core curriculum, as well as providing alternate curriculum/material to help the student reach his learning goals. The time spent with a student in Level 1 is typically no more than one hour a day. The general ed teacher is the staff member responsible for the specific learning interventions, but works in strong collaboration with the Ed Support team. Responsibility for the ISP paperwork rests with the Ed Support team member assigned to that student.

A student in Level 2 typically works with a member of the Ed Support team dedicated to him specifically. Some of the core curriculum for the student's age is not appropriate for the student's learning challenges, so carefully chosen materials specific for that particular student will be used to help him achieve the ISP goals. One-on-one instruction is needed for several hours of each school day. The general ed teacher is the staff member responsible for the specific learning interventions, but works in strong collaboration with the Ed Support team. Responsibility for the ISP paperwork rests with the Ed Support team member assigned to that student.

A student in Level 3 works with a EdSupport team member dedicated to him specifically. The student is not able to work independently for any of the core curriculum and classroom activities. A student in Level 3 will have specially chosen curriculum and materials to meet the goals set out for him in his ISP. Staff will seek opportunities to include a student in Level 3 in regular classroom activities and learning. Such a student needs one-on-one support for the entire school day. The EdSupport team member is responsible for this student's learning and ISP, with collaboration of the general ed teacher of the age appropriate classroom.

CCS: Response to Intervention (RTI)

Tier 1: Classroom interventions.



Tier 2: Supplemental interventions



Tier 3: Intensive interventions

2.6 Athletic Policy

B-6-01: Athletic Policy

Preamble

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.

Guidelines

1. 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 2:35 pm 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. Grace period begins when the new quarter opens up, not the day when reports are distributed.
- 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. These two weeks begin when the new quarter opens up, not the day reports are distributed. 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. 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 homeschooled.

3. 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.

4. 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 of 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.

5. 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.

6. 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.

7. Transportation

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

8. 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.

9. Parent/Student Agreement

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. Parents and student athletes are to be aware of these policies (CCS Athletic Policy) and must show agreement signing the *Parent/Student Athletic Agreement Form*. All Parent/Student Agreement forms must be submitted to the school secretary or athletic director before the first practice.

10. Athletic Director

The athletic director is responsible for:

- Planning and coordinating game and referee schedules, coaches meeting and ensuring proper supervision at all games
- 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.

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.

12. 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 outlined in the parent handbook.

13. B-6-02: Coaches

Preamble

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.

Guidelines

As ambassadors of Cornerstone Christian School, coaches are expected to demonstrate a high standard of behavior. Specifically, they must:

- Recognize they are representing Christ and our school.
- Recognize that their conduct impacts everyone involved in the athletic contest.
- Recognize their role in educating life skills and character development in their players.
- Practice self-control, especially in the area of their own emotions.
- Encourage a healthy attitude towards competition, a positive self-image, and a loving relationship with Christ and others.
- Be responsible for the facility and equipment that is being used in practices.
- Communicate well with parents of players.
- Be familiar with emergency first aid and concussion procedures.
- Be familiar with the code of conduct for players and be willing to enforce it.
- Pass a background check.
- Sign and uphold the Cornerstone Coach's Code of Conduct.

Coaches have the discretion to play athletes as they determine. Generally, senior athletes will receive more playing time than juniors. However, coaches may play athletes more or fewer minutes based on other factors, including a player's commitment and effort demonstrated during practices and/or team meetings.

2.7 News Media Policy

B-1-07: News Media Policy

Preamble

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

Guidelines

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.

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.

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. If the media wants to interview a teacher, the teacher's permission and the principal's permission must be obtained.

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.

The media will not be allowed independent access to students or to roam hallways or the grounds of the school.

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.

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.

The name of a young person or staff member who is alleged to have committed an offense or the name of a young person or staff member who is a victim or witness, will not be released to the press.

If there is the possibility of a criminal investigation, a police spokesperson will be responsible for releasing the details of the incident.

2.8 Information Technology Usage Policy

B-1-06: Information Technology Usage Policy

Preamble

The Information Technology 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. If the privileges are abused there are consequences.

