

Colorado Springs Christian Elementary Schools

2019-2020 Parent/Student Handbook



CSCS
COLORADO SPRINGS
CHRISTIAN SCHOOLS

Woodland Park Campus
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Please note:

Regular communication throughout the school year is essential for us to be able to work together. Please utilize the school website (www.cscslions.org) as your primary source of pertinent information concerning upcoming events, important notices, and all that's occurring within our CSCS community. As always, if questions arise that are not addressed by the website, please do not hesitate to call our office. Someone here will be glad to assist you with your needs. Also, please watch for our regular e-mail blasts, which will provide communication and links that you will find useful.

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“Behold, I will do a new thing, now it shall spring forth; shall you not know it? I will even make a road in the wilderness and rivers in the desert.”

Isaiah 43:19

Dear Parents,

One of my favorite things about working in a school is the sense that every year is a new year—a fresh start and a chance to do something new, to become something new. It is so exciting and there is so much hope in thinking about all the possibilities the coming year will offer! As Christians, we also experience the excitement of “new things.” We are a new creation, and as we walk with Him, He continually leads us to new places in our service and relationship with Him.

We have some exciting new things ahead this year—things I believe that God is doing in us as a school, in our students, and in our community. In the verse above, the LORD is challenging Isaiah to try to comprehend that He is doing a new thing. This new thing will be marvelous, obvious (shall you not know it?), it will bring greater access to Him (the road), and life-giving nourishment (the rivers). This is precisely what I believe God is doing through our school in Woodland Park. With the addition of our new 6th grade, He has provided access and refreshment where there previously was none. By His grace we will be able to offer a Christ-centered education to more students than ever before. He’s not just doing a new thing with 6th grade either. We have new families with new children, and new staff members with new ideas and talents. Our PTO has been hard at work over the summer brainstorming new ways to bless students. The teachers have been praying and planning all summer long for their new students. And, of course, there will be new challenges and obstacles to face together. What *isn’t* new is the God we love and serve. He is steadfast, faithful, and while He makes all things new, His love for us is older than time itself. I pray you experience that love as we enter this exciting, hopeful, new year together!

May God bless and keep you,

Nils Eng
CSCS-WP Principal

Welcome to Colorado Springs Christian Elementary Schools

Colorado Springs Christian Schools began in 1971 as a support ministry to Christian families and evangelical churches in Colorado Springs. We believe that God has given parents a tremendous responsibility and privilege to educate their children. Our desire is not to replace parents in this endeavor but to be an extension of their home in supporting them. That task is a challenging one and requires continual cooperation and communication between home and school.

This handbook will help you, the parent, understand more fully the philosophies and programs of CSCS Elementary. As you read the pages, please share with your child the ideas that pertain to his or her school life. In addition, please understand that many situations occur during the school year that are not specifically covered by a section of this handbook. In those cases the principal is responsible to make appropriate decisions. In addition, handbooks do not create a contract and are subject to change at any time with or without notice.

Regular communication throughout the school year is essential for us to be able to work together. As we move forward, please utilize the school website (www.cscslions.org) as your primary source of pertinent information. We will use the website to communicate upcoming events, important notices, and to keep you posted on all that's occurring within our CSCS community. As always, if questions arise that are not addressed by the website, please do not hesitate to call our office. We will be happy to assist you with your needs.

In addition, please be on the lookout for the following, which come out on a weekly basis:

- **Mountain Messenger** – this weekly e-mail comes out on Thursday and informs families of campus-wide events and information.
- **Classroom Newsletters** – these weekly e-mails come out on Fridays and inform families of classroom-specific information.
- **Backpack Notices** – special flyers and information is sent home each Friday in the student backpacks.

As always, if questions arise that are not addressed by our regular communication via website, e-mails or flyers, please do not hesitate to contact our office or the classroom teachers.

We desire that your child be exposed to the type of Christ-centered school day that supports your home. We are privileged that you have allowed us to share this responsibility with you, and we support you in your vital ministry as Christian parents.

Section One: Philosophy

CSCS' mission is "to provide an excellent education from a Christ-centered, biblical perspective for lifelong service."

Colorado Springs Christian Schools is a Christian school dedicated to providing an excellent academic, physical, emotional, and spiritual environment for the education of students which leads to a life that honors God. The school exists to train the mind, develop the moral character, enrich the spiritual lives, and perpetuate the growth of Christian ideals in all who come within the sphere of its influence. CSCS stands as a witness for Jesus Christ modeled by administration, faculty, parents, and students.

Through a rich offering of academic, spiritual, artistic, and athletic programs, CSCS provides an opportunity for each student to reach his or her maximum spiritual, intellectual, social, and ethical potential. CSCS stresses the highest excellence and proficiency in academic education with a goal of developing, within each student, mastery of all the basics of learning while establishing clear thinking and communication skills. Operating within a Christian community, CSCS emphasizes understanding and responsiveness to student needs and capabilities from a Christ-centered, biblical perspective. CSCS serves as a training ground for the development of healthy Christian relationships across racial, ethnic, and gender lines.

CSCS seeks to develop the whole person with the knowledge and skills to embrace a lifetime of personal fulfillment, Christian service, and contribution to society. The biblical mandates to act ethically, to care for and serve others, and to practice Christian stewardship of human and natural resources are integrated into the fabric of all CSCS programs. Programs and activities help students explore their value and role in society as well as the importance of vocation and service in their lives. Students will be equipped to pursue the post-secondary education of their choosing, preparing them to be knowledgeable Christian participants in our nation and the world.

CSCS, in an effort to reflect the community, strives to maintain a student body that represents social, economic, ethnic and academic diversity. Race, color, or national and ethnic origin will never be a barrier to admission at CSCS.

After Jesus declared in Matthew 22:39 that we are to "love the Lord your God with all your heart, and with all your soul, and with all your mind," He stated that we are to "love your neighbor as yourself." At CSCS we are committed to maintaining a culture of mutual trust and respect at all levels. Information and instruction on how to build this kind of culture will be shared with students during chapel times as well as in the classroom setting. Disrespect at any level will not be tolerated.



CORE VALUES

CSCS commits to a Christ-centered education that leads to:

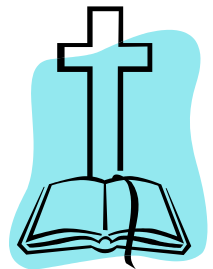
1. a personal discovery of God's truth.
2. a personal, active faith in God.
3. a life-long love for intellectual and cultural development.
4. an awareness and cultivation of individual giftedness.
5. the building of community.
6. an awareness and appreciation of society, which impels action.



The Woodland Park elementary school staff and administration covenant with you as families to provide an education centered on these values. As CSCS parents, you have signed the Core Values for Parents which means you have covenanted with us to support these values with your children. This gives us a common goal to work toward and a commitment to help one another in that process.

PHILOSOPHY OF MINISTRY AND EDUCATION AT CSCS

1. God is the source of all truth; therefore, all truth is God's truth, whether sacred or secular (John 14:6; John 17:7).
2. Jesus Christ is the center of life and education (Colossians 1:16, 17).
3. Man and woman were created by God in His image (Genesis 1:26, 27).
4. Man, as a result of sin, is separated from God and is in need of redemption and restoration (Isaiah 59:2; Isaiah 53:6; I Peter 3:18).
5. The Bible is man's source of truth for today. The Scriptures are inspired by God and are not subject to judgment by other areas of study. The Scriptures are the final authority as God's written revelation and perspective (II Timothy 3:16; 1 Peter 1:20, 21; John 1:1).
6. The authority and responsibility for education of children is given by God to parents. The school is a supplementary agency commissioned to support not to supplant, to complement not to compete with, and to reinforce not to replace the home (Deuteronomy 6:1-8,20-25; Ephesians 6:1-4).
7. Christian education can only occur through the work of Christian teachers. Role modeling, as well as values imparted as a result of classroom interaction, has a significant effect on students (James 3:1; I Timothy 6:20, 21).
8. A well-defined structure of discipline is imperative because of the basic nature of man. Discipline in the Christian school, tempered with love, will produce freedom and encourage godly character (John 8:32; Hebrews 12:5-11).
9. Children learn by the way we live, not just by what we say. Being doers of the Word of God is critical to the ministry of the school (Matthew 6:21; James 1:22).



DOCTRINAL STATEMENT

- 1. We believe in the Scriptures of the Old and New Testaments as verbally inspired by God and inerrant; there are no contradictions, no historical inaccuracies, and no false scientific information in the original manuscripts (II Timothy 3:16). We believe that the Old and New Testaments not only contain the Word of God, but also are the Word of God in their entirety, and are the final authority in all subjects on which they speak (II Peter 1:21).**
- 2. We believe in one God, eternally existing in three persons: Father, Son, and Holy Spirit (Matthew 28:18-19; Mark 12:29; John 1:14; Acts 5:3-4).**
- 3. We believe that Jesus Christ was begotten by the Holy Spirit, born of the Virgin Mary (Matthew 1:20-23), and is true God and true Man (John 1:1, 14).**
- 4. We believe that man was created in the image of God (Genesis 1:26), from dust, as a perfectly created individual named Adam; that he sinned and thereby incurred not only physical death but also that spiritual death which is separation from God (Genesis 2:17; 3-6, Romans 5:12); that all human beings are born with a sinful nature, and, in the case of those who reach moral responsibility, become sinners in thought, word, and deed (Romans 3:10-23).**
- 5. We believe that the Lord Jesus Christ died for our sins and for the sins of the whole world (I John 2:2), was buried and bodily rose from the dead according to the Scriptures (I Corinthians 15:1-4). We believe that he died as a representative and substitutionary sacrifice, and that all who believe in Him are justified by grace on the basis of His shed blood (John 3:16, Titus 3:5). We believe that those so justified are eternally preserved (e.g. the eternally secure position of the believer in Christ, as opposed to the concept that a believer in Christ could ever lose his salvation) through the present ministries of our risen, ascended, glorified Lord Jesus Christ and the Holy Spirit (John 10:27-29; Hebrews 7:25).**
- 6. We believe that all who receive by faith the Lord Jesus Christ are born again of and indwelt by the Holy Spirit and thereby become children of God (John 3:3, 14:16-17). We believe that regenerate man must walk in dependence upon the Holy Spirit in order to please God (Galatians 5:16).**
- 7. We believe in “that blessed hope” – the personal imminent return of our Lord and Savior Jesus Christ (John 14:1-3; I Thessalonians 4:13-18).**
- 8. We believe in the bodily resurrection of the just and unjust, the everlasting blessedness of the just, and the everlasting punishment of the unjust (i.e. there is no second chance in hell or the lake of fire for a restoration or universalism in salvation). A person’s eternal destiny is set when they die with no hope of a second chance of salvation (I Corinthians 15:51-52; Revelation 20:11-15).**
- 9. We believe that the Church, composed of all those who truly believe on the Lord Jesus Christ as their Savior, is the body and bride of Christ. We believe that Christ is the head of the Body, the Church (Ephesians 1:22-23); that all believers are baptized into**

the Body of Christ by the Holy Spirit, and thus having become members of one another, we are responsible to keep the unity of the Spirit in the bond of peace (I Corinthians 12:13; Ephesians 4:3).

Statement of Faith and Christian Beliefs

- 1. We believe that the statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe (II Timothy 3:16). For purposes of Colorado Springs Christian Schools' (CSCS) faith, doctrine, practice, policy, and discipline, our Superintendent is Colorado Springs Christian Schools' final interpretive authority on the Bible's meaning and application.**
- 2. We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other state or condition from conception through natural death. We are therefore called to defend, protect, and value all human life (Ps 139; Gen 1:27).**
- 3. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Gen 1:26-27).**
- 4. We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (I Cor. 6:18; 7:2-5; Heb. 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.**
- 5. We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, sexual harassment or abuse, and using, transmitting, or viewing pornography is sinful and offensive to God (Matt 15:18-20; I Cor. 6:9-10).**
- 6. We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrinal statement of CSCS.**
- 7. We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Acts 3:19-21; Rom 10:9-10; I Cor. 6:9-11).**
- 8. We believe that in order to preserve the function and integrity of CSCS as the local Body of Christ, and to provide a biblical role model to the CSCS members and the community, it is imperative the all persons employed by CSCS in any capacity, or who**

serve as volunteers, agree to and abide by this Statement of Faith and Christian Beliefs (Matt 5:16; Phil 2:14-16; I Thess. 5:22).

9. We believe that all CSCS faculty and staff are ministers of the Gospel of Jesus Christ and are role models and instructors of biblical truths through regular activities such as prayer, Bible studies, worship, and classroom biblical integration within the curriculum based on a biblical worldview (Col 1:28).
10. We believe that in order to preserve the unity and integrity of CSCS as the local Body of Christ (Ps 133:1) that at least one parent or guardian for each student must give a clear testimony of faith in Jesus Christ as his or her personal Savior. Students for grades 9-12 must give a clear testimony of faith in Jesus Christ as his or her personal Savior.
11. We believe that all human life is valued regardless of race, color, national and ethnic origin and should be treated with respect, dignity, love, and kindness (Gal 5:22; Col 3:12).
12. We believe that since the body of Christ is commissioned to go out and make disciples of all nations, we welcome international students providing they are willing to be instructed in biblical truth and receive scriptural teaching in all classes and are supportive of the CSCS mission and Statement of Faith and Christian Beliefs (Matt 28:19-20).

VISION STATEMENT

We believe that a Christian education is imperative and will produce graduates who influence the world through Christ-centered service in their professions, churches, and communities. If imperative, then it must be affordable...and if it is affordable, it will then be accessible to all families worldwide who truly desire a Christ-centered education

NONDISCRIMINATION POLICY

Recognizing that all people are the special creations of God, having been made in His image, Colorado Springs Christian Schools welcome students of all races, colors, and national or ethnic origins to all the rights, privileges, programs, and activities generally accorded to students at CSCS. Educational policies, admissions policies, scholarship and loan programs, as well as athletic and other school-administered programs similarly do not discriminate on the basis of race, color, or national or ethnic origin.

SCHOOL HISTORY, STRUCTURE, AND GOVERNANCE

Colorado Springs Christian Schools is an independent, interdenominational Christian school founded in 1971 by a group of dedicated parents representing several local churches. The school has grown from less than 200 students in grades K-12 to around 900 on two different campuses in those same grades today.



The responsibility for the operation and direction of the school is vested in a Superintendent and Executive Director of Academic Services who work with the principals on each campus to ensure a well-functioning and purposeful educational environment for every age level. The Superintendent is responsible to a school board, which is composed of parents of CSCS students and other persons who understand the school's mission and are committed to its success.

CSCS is not affiliated with any church or denomination, although as can be seen in the doctrinal statement, identifies itself with the evangelical Christian community. Within our student body and staff, over 120 local churches and assemblies are represented.

CSCS School-wide Learning Outcomes

The vision of Colorado Springs Christian educators is that a maturing CSCS student:

- 1) Understands and commits to a personal relationship with Christ and pursues ongoing spiritual development**
 - a) -understands the gospel, salvation, and how to present that to others
 - b) -understands and practices spiritual disciplines such as devotions, personal Bible study, and prayer
 - c) -understands and pursues spiritual maturity and a deepening dependence upon the Holy Spirit
 - d) -is involved in a local church
 - e) -commits to a personal relationship with Christ
- 2) Understands and articulates a biblical worldview and operates from that perspective in the world**
 - a) -develops, articulates, and defends a biblical worldview
 - b) -demonstrates application and relevance of a biblical worldview to daily decision making
 - c) -knows and is able to articulate differences between Christianity and other worldviews
 - d) -knows how to dialog effectively with those who hold other worldviews
 - e) -is able to defend one's faith
- 3) Is academically prepared in all areas (reading, writing, listening, speaking, science, math, social studies, languages, Bible, technology and the arts)**
 - a) -is a creative and critical thinker who can apply learning to solve real world problems
 - b) -utilizes technology responsibly and effectively
 - c) -can appropriately access and use various types of information resources
 - d) -appreciates and/or participates in the arts and literature
 - e) -demonstrates academic competence which is required for next level of academic pursuit
 - f) -is well prepared for standardized academic testing
 - g) -communicates effectively in both verbal and written forms
 - h) -can communicate in at least one additional language
 - i) -knows the Bible in concept and through memorization
- 4) Develops moral integrity, demonstrated by righteous living and stewardship**
 - a) -makes choices based on biblical principles
 - b) -respects life
 - c) -lives according to biblical standards in family and personal relationships
 - d) -is a wise steward in use of personal, financial, and natural resources
 - e) -is a responsible citizen in the local community and the world
- 5) Is able to relate well and work well with others, including other cultures and respects the worth of every individual as made in God's image**
 - a) -can explain being created in the image of God
 - b) -respects individual differences, valuing each person as God's creation
 - c) -able to work together in groups
 - d) -can understand and appreciate people of different cultures
- 6) Is a lifelong learner, prepared for next stage, including intellectual, spiritual, physical, social, and emotional health**
 - a) -pursues ongoing learning as it relates to next stage, including careers
 - b) -applies learning to healthy choices affecting lifestyle
 - c) -develops a love for learning
 - d) -recognizes the spiritual implications of acting upon one's learning
- 7) Is a servant leader, prepared and motivated for lifelong service and involvement in missions, knows and applies spiritual giftedness**
 - a) -can articulate the biblical mandate for service and missions, including responsibility to the poor and lost
 - b) -participates in service experiences
 - c) -understands missions from personal experience or from personal exposure to the message/impact of missions
 - d) -develops leadership skills

Section Two: Personnel

Professional staff members are selected on the basis of their spiritual maturity and academic training. Spiritual maturity is the most important factor because it affects everything the teacher does, particularly the way the teacher relates to the children and parents. Academic preparation is the second key factor in teacher selection. Professional staff members are responsible for acquiring certification from the Association of Christian Schools International (ACSI). Since employees are viewed as ministers of the Gospel, duties such as leading devotions, prayer, Scripture reading, and integrating biblical truths in daily job responsibilities are integral to all employment positions. In addition, all hired employees submit to a background check.

More specifically, ACSI Teacher Certification requires each teacher to have spiritually-oriented training as one portion of his or her resume. That training consists of coursework in Bible, a philosophy of Christian education course, some directed reading assignments, and ongoing growth in those areas. ACSI certification also requires degree completion and ongoing professional coursework in the teacher's field of emphasis.

The Woodland Park Principal reports directly to the Executive Director of Academic Services and is responsible for providing leadership specific to the Woodland Park School campus. This leadership includes setting spiritual, academic, and behavioral standards.

Classroom teachers and specialty teachers are directly responsible to the Principal. They supervise and conduct the daily instruction of their assigned students. Each classroom teacher works closely with parents in determining the best methods of meeting each child's educational needs.

Support staff includes administrative assistants, health assistants, teacher assistants, maintenance and janitorial personnel.

CSCS has an administrative staff that supports all campuses. Those individuals include the Superintendent, Executive Director of Academic Services, Director of Curriculum, Instruction, and Assessment, Assistant Administrator, the Business Office staff, the Human Resources department, and the Technology department.

Section Three: Security

The safety and protection of children, parents, and staff members on the CSCS Woodland Park Campus is of utmost importance. As the world's culture has changed in recent years, our work in the area of security and safety has become more focused. Our first realization is that our ultimate protection has been and is continually provided by the Lord. We believe that He has protected us, continues to protect us, and expects us to use the wisdom that He provides as we plan and prepare for a safe campus.

In addition to that wisdom, prayer has been a focus for both parents and staff. The Lord has been extremely gracious in having prayerful people here and in answering many prayers for the school. Safety has been one of those key areas in our prayer focus.