Guidelines

Usage

- 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 show proper care and usage of hardware. Students 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.
- Users may not have food and drink nearby when using computers.
- When students are using their personal computers at the school, they must be logged onto the school network. The use of any other Wi-Fi or cellular networks with a personal computer during school hours is prohibited.
- Staff and school IT personnel reserve the right to review historical data regarding user activity and internet access.
- Email:
 - Students in 1-8 can only use the Cornerstone school email address provided to them.
 - Teachers communicating with students shall copy the email to the parents at the same time.
 - Students in 1-8 using Cornerstone email will only be able to communicate with other email addresses that are Cornerstone emails.
 - Students in 9-12 will use Cornerstone emails for school related communication, including communications from the staff and admin.
 - Student emails for grades 9-12 will be able to connect with other emails outside of Cornerstone.

Discipline

Violations of the above 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.

Consequences may include suspension or termination of computer access and use privileges, in line with existing practices.

Student Screen Time

1st - 4th grades	Most of the computer usage in these grades should be teacher directed. Independent student use would be no more than one half hour a week. Infrequent exceptions can be included.
5th & 6th grades	Typing instruction for one class each week. Research assignments a few times a year for the necessary days to complete the project. General use would be no more than one hour a week. Infrequent exceptions, like the research assignments noted above can be included.
7th - 12th grades	Screen time remains, on average, as the smaller portion of the day's workload. Between the various teachers, two hours a day should be the regular limit of computer use. Research assignments may require infrequent exceptions, typically one project per term, per course.

2.9 Plagiarism Policy

B-2-08: Plagiarism Policy

Preamble

Plagiarism is the act of presenting someone else's words, ideas, or work as your own, intentionally or unintentionally, without proper acknowledgment. This includes but is not limited to:

- Copying and pasting text from a source (e.g., books, websites, articles, AI) without proper citation.
- Paraphrasing another person's work without giving credit.
- Submitting another person's work (e.g., a peer's essay, a purchased paper) as your own.
- Using ideas, data, or visual materials (e.g., graphs, images) created by others without appropriate attribution.

Cornerstone Christian School recognizes that students may sometimes struggle to understand proper citation methods. Therefore, education about plagiarism prevention will be part of our academic program.

Consequences for Plagiarism

Plagiarism is a serious offense, and consequences are designed to be corrective and educational. The severity of the consequences will depend on the nature of the offense, the student's grade level, and whether it is a repeated violation. When plagiarism is suspected, teachers will consult with the principal and meet separately with the student to discuss the offense. Consequences may include:

1. **First Offense:**
 - The student will receive a zero for the sections of the assignment that were plagiarized or the whole assignment (depending on the severity of the plagiarism and if it can be isolated or not).
 - Students may be required to redo the assignment for partial credit.
2. **Second Offense:**
 - The student will receive a zero on the plagiarized assignment.
 - Students may be required to redo the assignment for partial credit.
 - Parents will be notified.
3. **Subsequent Offenses:**
 - The student may face disciplinary action, including suspension from extracurricular activities.
 - Further assignments submitted with plagiarism may receive automatic zeros with no opportunity for resubmission.
 - Parents will be notified

Preventing Plagiarism

To help students avoid plagiarism, Cornerstone Christian School will:

- Provide instruction on research skills, proper citation formats (e.g., MLA, APA), and academic integrity.
- Use plagiarism detection tools to educate students about originality in their work.
- Encourage students to seek guidance from teachers or mentors when unsure about proper citation.

By upholding this policy, Cornerstone Christian School seeks to instill values of integrity, respect, and excellence, equipping students to be faithful and honest contributors in their academic and personal lives.

2.10 Library Policy

B-2-07: Library Policy

The goal of the CCS library is to foster a love for good books and to provide students with opportunities to discover God's world, beauty, and truth through a wide variety of books.

Each elementary class has a scheduled library session weekly, during which students may sign out four books for a period of three weeks. There is a self-checkout option for middle and high school students. Books must be returned or renewed on or before the due date. If students have overdue books, they may not take out additional books. Books more than three weeks overdue are considered lost and 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 found and returned, the "lost book fee" will be refunded.