With those concepts in mind, CSCS staff members and CSCS families have taken an aggressive approach toward prayer and preparation and vigilance. Our preparation has included the addition of a Security Coordinator. Under his direction, our faculty, staff, and entire parent community have provided a prayerful vigilance for us, noticing and addressing uncommon or out-of-place circumstances. We have also implemented multiple types of security drills to help us prepare for those unusual situations.

PERSONNEL

The CSCS Security Program is led by our Security Coordinator. This is a position that brings influence to all of the CSCS and Handprints Early Education Center campuses. The CSCS security philosophy emphasizes the fact that every staff member and many volunteers make up our Security Team.

CSCS Faculty and Staff go through regular training, tabletop exercises and scenario-based drills to aid their understanding of security and their roles in the security procedures. Volunteers, many of them current school parents, are also recruited and trained to provide help. Those individuals with an interest in helping should contact our Security Coordinator.

POLICIES

Escort Policy: Perhaps the most important piece of our security process is the work to keep children safely supervised. Students are escorted when they travel from classroom to classroom or to "specials" classes around campus when outside the elementary hallway or office area. Students should not travel to specials classes, recess, or lunch, without being escorted.

Visitors: All parents, vendors, and other visitors are required to report first to the school office where they will be required to sign in. **The office doors are locked during the business day. Visitors are allowed admittance by a buzzer system and are expected to wear a badge or sticker identifying them while on campus.**

VOLUNTEER TRAINING REQUIREMENTS:

CSCS LOVES volunteers! Volunteer opportunities include: in the classroom, lunchroom, as coaches, in the campus offices, to drive on field trips...really, almost everywhere!

To ensure we know who is ministering to our children at all times, all volunteers **MUST** be approved before volunteering with CSCS.

Volunteers who have been approved in previous years may be asked to update their background check periodically.

New volunteers are required to go through a volunteer application process. This includes the completion of an application, a short interview with a campus administrator, and completing a background check. Below are the steps to our volunteer process:

1. Complete an application found at <https://www.cscslions.org/volunteer>.
2. You will be contacted for a brief interview so we can learn a little more about you and how you would like to share your time and gifts with CSCS.
3. CSCS will conduct a reference check with references you supplied on your application.
4. You'll be emailed a link to complete a background check securely online. No fingerprints are required.
5. You will be contacted that the process is complete and you are ready to begin serving with CSCS!

DRILLS

Regular safety drills are held on the CSCS-WP Campus. Those are primarily fire drills but also include other types of safety drills. Students and staff use these drills to become familiar with all emergency procedures.

EMERGENCY DISMISSAL/FAMILY CONTACT INFO AND PREFERENCES

CSCS is upgrading our Emergency Dismissal procedures as part of our ongoing security plan. A key part of that Emergency Dismissal procedure is staying up to date with contact information for each family. Please help us on Registration Day, Friday, August 2nd, by confirming that your contact information is correct and by identifying your preferred mode of communication should CSCS need to contact you in the case of an Emergency Dismissal.

Student Notification System

A student notification system called **School Messenger** is our method to assist the school in notifying parents and students of emergencies, school closures, and important general information. This system utilizes home phones, cell phones, and e-mail. We will use your household e-mail address and the primary household phone number for general and weather related communication. In the event of an emergency, we will use every phone number and e-mail address on record to reach parents. This is the primary communication tool that will be used in the event of a building crisis, school closure, or other school-wide emergency. It is important to keep your basic information up to date. Please send any changes of address, phone or e-mail to data@cscslions.org.



Section Four: School Rules, Discipline Philosophy, Conflict and Resolution Process

PHILOSOPHY OF DISCIPLINE

At CSCS we believe that there are five steps in discipline: realization, repentance, redemption, restitution, and restoration. All of these steps are within the context of relationship with God and each other. Realization of wrongdoing with its appropriate consequences is important since it leads to repentance to God and others. Redemption reflects how God approaches each of us in that grace is extended with a fresh start. Restitution makes good that which was destroyed either a physical item or a relationship with another person. Restoration leaves shame behind and moves forward in relationships with God and others. This process encourages changed hearts that desire to please God through actions.

One of the most critical tasks that a classroom teacher faces is the matter of establishing an environment conducive to learning. Whether it is called discipline or classroom management, the same is true: learning occurs best when the student is trained to learn.

Individual students' lives and their conformity to the standard of God's Word is the focus. Educators in a Christ-centered school are instruments to be used by God to assist parents to train children in godly attitudes and actions that glorify the Lord. This is a task that takes a lifetime to develop. Formal education is a small but significant part of the process. Hebrews 12:5-11 provides a foundation for discipline in the Christ-centered school classroom. The following principles are gleaned from these verses.

1. Discipline is not to be regarded lightly. It is serious business. (Hebrews 12:5).
2. Discipline involves instruction as well as consequences for poor choices. (Hebrews 12:6)
3. Discipline is evidence of love and belonging. (Hebrews 12:9)
4. Godly discipline produces respect and honor toward one another. (Hebrews 12:9)
5. Discipline should direct us to a greater awareness of God the Father. (Hebrews 12:9)
6. Discipline should be purposeful. (Hebrews 12:10)
7. Discipline should ultimately make us more like Christ. (Hebrews 12:10)
8. Discipline for a time is painful, not pleasant. (Hebrews 12:11)
9. Righteousness and peace are the results of being trained through discipline (Hebrews 12:11)
10. Results are not always immediate. (Hebrews 12:11)

A single thread through this passage of Scripture is the need to be habitual in the training process. In order to be successful, discipline must be regular and consistent.

The specific application of the above principles in the classroom is one of the most important tasks a teacher faces. Rules and procedures are established to help achieve the

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development of godly character in students.

“Therefore, however you want people to treat you, so treat them, for this is the Law and the Prophets.” Matthew 7:12

“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength... Love your neighbor as yourself.” Mark 12:30-31

“Obey your leaders and submit to their authority.” Hebrews 13:17

GENERAL RULES

1. Remain in assigned areas.
2. Keep hands, feet, and objects to yourself.
3. Complete work assigned.
4. Use appropriate language. Unkind words, disrespectful speech, and cursing are not allowed. (Ephesians 5:29)
5. Behave in a way that does not disrupt the learning of others.
6. Students must respectfully obey all instructions of the adult in charge. This includes parent volunteers, another teacher, teacher assistants, or office staff.

CHAPEL AND ASSEMBLY RULES

1. Students will enter and leave chapel quietly and respectfully.
2. Students are expected to be quiet, attentive, courteous, and reverent during Chapel.
3. Students will remain seated until permission to leave is granted by the chapel leader and teacher.

RECESS RULES

1. Follow your supervisor’s directions at all times.
2. Use equipment safely and for its intended purpose.
For Example: One child on the slide, no pushing. Slide with feet first. Sit down while sliding. Always go down the slide.
3. Walk to and from recess. Stay in lines.
4. Stay within sight of your supervisor. Do not go into streets.
5. No guns or gun-like toys; no knives or knife-like toys may be brought from home.
6. Get permission to go back into the building and check back with your supervisor when you return. Use bathrooms before going to the playground. In an emergency, contact the playground supervising teacher or aide.
7. No tackling, grabbing clothes, or rough play.
8. No throwing of rocks, snowballs, or any other objects.
9. Report any injury.
10. The following are NOT allowed at school or on the playground during the school day: baseball bats, skateboards, roller blades, roller skates, skate shoes, radios, CD players, electronic games, or any other equipment that is brought from home.

MISCELLANEOUS RULES AND GUIDELINES

1. Any student who threatens or actually harms another person (student, teacher, staff

member, parent) may be subject to suspension and considered for expulsion. Similar consequences will be applied to anyone harassing another person, whether it be for racial, physical, behavioral, gender, or other reasons.

Physical fighting is strictly prohibited at school, and all participants regardless of who initiated the fight may be suspended at the discretion of the principal. Students must learn to resolve conflicts long before fists start flying. Jesus himself makes clear that our task is to be peace makers (Matthew 5:9, 39). If students are not able to resolve differences, they should consult a friend or adult who will help mediate the situation.

2. No gum chewing is permitted in the school buildings, before, during or after school unless approved by teacher and/or administrator.
3. School property is to be treated with respect and great care. Damage caused by students, whether willful or accidental, will become their responsibility to repair or replace.
4. Cell phones may be kept with the student's classroom teacher during the school day. Students may use them after school. They should not be seen or heard until after dismissal time is ended.
5. Cell phones and electronic devices are allowed during assigned times when teachers give students the opportunity to use those devices as part of school work or activities. They are not to be used before, after, or during school except in those situations.
6. Radios, CD players, and MP3 player type devices, or other electronics are only to be used with special permission from an administrator or teacher. These devices are to be kept in the student's backpack when not authorized for use.
7. Knives, martial arts weapons, firearms and other types of weapons are strictly prohibited in school or at school activities.
8. Skateboards, roller blades, or skate shoes are not allowed on campus before, during or after school without permission from the office.

CHEATING AND/OR LYING

Cheating on school work, whether in the classroom or off campus, is considered a serious offense at CSCS. Consequences for cheating could include loss of all points for the assignment/project/test in question, loss of classroom privileges, and suspension or expulsion from school.

Believers are admonished in the scriptures to maintain absolute integrity. (Psalm 15:2; 25:21; II Corinthians 1:12) Students at CSCS are expected to uphold the above scriptural standards. The following are examples that would be considered cheating at CSCS, but are not all inclusive:

1. Use of cell phone, calculators, or other electronic devices during testing or a class period that creates even the impression of inappropriate use will result in confiscation of the phone or device along with the consequences listed below.
2. Copying the homework/classroom work or schoolwork of another student (example: vocabulary book).
3. Permitting a fellow student to copy your homework, schoolwork, or classroom work.
4. Copying from another student during a test/quiz or looking at another person's paper during a test/quiz.

5. Looking at, having in your possession, or sharing with another a copy of a test/quiz that you have not yet taken.
6. Talking with other students about the content of a test/quiz after the student has taken the test/quiz and others have not.
7. Using a cheat-sheet, notes, or non-allowed electronic device while taking a test/quiz.
8. Reporting to the teacher an inaccurate score for yourself or another student.
9. Forging a required signature.
10. Turning in work which was only partially done by the student and partially done by another.
11. Plagiarizing from any source, including the Internet, and turning that in as original work.



Original work means that no part of your writing should copy or too closely resemble the words, events, characters, or any part of a published work. Published work includes books, magazines, newspapers, other printed materials, or materials on the Internet as well as stories portrayed in audio and visual media, including but not limited to radio, CD, Internet, television, DVD, VHS, video games and the theater. You may not use unpublished writing or material from an author other than yourself. Previously published character names and titles may be used as long as the story events, characters, and words are sufficiently different so that anyone reading the material may distinguish it as a new and separate work.

On all incidents of cheating, the student may receive a zero for the paper, quiz, test, or assignment. In addition to the zero, the following will also apply:

First Offense: Telephone contact with the parents, a report to the principal, and most often a detention.

Second Offense: Parent conference with the administration which may result in suspension.

Third Offense: Suspension or recommendation for expulsion.

It is possible that in very serious situations, consequences of suspension and expulsion may occur for a first or second offense.

RELATIONAL AGGRESSION

CSCS desires high behavior standards in their students. We do not tolerate hurtful aggression of any kind. "Relational aggression encompasses behaviors that harm others by damaging, threatening to damage or manipulating one's relationships with his/her peers, or by injuring one's feelings of social acceptance."

- Purposefully ignoring someone when angry (giving the "silent treatment")
- Spreading rumors about a disliked classmate
- Telling others not to play with a certain classmate as a means of retaliation.
- Taunting and name calling
- Alliance building
- Covert physical aggression
- Cyber bullying

This is contrary to all Jesus has called us as Christians to be and do. Students who are found to be aggressive or unkind toward others in these ways will be subject to disciplinary action.

APPLYING MATTHEW 18/PEACEMAKER CURRICULUM PRINCIPLES

Conflicts are a normal part of life on earth. Our tendency in conflict situations is often to either withdraw or retaliate. Conflict with others many times prompts us to go behind people's backs or over their heads without talking to them about the problem. These are natural reactions. Jesus urged us to have a supernatural reaction in Matthew 18:15-17.

Jesus advised us to lovingly approach any offending individual when we have a complaint or grievance against him/her. We can do this in the power of the Holy Spirit. God's resources turn conflicts into opportunities for growth.

There is a spiritual battle continually being waged. We can be victorious even in difficult situations when we behave according to the Scriptures.

In addition to Scripture, we use two supplementary supports for our curriculum: The Young Peacemaker curriculum and "Honorable Character" traits. The Peacemakers curriculum teaches students and provides them opportunities to practice going to the person who has offended them to solve differences on their own. If they cannot reach restoration on their own, they can get help from their teacher. In extreme cases, principals will participate in helping students practice Matthew 18 and other biblical models.

***"Even a child is known by his actions, by whether his conduct is pure and right."
Proverbs 20:11 (NIV)***

Honorable Character traits are used by faculty members as they notice students producing them in their lives. Students are honored in chapel for displaying the traits in the classroom or on the playground.

**"Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit in the bond of peace."
Ephesians 4:2-3**

PROGRESSIVE DISCIPLINE

The clear explanation of rules and expectations is the first step in promoting a positive atmosphere of self-control on the Woodland Park campus. When behavior is inappropriate, consequences are administered as the next step. Natural consequences are the most common discipline method. For instance, if a child destroys property, the offending child is required to make restitution.

Should a child repeatedly disobey or disturb the classroom learning environment, a principal will become involved. Parents are contacted in these situations, letting them know what behavior the student exhibited and the consequence the principal has determined would be appropriate.

The goal of each step in the discipline process is to encourage the children to make choices that result in appropriate behavior and to teach students to be involved in their own character development.

When the above steps are not successful, the discipline process continues. The goal remains the same, yet the consequences for the child become more serious.

MAJOR INFRACTIONS

We expect students to relate to each other in an appropriate manner on or off campus. Inappropriate behavior that becomes known to CSCS may be subject to disciplinary action. The following items are serious violations of the values of this school community, and cannot be permitted in any form, including but not limited to: fighting, relational aggression (see above section), foul language, or other accumulated infractions. We intend CSCS to be a safe place for students to work and learn. Toward that end, CSCS reserves the right to inspect lockers, book bags, clothing, and electronic devices and contents therein (i.e. jpeg files, text messages, flash drives, other electronics, etc.) at any time. This would include any time when students are not on school property but under the supervision of school personnel if they feel that there is just cause. Enrollment at CSCS constitutes consent by all parents/guardians and the student for such inspection.

SUSPENSION

Suspension from school is defined as temporarily removing a student's privilege of participating in and/or attending school and school activities for a specified period. In addition, the faculty is not required to give extra help or attention to suspended students. In most cases, students who are suspended from school may make up work that is missed during the suspension for full credit by turning it in on the first day back from suspension. However, in the case of a suspension for being absent from a class due to truancy specifically for that class period, credit for missed tests, quizzes, projects, class work, and homework due will not be granted under any circumstances.

Suspension may result from repeated violations of school rules or from a single serious violation of school rules. The length of suspension is determined by the frequency or severity of the offense, and may range from a portion of one (1) to five (5) full days. Suspensions may require a parent conference with the administration prior to the student being allowed to return to classes.

Only the Superintendent, or his designee, may give suspensions of longer than five (5) days. Any suspension for five (5) days or longer may result in a recommendation by the administration of whether to proceed with expulsion or not. Certain offenses may receive automatic suspension without prior attempts at remediation. Suspension from school may place the student on behavioral probation. A student under suspension may not attend or participate in any school-sponsored activity during the time of the suspension. (See Behavioral Probation.)

Occasionally a suspension may be indefinite from the outset. That may occur when further investigation (internal or external) or an evaluation by an outside professional is required. This will allow the school to call in additional resources, including necessary authorities, if warranted. The parent will be notified if this appears to be the case. In these cases, a conference with parents and appropriate personnel will be required before the student will be considered eligible for re-admittance.

In some cases, at the discretion of the administration, an alternate suspension arrangement may be allowed. If the student is not a threat or negative influence on other students, it may be possible to let a parent of the offending student attend classes with the student. No sports or social activities would be allowed during the suspension period. This policy is primarily used in the CSCS elementary and middle schools, but the high school administration

reserves the right to use it when it is in the best interest of all the students and teaching environment.

Suspensions are recorded on a student's permanent record.

BEHAVIORAL PROBATION

A student may be placed on behavioral probation following a suspension or repeated/serious violations of school rules. The student and his/her parent must meet with one of the administrators and agree to the conditions of probation before returning to or continuing with school. Behavioral probation lasts for a minimum of 90 days, during which time, any serious or repeated breach of school rules may result in consideration for expulsion.

EXPULSION

Expulsion is defined as denying a student attendance at school, access to school property, and attendance at all functions on school property for the length of the expulsion. Expulsion is the ultimate responsibility of the Disciplinary Review Committee (DRC) which consists of six voting members: three teachers (from the non-involved campuses or the central office), and three administrators from non-involved campuses or the central office). The Principal serving as the school representative will bring the recommendation for expulsion to the committee and thereby not serve as a voting member of the DRC. No one on the committee may have a vested interest in the specific case under review.

Students who withdraw after being considered for expulsion are subject to the restrictions and conditions listed for expelled students.

The expulsion procedure is as follows:

1. The principal will communicate with the parent(s) of the student to summarize the reason(s) for the recommendation of expulsion. At that time parents have the option of withdrawing their child or requesting a hearing by the DRC.
2. The principal will set a date, time, and place for the committee to convene and inform the family of that decision.
3. The student and his/her parent(s) are often asked to attend the meeting. Other individuals may attend with the approval of the committee.
4. A decision regarding expulsion may be made after the committee has heard from the principal making the recommendation, the student (if appropriate), the student's family, and any other appropriate individuals. The decision will be made by a majority vote of the DRC. The parents will be informed of the decision by the principal.
5. Parents may appeal the decision of the committee. An automatic appeal will occur when the committee decision ends in a tie vote. All appeals will be made to the superintendent for a final decision. The parents will be informed of the decision by the superintendent.
6. Expelled students, or students who withdraw after being considered for expulsion, may not participate in or attend CSCS sponsored activities unless approved by the administration in advance.
7. Families desiring to re-enroll a student who has been expelled or considered for expulsion must receive a positive recommendation from the appropriate principal and the DRC. In such cases the committee should be composed of as many of the original members as possible.

CSCS may report the offense to any future schools requesting records for students who are expelled or withdrawn after being considered for expulsion.

BOARD POLICY OF COLORADO SPRINGS CHRISTIAN SCHOOLS TREATMENT OF STUDENT FAMILIES

Policy Type: Executive Limitations

Policy Title: Treatment of Student Families

POLICY 2.1 With respect to interactions with current or potential student families, the superintendent shall not cause or allow conditions, procedures, or decisions which are unsafe, undignified, unnecessarily intrusive, unbiblical, or which fail to provide appropriate confidentiality or privacy.

Policy 2.1.1 Shall not enroll students under conditions that fail to protect them, the student body, the schools, or CSCS' Christian philosophy.

Policy 2.1.2 Shall not use methods of collecting, reviewing, transmitting, or storing student's family information that fail to protect them against improper access to the material elicited.

Policy 2.1.3 Shall not maintain facilities that fail to provide a reasonable level of privacy, both visual and aural.

Policy 2.1.4 Shall not operate without clear policies on matters of general interest to student families in order to establish with them a clear understanding of what may be expected and what may not be expected from the services offered.

Policy 2.1.5 Shall not fail to inform student families of Board Policy 2.1 and to provide a grievance process to those who believe they have not been accorded a reasonable interpretation of their rights under this policy.

Policy 2.1.6 Shall not authorize corporal punishment for any student.

Policy 2.1.7 Shall not allow presentation of sex education materials or programs that are not abstinence-based in context and matter.