The Library Committee attempts to carefully review all books placed in the library. If you discover a book with objectionable content, please inform the library staff and outline the reasons for your concerns. If the matter remains unresolved, a complaint may be brought, in writing, to the Library Committee. The Library Committee will review the complaint, and together with the principal, make a recommendation to the Education Committee, which will make the final decision.

3. General Information

3.1 Additional Student Policies

B-1-14: Student Policies

Age for Enrollment

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 our local public school district.

Student Rules and Regulations

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.

Student Conduct

The following types of conduct are considered unacceptable at Cornerstone Christian School:

- 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 during school hours
- possession of knives and guns

Absences

In the event that a child is unable to attend school for any reason (including short appointments and early release requests) , the parents are to inform the school via email to absent@cornerstoneschool.us.

In the case of planned absences of several days, also notify the school, a week in advance, using absent@cornerstoneschool.us.

3.2 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.

3.3 Personal Electronic Device Usage

Neither teachers nor students will be available to receive phone calls or other electronic messages 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.

Student cell phone use is not permitted during school hours, unless done so under the permission and supervision of a staff member.

3.4 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*.

3.5 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 13 or older

3.6 Standardized Testing

Students in grades 1-8 will be tested three times a year using the AimsWeb system. Students in 10/11 will be tested using the PSAT.

3.7 School Cancellation (Inclement Weather)

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.mybellinghamnow.com. KGMI will announce Cornerstone Christian School closures. A Gradelink email message will also be sent out to all parents.

During School

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

3.8 Cooperation with Other Schools

Canadian Christian Schools

Our school tries to participate in collaborative events with Canadian Reformed Schools in Canada. Credo Christian Elementary School (Langley, BC) and John Calvin School (Yarrow, BC).

Area Christian Schools

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.

The 7th/8th grades participate in a variety of sports activities with other small Christian schools in the Whatcom County area.

3.9 Academic Calendar Procedure

B-1-11: Academic Calendar Procedure

Preamble

The purpose of the policy is to provide a standardized procedure for formulating the academic calendar. The principal is responsible for drafting the calendar, and it shall be approved by the Board in the spring of the preceding year. Once approved, it shall be published to the school community.

Guidelines

1. Instructional days shall begin the last Tuesday before Labor Day and end on the 1st or 2nd Friday in June, such that the total number of calendar days in the school year is 284 (40 weeks and 4 days). Within these calendar days, the total number of instructional hours shall be 1060.5 (172 school days of 6.17 hours).
2. There shall be a maximum of 5 professional development days.
3. There shall be no school on the following holidays: Labor Day, Columbus Day, Veterans Day, MLK Jr. Day, President's Day, Good Friday, Memorial Day.
4. There shall be no school on Thanksgiving Day and the day after Thanksgiving.
5. A 10-instructional day Christmas break shall be scheduled that includes Christmas Day and New Year's Day.
6. A 2-instructional day mid-winter break shall be scheduled at the end of February or beginning of March, to align with what other local district schools are planning.
7. A 5-instructional day spring break shall be set for the first full week in April, coinciding with what other local district schools are planning.

Notes:

- Between the required start and end days, there are 284 calendar days. We have a standard list of days off, totaling 32. Within the start and end days, there are 80 weekend days. So, subtracting 32 and 80 from 284, we get 172 school days.
- Depending on the calendar of any given year, the 284 days equates to ending on the 1st or 2nd Friday of June.
- The resulting number of instructional hours (1060.5) is well above the state requirement of 1027, and that gives us a buffer of 33.5 hours (or 5.4 days). This buffer is to be used for canceled instructional days.
- Instructional hours include educational activities planned by and under the direction of school staff and available to all students, either as instructional time, school events, or teacher-parent conferences. Distance and online learning are included when directed by school staff.
- Instructional hours do not include school meals, graduation-related events, activity or sports competitions, performances, and other elective gatherings.