Biblical Lifestyle Statement

Since Colorado Springs Christian School's biblical role is to work in conjunction with the home to mold students to be Christ-like, CSCS students should have a lifestyle that reflects the biblical perspective of integrity and of appropriate personal and family relationships. Each student should maintain a lifestyle based on biblical standards of moral conduct and support the moral principles of the school (Leviticus 18:22; Romans 1:21-27; I Corinthians 6:9-20). Furthermore, gender is immutably bestowed upon each person as male or female to reflect God's image (Gen. 1:27). Biological sex means the biological condition of being male or female as determined at birth based on physical differences, or when necessary, at the chromosomal level. Moral misconduct includes, but is not necessarily limited to, participating in, supporting, or condoning sexual immorality, sexual activity outside of marriage as defined by a covenant relationship between a man and a woman, homosexual activity, bisexual activity, lesbian sexual activity, sexual harassment, use or viewing of pornographic material or websites, inappropriate cell phone or other electronic transmissions, and sexual abuse or improprieties as defined by Scripture and federal or state law. Notwithstanding any other board policy, student restrooms, locker rooms, and showers that are designated for one biological sex shall only be used by members of that biological sex. In any other school facilities or settings where a student may be in a state of undress in the presence of other students (that is, changing costumes during school theatrical productions and so on), school personnel shall provide separate, private areas designated for use by students according to their biological sex.

The school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student if the atmosphere or conduct within a particular home or the activities of the student are counter to or are in opposition to the biblical lifestyle the school promotes.

ALLEGED CHILD ABUSE/NEGLECT

NOTICE TO ALL PARENTS/GUARDIANS OF CSCS STUDENTS: CSCS' legal counsel has advised that all parents/guardians should be aware of the following which are in accordance with federal, state, and local laws concerning alleged child abuse and/or neglect:

1. The Teller County Department of Social Services (DSS) has the right to make an unscheduled visit to CSCS and require that a student who is the subject of a child abuse/neglect report be interviewed during school hours without any obligation to notify the parents/guardians of the student or seek permission from the parents/guardians to conduct the interview.
2. Any CSCS employee who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect **MUST** immediately report or cause a report to be made of such fact to the DSS. Therefore, if a discussion between a CSCS employee and a parent/guardian concerning a student leads the employee to a conclusion that there is reasonable cause to suspect that the student has been subjected to abuse or neglect, the employee is **REQUIRED BY LAW** to report the parent or guardian to the DSS immediately.

Colorado Springs Christian Schools Student/Parent Grievance Process

Because of the counsel contained in the Bible (Matthew 18:15-20; I Corinthians 6:1-8; and Galatians 6:1) and because of the fervent desire of CSCS to resolve in a Christian manner every conflict or violation which may arise between individuals, CSCS has prescribed the grievance process that is to be followed.

Attached to this process is a copy of Board Policy 2.1: Treatment of Student Families. Board Policy 2.1.5 states that “The Superintendent shall not fail to inform student families of Board Policy 2.1 and to provide a grievance process to those who believe they have not been accorded a reasonable interpretation of their rights under this policy.” In fulfillment of that policy, the grievance process is outlined below.

The resolution of any conflict initially is to be resolved at the lowest level possible with only the people who are directly involved in the conflict.

Although others may have similar concerns or conflicts, Scripture requires that we deal with conflict as an individual and not as a group of like-minded individuals. Christians are required to speak only to the individual with whom they have the conflict and to no other person. To involve anyone else is gossip and counterproductive. With this in mind, the process is as follows:

1. The individual who has the conflict is to go directly to the person with whom they have the conflict and seek to resolve it.
2. If the conflict is not resolved, the administrator should be notified and a meeting will be scheduled. The scheduling of this meeting will occur within 72 hours of the request. A Conflict Resolution Action Report will be completed by the administrator documenting the initial meeting. A plan of action will be completed by the administrator and/or the Human Resources Department.
3. If the conflict still has not been resolved, the individual may request a meeting with the administrator and the Superintendent of schools of CSCS. The scheduling of this meeting will occur within 72 hours of the request and the Conflict Resolution Action Report will be completed by the administrator documenting the previous meetings. A decision and plan of action will be determined by the Superintendent and is final unless Policy 2.1.5 is violated.
4. If a violation of Board Policy 2.1.5 has occurred, the Superintendent will initiate the process. As with all correspondence to the Board of Directors, the letter should be sent to the Office of the Superintendent, outlining the policy and the specific violation. All such correspondence will be delivered sealed to the acting chairperson of the Board.

COLORADO SPRINGS CHRISTIAN SCHOOLS DISPUTE RESOLUTION POLICY

Because of the counsel contained in the Bible (Matthew 18:15-20; I Corinthians 6:1-8; and Galatians 6:1) and because of their fervent desire to resolve in a Christian manner every dispute or claim which may arise between them, CSCS and disputant agree to conciliate, mediate, and arbitrate their dispute exclusively through the procedures set forth in the CSCS Dispute Resolution Policy. The term, "dispute," shall include every type of dispute, claim, or controversy which might arise between CSCS and its employees, students, students' families and others, regardless whether it arises under this contract, under the law of tort, under any federal, state, or local statute or ordinance governing employment relationships or prohibiting discrimination, or under any other common or statutory law. The disputant must also comply with any applicable harassment policy and sexual misconduct policy; however, the disputant's remedy for a violation of employment law shall be determined under this dispute resolution policy. The school shall bear the cost of dispute resolution, except the fees and expenses of any attorney hired by the disputant.

- A. **Conciliation:** Disputants must first attempt to resolve any dispute through direct communication with the Principal or the Superintendent. The disputant may begin conciliation by sending a letter requesting it to the Human Resource Department. The letter must specifically state the nature of the problem and the facts and arguments supporting the disputant's position. CSCS will then have twenty days to gather information regarding the problem and otherwise to explore whether a resolution is possible short of mediation.
- B. **Mediation:** If the disputant and CSCS are unable to resolve their dispute through conciliation, the disputant's sole and exclusive remedy is to request formal mediation of the dispute by sending a letter requesting it to the Human Resource Department, with a copy to the other party. A mediator shall be chosen by CSCS from a list of Christian mediators and assigned to the dispute. Both sides shall submit a position statement setting forth the facts and arguments applicable to the dispute ten days prior to mediation.

Unless otherwise agreed, mediation shall take place within thirty days from the date of the letter requesting it according to any rules of procedure chosen by the mediator. No discovery shall occur in advance for the mediation, except as requested by the mediator. Each party may have one observer other than an attorney present.

If the parties reach a resolution for their dispute in mediation, the mediator shall formalize the settlement in a legally enforceable agreement. Mediation and conciliation may not be used to collect facts for use during possible subsequent arbitration, administrative hearings or litigation, and a confidentiality agreement will be required of both parties (including observers).

- C. **Arbitration:** If the disputant and CSCS are unable to resolve their dispute through conciliation and mediation, the disputant's sole and exclusive remedy is to request binding arbitration of the dispute by sending a letter requesting it to the Human Resources Department, with a copy to the other party. The Human Resource Department will, within two weeks of receiving the letter, convene an impartial arbitration panel to consider the complaint and any

defenses or explanations. The panel will consist of one arbitrator chosen by the school, one arbitrator chosen by the disputant and one mutually agreed arbitrator. If the parties cannot agree on an arbitrator, the two arbitrators chosen by the sides may appoint a third.

Each party will be allowed to present direct and rebuttal testimony, evidence, and argument. Attorneys may participate in the arbitration. The panel will issue written findings of fact and a written award providing appropriate legal or equitable relief within ten days of the hearing. Judgment upon the award may be entered in any court having jurisdiction thereof. The arbitrators shall have authority to apply the Doctrine of Church Autonomy and other First Amendment and Establishment Clause defenses to liability as if the arbitrator were a civil court judge.

Except as regards the initiation of the arbitration and the appointment of a panel of arbitrators, the arbitration proceedings shall be conducted under the Rules of Procedure for Christian Conciliation in effect at the time of the arbitration demand or other rules of procedure agreed to by both sides. A decision and award of the arbitrator made under the rules shall be exclusive, final, and binding on both parties, their heirs, executors, administrators, successors, and assigns.

- D. Time is of the Essence: Any rights that a disputant may have to legal or equitable relief in an arbitration proceeding shall be extinguished unless the disputant attempts conciliation within six months after the occurrence of the event giving rise to the dispute, requests mediation within seven months after the occurrence of the event giving rise to the dispute, and demands arbitration within one month after formal mediation ends.

Section Five: Academics

It is extremely important that students at a Christ-centered school have the opportunity for an excellent education. That is our goal at Colorado Springs Christian Schools. It is a major part of our Mission Statement, Vision Statement, and Core Values. Administrators and teachers are working continually to plan, execute, and assess learning opportunities that motivate and lead students toward excellence in their educational experience. This section of the Handbook will acquaint you with some of the methods and procedures used to achieve those goals.



ACCREDITATION

An independent, non-denominational school, CSCS is accredited by the Association of Christian Schools International (ACSI) and the North Central Association (NCA) Commission on Accreditation and School Improvement.

CSCS believes that accreditation is an important part of the accountability for our school. ACSI and NCA provide us with a look from outside ourselves. They bring standards and expectations to the table which we are required to meet in an ongoing way.

ABILITY GROUPING

Each person learns at a rate and in a way that is different from anyone else. The Lord created us as distinct individuals. The teaching staff at CSCS is not large enough to instruct all students on a one-to-one basis, yet instruction needs to be as individualized as possible. For that reason, Elementary teachers often use ability groups in reading and math.

Ability grouping means that classes are divided into two or more small groups according to the students' speed and proficiency in that subject area. This method allows students to move ahead of or stay behind an average pace to accommodate their educational needs.

ACADEMIC LEARNING CENTER

Our Academic Learning Center (ALC) is a success-based program offering support for a strong skill development in any combination of the following areas: reading accuracy, reading fluency, reading comprehension, writing development, writing fluency, speed reading, basic math, advanced math, and organizational encouragement.

The ALC staff member works with the classroom teacher to identify students who need accommodations or modifications based on identification of the specific needs of each student. The classroom teacher, for the success of the student, carries out these accommodations or modifications.

ACHIEVEMENT TESTING

Each student is administered a Standardized Test in early April. This test is used to determine whether academic growth is occurring at a proper pace. Students should show at least one year's growth on the achievement test each April. CSCS also uses achievement test scores to determine the strengths and weaknesses of the school's instructional program. Curriculum decisions are influenced by patterns which student scores identify.

The results of the achievement tests also allow families to compare the level of achievement at CSCS with the national average as well as with the average scores of Christian schools who participate in using the standardized test. CSCS distributes achievement test results to parents with the fourth quarter report card.

FIFTH AND SIXTH GRADE BAND/MUSIC CLASSES

Students in fifth and sixth grade choose between band or choir. Those classes are held two times a week. All music students are involved in two concerts during the school year. Informational meetings are held at the beginning of the school year with a representative from a local music company there to answer questions concerning appropriate instrument choices and purchase versus rental options.

GRADING SCALES

Kindergarten through Second Grade:

- + above average
- √ average
- below average



Grades 3-6: percentage assessment

subjective assessment

- A = 93 – 100
- A- = 90 – 92
- B+ = 87 – 89
- B = 83 – 86
- B- = 80 – 82
- C+ = 77 – 79
- C = 73 – 76
- C- = 70 – 72
- D+ = 67 – 69
- D = 63 – 66
- D- = 60 – 62
- N or F = 0 – 59%

- + above average
- √ average
- below average

MAKE-UP OF INCOMPLETES

Students with absences who have not yet completed make-up work may be given an “Incomplete” on their report cards. They will have the normal time allotted to complete make-up work. Incompletes at the end of the fourth quarter will be handled on an individual basis. Failure to make up incomplete work in a timely manner may result in lower and/or failing grades for a student.

HOMEWORK



The purpose of homework is to practice, reinforce, or master a concept learned in the classroom. Homework also fosters good study habits such as independent learning, effective time management, and personal responsibility. Although homework helps students deepen their knowledge of a subject and develops good study skills, the homework load should be reasonable in order to allow students to maintain balance in their lives.

Homework should be defined as any schoolwork outside of the school day or school class period including but not limited to reading, writing, working on vocabulary or projects, studying for tests and quizzes, answering questions, and completing problems.

At CSCS the amount of time a student should work on homework each school day will be as follows: 10 minutes in first grade and an additional 10 minutes per grade level thereafter (i.e. 20 minutes for a second grader, 120 minutes for a twelfth grader).

This homework will generally consist of reading assignments, reviewing Bible verses, spelling words, Latin/Greek words, math facts, and test prep. If your child consistently spends more time than this on assigned homework, we would ask that you keep a record for two weeks of how much time is spent on each subject and then contact his/her teacher. Other homework will be dependent on how responsible the student is in using his/her class time wisely. Students may have additional homework that consists of class work not finished during class time.

Homework may or may not be used for a class grade. This will be left to the discretion of the individual classroom teacher. However, he/she will make it known to the student if a grade will be taken on a specific homework assignment.

Most weeks, there will not be homework assigned on Friday that is due on the following Monday. Wednesday nights will be considered “low homework” nights. Elementary music concert nights will also be deemed “low homework” nights.

LIBRARY/LOST BOOKS OR MATERIALS

Students go to the library regularly as a scheduled activity. They have the opportunity to check out books and learn basic library skills. A student’s school records will not be released at the end of each quarter until all reimbursements for lost books are paid.

REPORT CARDS

End-of-year report cards will be mailed home only after all financial obligations have been met: textbook replacement costs, library fines, late tuition payment, and/or unpaid fees.

RETENTION POLICY

The decision to promote or retain a child at the end of the school year will be based upon a variety of criteria such as:

1. Academic performance
2. Social and emotional development
3. Excessive absence due to illness or other factors.

Parents shall be notified by the interim period of the third quarter of possible retention of their child.

SCHEDULES

The elementary school schedule is typically a maximum of 174-175 school days. This includes the additional days that are placed in the school calendar for weather cancellations. Snow days are discussed later in this handbook.

A typical school day includes instruction in a complete range of subject areas:

- Language Arts
- Math
- Science
- Social Studies
- Bible

Special classes for K-6 students include:

- Art
- Music
- PE
- Spanish
- Computer
- Library

“Specials” classes for K-6 students include art, music, physical education, computer, Spanish, and library class each week. Instructors other than the classroom teachers teach these classes. Latin enhancement occurs in 3rd, 4th, and 5th grades.



TEXTBOOKS

Students in grades 3-6 will be asked to cover their books the first week of school. The name of the student should be written on the inside cover of the book. Teachers keep a record of books distributed to the students so that if any of the assigned books are damaged or lost the student will be responsible for the costs. These costs must be paid for before the end-of-the-year report cards are issued to your family. Please help your child handle the books with respect and care.

Section Six: School Life

ACTIVITY FEES

Activity Fees are collected at the beginning of the school year during Registration. This money is used for field trip admissions and special activities.

ALLERGIES

Please advise the school office and classroom teacher of any known allergies.

ANIMALS

Because we have students who struggle with severe allergies to animals, we require that any pets be left outside the building, and any service animals accompany the guest to the office where the office staff will help with any requests from our guests. No animals should move beyond the front doors and the office into the remainder of the building.

ATTENDANCE POLICY

One portion of the mission of CSCS is to provide an *excellent education*. Parental support is essential for us to accomplish this mission. A quality education can only be provided to students whose families make regular attendance a high priority. **Parents need to plan family activities during scheduled school vacations**, thereby allowing their students the opportunity to receive the highest quality education CSCS can offer. Whenever students are absent, the quality of their education is compromised. We recognize, however, that at times there may be a need for a student to be absent. The following guidelines govern our attendance policy.

ABSENCES

1. Whenever a student will be **absent or tardy**, we request the parent/guardian call the school office by 9:00 a.m. Parents may request homework for students who are absent 2 or more consecutive days. Makeup work may be picked up at the close of the second day.
2. When family need results in a student's absence, the school office should be notified in writing of the expected absence at least one week prior to the absence. In these situations, we ask families not to request work to take with them. Students will have one day per each day missed to complete any missed assignments the teacher deems necessary after they return. **PLEASE DO NOT PLAN VACATIONS DURING THE LAST WEEK OF EACH QUARTER.**

Sudden family emergencies will be handled on a case-by-case basis. Parents should inform the office of the absence as soon as they know about it. Students have one day to make up work for every day missed. Special consideration can be given depending on the circumstances.

3. **Medical Allowance:** A student who experiences a long-term illness or hospitalization (five or more consecutive school days) or who has a physical impairment and/or medically substantiated problem which entails repeated absences can be granted an attendance medical allowance based upon a review of the individual case by the Principal. However, extended illnesses or injuries must be substantiated by a physician completing a CSCS

Extended Illness/Injury form, located on the CSCS web-site under Parent Resources, and returned to the school office within three days of the initial illness. The student must still fulfill the requirements of the class. In those cases, absences are waived and will not count toward the maximum allowance permitted.

Excessive Absences: A formal letter of concern will be sent to parent(s) of student(s) whose absences have become excessive (exceeding 10 days in a quarter).

Principal Conference: A formal conference may be held with the parent(s) of the student(s) whose absences have become excessive. For each absence thereafter, the parent(s) must provide the Principal with appropriate documentation verifying compliance with the school policy. Excessive absences may result in one of the following consequences: academic probation, retention in the current grade, and/or being asked to withdraw from the school.

Perfect Attendance Awards will be given to students who are absent a half day or less for the entire school year and that must be for an excused appointment.

LEAVING DURING THE SCHOOL DAY

Students who must leave school during the day must sign out through the office. In order to help us maintain a safe environment, parents ***must*** come to the office to sign out their child. When a student returns after an appointment, the parent ***must*** sign the child back in at the office. Students are responsible for class work missed due to appointments. Any student missing more than 1 1/2 hours of school on any given day will be considered absent for at least a half day. For instance, a student coming to school at 10:00 a.m. will be considered absent for the morning. A student leaving school before 1:30 p.m. will be considered absent for the afternoon.

TARDY POLICY

Being on time to school is important for several reasons.

- 1) Learning to be punctual is an important issue in training and discipline.
- 2) Class begins at 8:15 each day. Teachers begin important tasks with their students at that time. Tardy students require teachers to repeat instructions and take time away from the entire class. Being on time is showing consideration for others.
- 3) Coming to class late often puts late-arriving children in a position of playing “catch-up” and possibly feeling self-conscious or embarrassed.



Four unexcused tardies in a grading period will result in the child serving a 15-minute detention after school, during lunch or during recess. This will occur within two weeks of the 4th unexcused tardy.

After the detention is served, the slate is wiped clean until four additional tardies are accumulated within that grading period. The slate is also clean at the beginning of each grading period.

TARDY PROCEDURE: Students arriving on campus after 8:15 ***must obtain a tardy slip from the office before going to the classroom.*** The student will then proceed to class, give the slip to the teacher, and be admitted.

All tardiness to school will be considered unexcused ***unless*** it is due to illness or medical appointments. In the event of extreme weather or major traffic conditions, students may

proceed directly to their classrooms without a tardy slip.

SCHEDULES



Normal Schedule: The school day starts at **8:15 a.m.** and ends at **3:15 p.m.**

Delayed Schedule: The school day starts at **10:00 a.m.** and ends at the normal dismissal time. Students may enter school after **9:45 a.m.**

Half-Day Schedule: The school day starts at **8:15 a.m.** and ends at **11:30 a.m.**

Half-Day Delayed Start Schedule: On a normal half-day school schedule, school begins at 8:15 and ends at 11:30. If a scheduled half day requires a delayed start due to weather issues, school will be in session from 10:00-2:00. Adjusting the half day schedule in this way prevents us from canceling school altogether on those days.