3.10 School Calendar

2025/2026 Yearly Calendar									
Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.
AUGUST / SEPTEMBER					FEBRUARY				
18	19	20	21	22	2	3	4	5	6
25	26	27	28	29	9	10	11	12	13
1	2	3	4	5	16	17	18	19	20
8	9	10	11	12	23	24	25	26	27
15	16	17	18	19					
22	23	24	25	26					
OCTOBER					MARCH				
29	30	1	2	3	2	3	4	5	6
6	7	8	9	10	9	10	11	12	13
13	14	15	16	17	16	17	18	19	20
20	21	22	23	24	23	24	25	26	27
27	28	29	30	31	30	31			
NOVEMBER					APRIL				
3	4	5	6	7			1	2	3
10	11	12	13	14	6	7	8	9	10
17	18	19	20	21	13	14	15	16	17
24	25	26	27	28	20	21	22	23	24
					27	28	29	30	
DECEMBER					MAY				
1	2	3	4	5					1
8	9	10	11	12	4	5	6	7	8
15	16	17	18	19	11	12	13	14	15
22	23	24	25	26	18	19	20	21	22
29	30	31			25	26	27	28	29
JANUARY					JUNE				
			1	2	1	2	3	4	5
5	6	7	8	9	8	9	10	11	12
12	13	14	15	16	15	16	17	18	19
19	20	21	22	23	22	23	24	25	26
26	27	28	29	30					
Aug 18-22	First week of School - Staff								
Aug 26	First Day of School - Students								
Sept 1	Labor Day								
Sept. 10	Student Portrait Day								
Oct 10	PD Day								
Oct 13	Columbus Day								
Nov. 7	High School First Quarter Reports								
Nov. 10	PD Day								
Nov 11	Veteran's Day								
Nov. 12 & 13	High School P/T Conferences								
Nov. 26	Elementary Report Cards - Term 1								
Nov 27	Thanksgiving Day								
Nov 28	Thanksgiving Break								
Dec 1 & 3	Elementary P/T Conferences								
Dec 19	Last Day 2025								
Dec.22-Jan2	Christmas Break								
Jan 5	First day of School 2025								
Jan 19	Martin Luther King Day								
Jan 30	High School 2nd Qtr Reports								
Feb. 2&3	High School P/T Conferences								
Feb 13	PD Day								
Feb 16	President's Day								
Mar. 5&6	Mid-Winter Break								
Mar 9	PD Day								
Mar 13	Elementary Report Cards - Term 2								
Mar 16&18	Elementary P/T Conferences								
April 3	Good Friday								
April 6-10	Spring Break								
April 17	High School Third Quarter Reports								
May 8	PD Day								
May 22	Sports Day								
May 25	Memorial Day								
May 26	Sports Day Backup								
May 29	Eighth Grade Graduation								
June 5	Last Day Of School								
June 5	Senior Graduation								
June 8-10	Teacher work days								
June 10	Report Card Distribution								

4. Curriculum and Course Outlines

4.1 Graduation Requirements

B-2-06: Graduation Requirements

Preamble [also vaulted as the Graduate Profile A-3]

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.

4.2 Curriculum and Course Outlines

B-2-02: Curriculum & Course Outlines

Preamble

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

A wide range of instructional practices are used in the different subject areas.

4.3 Core Areas

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

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

4.4 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

4.5 Electives

Electives (for junior/senior years only):

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

Credit Totals:

Core Totals:
 English 4
 History/Geography 4
 Math 3
 Reformed Studies 4
 Science 3
Other Courses:
 Fine Arts 2
Foreign Languages 2

CTE	1
Physical Education	2
Senior Project	1
Electives:	
Any	2
<i>Total Credits</i>	<i>28</i>

Guidelines

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

- 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.
- Courses numbered “00” or “01” are full credit courses. Courses numbered “05” are half-credit courses.
- Courses beginning with a “1” are considered freshmen level, “2” courses are sophomore level, “3” are junior level, and “4” are senior level.
- 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.
- Students must achieve a pass standing in their Senior Project.
- 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.
- 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.
- 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.
- 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:
 - 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

- 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.