BEFORE & AFTER SCHOOL POLICY

Students may be dropped off in the back of the school anytime between 8:00-8:15 a.m. The carpool team will come and open the doors of their cars. Parents who wish to walk their children into the school may do so by entering through the front of the school. Students who arrive late may be signed in by their parents in the front office.

Students cannot play or wait on the playground after school without parent supervision.

Be diligent about informing your children before they leave home in the morning of who will be picking them up if there is a change in plans for the day. Students need to know who to plan on and which car will be picking them up.

SNOW DAYS/DELAYS

When the Administration delays or cancels school due to weather, all three local television stations will be given the announcement along with certain radio stations and the CSCS website, www.cscslions.org. Please watch for updated lists of television and radio stations in the fall newsletter. The office answering machine will have the announcement in case you are not able to hear it on the radio or television. All three local television stations run a ticker tape of school closings at the bottom of their screens. You will also be notified by the *School Messenger System*. If there is a weather-related delay start, your child's safety is our priority. Parents, we trust you to decide whether or not the roads are safe for you and your children. Attendance issues will be determined by the elementary school administration.

When the delay or closure only affects the Woodland Park campus, the TV will not have the information. The CSCS website and the phone message will have the correct information for our campus.

Delayed Schedule: The school day starts at **10:00 a.m.** and ends at the normal dismissal time.

Students may enter school after **9:45 a.m.**

Half-Day/Delayed Start Schedule: On a normal half-day school schedule, school begins at 8:15 and ends at 11:30. If a scheduled half day requires a delayed start due to weather issues, school will be in session from 10:00-2:00.

Online Instruction Day: When on-site school cancellations are necessary, the school may call a regular snow day (no school) or an **ONLINE INSTRUCTION DAY**. In the case of an **ONLINE INSTRUCTION DAY**, students in grades 3 – 6 will be required to log in to their class *Moodle* sites between 9:00 a.m. and midnight to collect their instructional work. Work will be due according to due dates established by each teacher. Students without Internet access should make prior arrangements with the building principal or the computer teacher or their classroom teacher. Grades K – 2 have no online instruction.

BIRTHDAYS



Birthday parties are celebrated in each classroom differently. Please ask your classroom teacher for information about how they prefer these be celebrated.

Occasionally children come to school with invitations to distribute for birthday parties. These are exciting times for the child having the party as well as for those being invited. They can also be difficult times for children not invited. With that in mind, we are asking that you as parents follow some guidelines to help these days be a positive experience for the children at school. If your child is inviting all of the boys in class, all of the girls in class, or the entire class to a party, feel free to distribute those invitations at school. If they are inviting only a portion of the class, please distribute the invitations through another means – **NOT ON CAMPUS**.

CARPOOLING

Please ask at the office to help you find other families interested in carpooling.

CHAPEL

Chapels are held each Thursday morning, from 8:20 a.m. to 8:50 a.m. The purpose of chapel is to provide the opportunity to worship the Lord together, become familiar with a myriad of ways to serve the Lord in Christian ministries, and to pour spiritual truths into the students. We have a variety of guest speakers along with the students themselves leading several chapels. Parents and guests are invited to attend any chapel. Please check in at the office before coming into chapel.

DIRECTORIES

An All-School Directory is printed each fall and made available to parents. This booklet lists names, addresses, and phone numbers of all school families. If a parent does not wish to be included in the directory, he/she should notify data@cscslions.org ***This directory is NOT to be used as a marketing tool.***

DISMISSAL PROCEDURE

Each campus has established appropriate dismissal procedures for that campus. Please make sure you understand those guidelines which have been established to create a safe environment for our students.

NO STUDENT WILL BE ALLOWED TO WALK AROUND CAMPUS AFTER SCHOOL WITHOUT ADULT SUPERVISION.

Please supervise your children when they are on campus after school hours and during special events.

DRESS CODE



Modesty and neatness are the overriding factors in establishing the dress code at CSCS. We encourage our students to observe the following principles:




1. Modesty (1 Timothy 2:9)
2. Everything for God's glory (1 Corinthians 10:31)
3. The avoidance of showiness in one's appearance (1 Peter 3:3-4)



Due to the frequent changes in the fashion industry, the administration reserves the right to determine if a particular piece of clothing follows our dress code guidelines.

Please use the following dress code guidelines in your student's choice of dress:

Item	Allowed	Not Allowed
Shorts	<ul style="list-style-type: none"> • Hemmed and no more than 3 inches above the knee when kneeling. • Denim, solid or print, any color • Shorts overalls • Cargo shorts if not too baggy and big • Neat athletic shorts 	<ul style="list-style-type: none"> • Too baggy or skin tight • Spandex 
Pants	 <ul style="list-style-type: none"> • BOYS AND GIRLS: Blue jeans, cords, slacks, neat sweat pants • GIRLS: Capri pants • BOYS: Cargo pants 	<ul style="list-style-type: none"> • BOYS AND GIRLS: Pants that are either skin tight or baggy, with holes or rips • GIRLS: Leggings or jeggings unless worn under a dress that is the appropriate length
Tops	<ul style="list-style-type: none"> • Dress shirts, polo shirts, blouses, neat t-shirts • Tank tops with straps more than 2 inches wide. 	<ul style="list-style-type: none"> • Tops short enough to show skin at midriff when hands are raised above head • Tank tops with straps less than 2 inches wide. • Spaghetti straps
Dresses & Skirts	<ul style="list-style-type: none"> • Dresses, skirts and skorts that are hemmed and no more than 3 inches above the knee 	<ul style="list-style-type: none"> • Dresses, skirts and shorts that are not hemmed or more than 3 inches above the knee

<p>Shoes</p> 	<ul style="list-style-type: none"> • Shoes appropriate for PE, playground activities • Appropriate footwear for snowy conditions 	<ul style="list-style-type: none"> • Skate shoes, flip flops, sandals, or shoes that are not safe for PE
<p>Hair</p>	<ul style="list-style-type: none"> • BOYS: Hairstyles must comply with the general dress code guidelines (neatness, avoidance of showiness, etc.). Hair color should be a natural color. • GIRLS: Dyed hair that is a normal hair color 	<ul style="list-style-type: none"> • BOYS: Dyed hair that is not a natural hair color, except on Spirit days • GIRLS: Dyed hair that is not a normal hair color except on Spirit days
<p>Headwear</p>	<ul style="list-style-type: none"> • GIRLS: Headbands, scarves, triangle scarves, bandanas 	<ul style="list-style-type: none"> • BOYS AND GIRLS: Hats, caps, ski hat type, sweatbands • BOYS: Headwear in class during school hours - this includes hoods on sweatshirts
<p>Miscellaneous</p>		<ul style="list-style-type: none"> • Slogans or pictures/designs inconsistent with the philosophy of CSCS • Torn or frayed clothing
<p>Other</p>	<ul style="list-style-type: none"> • GIRLS: Earrings 	<ul style="list-style-type: none"> • BOYS: earrings, piercings, or visible tattoos • GIRLS: other body piercings or visible tattoos

NOTICE OF STUDENT VIOLATION:

Below is the procedure we use when students violate the dress code:

1. First violation: a note goes home to the parents.
2. Subsequent violations: the parent will be called to bring a change of clothing.
3. Repeated absences from the classroom due to violation of dress code will be considered unexcused absences.
4. The principals, faculty and staff will make the final decisions regarding the dress code.

FACEBOOK POLICY

Many parents enjoy taking pictures when we have special school activities, events, or on field trips. We ask that parents respect the privacy of other parents and students by NOT posting photos of CSCS activities, events, or field trips on Facebook. The exception would be if the photo only contains your child in it. The CSCS Technology Acceptable Use Policy (see pp. 44-49 of this Handbook) includes more specific guidelines about posting pictures and other information online.

FIELD TRIPS

Teachers will schedule as many of their grade level field trips as possible before school starts in August. Many of our field trips cannot be scheduled until the school year is underway. For those we can identify early, we may ask parents to sign an Activity Release and Consent form early in the year so that you can have advance notice of those exciting learning opportunities. For those trips that are scheduled later, we will ask parents to sign individual Activity Release and Consent forms, again so that you are fully aware of the activities your child will be sharing with their classmates and teacher. The yearly activity fee covers field trip costs.

All parent drivers or others who ride along on a field trip must also complete the CSCS volunteer training, which can be completed on-line, prior to driving any student other than their own on a field trip. **(SEE PAGE 13 for Volunteer Training Requirements.)** Drivers must make sure that each individual is in a separate seat belt. For students in grades Kindergarten through second grade, we will be complying with the current car seat laws when transporting those children. The driver of the vehicle may not operate a cell phone while driving. If a video is shown in the vehicle, it must be rated "G." One other note: it is imperative that individual drivers NOT stop to purchase treats for their riders during the field trip. Those independent side trips can cause unnecessary conflicts for students when they arrive at the field trip site or back at school; they can be a security and legal issue for us also.

HEALTH GUIDELINES

In order to prevent sick children from being at school, the following guidelines have been developed.

Reasons for which a student will be sent home:

- Temperature above 100 degrees, orally
- Yellow/green nasal discharge
- Drainage from the eye (conjunctivitis)
- Questionable rash
- Disruptive coughing
- Vomiting
- Diarrhea
- Seizures
- Suspected or confirmed communicable diseases: i.e., head lice, pink eye, and chicken pox
- Multiple office visits in the same day with the same complaint
- An accident/injury to such a degree that a physician's visit is recommended

Procedures for sick students

1. A parent/guardian will be called to retrieve the ailing student.
2. If a parent/guardian is unavailable by phone, the next designated contact person will be called until someone is reached who can pick up the student.
3. Parents should supply multiple contacts should one be insufficient or a parent unavailable.
4. Students will not be allowed to sleep or rest in the office for extended periods of time.



Timelines for a student's return to school

Symptom-free for 12 hours:

Fever (temperature above 100 degrees)

Medicating a student with a fever-reducing medication and sending him/her to school is not allowed, since the student may be contagious.

Symptom-free for 24 hours:

1. Yellow/green nasal discharge.
2. Drainage from the eye (conjunctivitis).
3. Questionable rash.
4. Disruptive coughing.
5. Vomiting.
6. Diarrhea.

Additional timelines:

- A student may return 24 hours after his/her first dose of an antibiotic.
- Students with chicken-pox may return to school once all the blisters have formed scabs and have crusted over. This usually happens 5 days after the development of the blisters.

Medication Taken at School: To insure the safety and welfare of all the students, student medications will be administered as follows:

- Medications, whether over the counter or prescription, must be given to the office for administration, not to the teacher or the student, and accompanied with the proper form. Medications will not be given without the proper form.
- Written authorization from the parent must be given for over the counter medications. The permission form for this is on the back of the annual Emergency Card that parents fill out prior to the first day of class. Medications listed on the form are the medications the Health Office supplies for occasional use only. Any medications, prescriptions, or over the counter meds that will be taken by a student for long term or frequent use must be supplied to the office for that student's use (Form #1 or #2). Any medications not listed on the emergency card should be supplied by the parents with the proper form.
- **A doctor's authorization** must be given for prescription meds (Form #2) and must include the following:
 - Child's name, name of medication, date of authorization, dosage when administered, how the medication is to be given, special instructions when needed, possible side effects of the medication.
 - Medication must be in the original container and the label must include the following: Child's name, date of the prescription, name of the medication, how the medication is to be administered, time when medication is to be given, Physician's name, and dosage.
 - If your child needs to carry medication or a medical device with them, Form #3 must be filled out and signed by your physician and given to the office. All medical forms and guidelines are available in the school office or CSCS website.

If your child is injured, whether at school or out of school, and may need assistance during school hours with pain management, it is the responsibility of the parent to contact the school and inform the Health office of the situation, duration, and type of assistance needed. Teachers are not allowed to give medications to students at school. Students who are found with a "pill in a baggie" will be sent to the office and the parents called.

Parents of students who received any new vaccinations should supply the Health office with documentation of vaccination for the permanent file.

Forms are valid for the current school year and new forms must be filled out each fall. Any medications stored for a student's use must be picked up by the end of the last school day. Medications will not be stored over the summer and will be discarded if not picked up. Students will not be given medication to take home with them; a parent or guardian must pick up the medication from the office.

CONCUSSIONS

- If an injury or concussion prevents a student from physical or academic activity, a doctor's medical note must be submitted to the elementary school office.
- A release form must also be signed by a doctor and submitted in order for the student to resume normal activity.

HOME SCHOOL PARTNERSHIP

We have a Home School Partnership program at CSCS-WP which provides a support for families who choose to home school their children in grades K-5. Any of our specials classes (PE, Music, Art, Spanish, and Computer) are available for students in home schooling families. Ask for details at the school office if you know of families who might be interested.

LOST ITEMS

Label all coats, jackets, sweaters, sweatshirts, lunch pails, and wallets with the student's name. Found items that contain student names will be returned to the students. CSCS cannot be responsible for lost or stolen items at school or on school grounds. Students are discouraged from bringing valuables or excessive cash to school. If your child has lost a personal belonging at school, please check the "Lost and Found" buckets. **SMALL ITEMS** such as glasses, jewelry, and keys will be kept in a box near the back door by the playground. Items will be on display for parents to reclaim during the last week of each quarter. Unclaimed items will be donated each quarter to a charitable organization.

LUNCH



Students may bring their lunches to school each day. PTO organizes various lunch options during the week. Sign-ups for school lunches are done quarterly. Milk may be purchased in advance as well. Beginning in 3rd grade, students may use the microwaves in the lunchroom to warm up their lunches.

In the event a student does not have a lunch, he/she will be allowed to call a parent to bring a lunch. These lunches should be left at the front office and not taken to the classroom. If the parent is unavailable to bring a lunch, the school will provide the student with something to eat such as crackers.

PARENT-TEACHER CONFERENCES

To provide for communication between parents and teachers, a parent-teacher conference is scheduled after the end of the first nine-week period. A time is scheduled for each family to meet with their children's classroom teachers. Regular classes are canceled to provide time for these conferences. Parent-teacher or parent-teacher-student conferences are encouraged as often as needed. Either parents or teachers may initiate conferences other than the regularly scheduled fall conference.

PHOTO RELEASE FORM

Pictures and videos are often taken during the school day and at school events. Many of the pictures are used for promotional purposes in the newsletters, newspapers, brochures, on the website, or in video presentations. CSCS asks parents to sign a photo release form before those close-up photos are printed. The form must be completed and submitted on-line to be kept on file.

PICTURES

Individual student pictures are taken in the fall and are available for families to purchase. Every student needs to have a picture taken, even if the family chooses not to order.

Class pictures will be taken in the spring and made available for purchase.

RECESS

Recesses are taken on a daily basis, with younger students given an appropriately greater number of recess breaks during the week. Teachers may cancel recess depending on the severity of weather/wind/temperature. ***Students need appropriate clothing for cold weather days.*** Boots are recommended when the ground is wet with snow or rain.

Outdoor recess may be cancelled in cases of inclement weather and or wind chill below 20°.



SPECIAL EVENTS



Art Day: Art Day allows children to participate in a variety of activities that enhance their understanding and appreciation of various art methods. This is usually held in the spring.

Colorado History Week: In the fall we celebrate the history of Colorado for a week. Each grade level has a particular focus. At the end of the week each child wears an outfit that relates to what he/she has studied. They also attend a special assembly.

Field Day: Field Day is a popular end-of-year activity. Students compete in a variety of games and relay events. Our PE teacher coordinates this event.

Grandparents and Special Friends Day: We celebrate grandparents every year in November, just before Thanksgiving break. The students invite their grandparents, or a friend/relative that can be a representative, to spend a half-day in their classrooms.

Music Programs: Students have the opportunity of performing in two yearly music programs. These programs vary in format from grade to grade but always center around the joy of knowing our Lord and Savior, Jesus Christ.



Operation Christmas Child: Each year the two elementary campuses at CSCS may be given the opportunity to participate in “Operation Christmas Child”. Students have the opportunity to fill a shoe box with age-appropriate gifts that are sent off to children in other countries. The program begins in late October and culminates in mid-November.

Science Day: Regular classroom academics are suspended for a half-day in the spring to allow speakers to enlighten children on a variety of science topics.

Speech Meet: CSCS conducts a Speech Meet for students in grades 2-6. Classroom competitions are held to determine the finalists in each grade level. Finalists from each classroom then compete on the day of the Speech Meet in several categories. This is held in the fall.

Spelling Bee: Grade level Spelling Bees are held each year in grades 1-6. Classroom winners are selected through individual Spelling Bees in December. The top spellers from those competitions will participate in the CSCS grade-level Spelling Bee in January. The ACSI Spelling Bee is in the early part of February.

Spiritual Emphasis Week: A full week of activities emphasizing our spiritual heritage may be scheduled at the beginning of May. Part of the activities for the week may include visiting different mission-minded organizations, a special worship emphasis chapel for each grade level, activities around the National Day of Prayer, and a Bible Character Dress-Up Day.

SPORTS

A variety of athletic activities is available to students at the elementary level. Not all sports are available at each elementary campus. This is dependent on the availability of coaches and facilities. CSCS runs some programs through the Christian Schools Athletic League (CSAL). A sports physical is required before a sport begins. One physical covers all your child’s sports for the school year. Keep copies of your sports physical if your child is planning to participate in more than one sport during the school year. Students who are absent from school may not attend sports practices on that day. Attendance for the last half of the day of school on game days is required in order to be able to participate in that day’s contest. Exceptions will be made at the discretion of the athletic director. A fee for CSAL and for CSCS is charged for the following sports listed.



Cross Country: Our Cross Country Team is made up of children from Kindergarten through 6th grade. Kindergarten and first grade children usually run 800 meter races. Second and third graders normally run 1600 meter races. Fourth and fifth graders run about 1½ mile races. There are several races at each meet, starting at about 5:30. The races are organized by age groups. Those meets are sponsored by the Landsharks Running Club and are usually held at school locations around Colorado Springs.

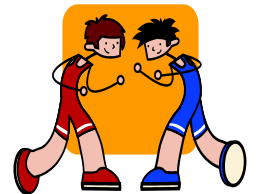
Registration begins in early August and is done by families on-line at www.landsharksrunclub.com Our coaches are volunteer parents. Please consider helping with this exciting opportunity!

Volleyball: Girls in 5th and 6th grade may play volleyball in the Christian Schools Athletic League. That league normally plays in September and October. There are also special volleyball clinics for younger girls during the year.

Soccer: Girls and boys in 5th and 6th grade may play on CSCS teams within the Christian Schools Athletic League. The boys play in the fall and the girls play in the spring. Many younger children participate in soccer through local leagues.

Wrestling: Boys in grades 1-6 may participate in the wrestling program. CSCS competes in the Christian Schools Athletic League. The wrestling season begins in late February and runs through mid-April. Other wrestling clubs are available in Colorado Springs as well.

Basketball: Girls and boys in 5th and 6th grade may play on CSCS teams within the Christian Schools Athletic League (CSAL). The CSAL basketball season is normally held in January and February. We also encourage interested students of all eligible ages to participate in the YMCA basketball program.



Baseball/Softball/T-ball/Football: CSCS teams can be organized for these sports through the Woodland Park Recreation Department, and possibly through other organizations. Girls and boys usually play on separate teams, except in T-ball. Please contact the elementary school office staff if you would like to organize a CSCS team in one of these sports.

Track: Boys and girls, grades 1-6, may participate in the track program. Practices begin in late April or early May and conclude with a Saturday track meet. It is approximately a three-week season. Track is organized within the Christian Schools Athletic League. We also participate in a track program sponsored by the Landsharks Running Club. Registration for this program is one by individual families on-line. CSCS has volunteer coaches who lead this program on our campus. Children from Kindergarten through fifth grade are eligible for this program. Practices are twice a week after school. There are three track meets within the Landsharks track season. Those are held on Monday evenings at a local school track.

We rely heavily on the availability of volunteer parents to coach these various sports. We would love to have you consider becoming involved in the lives of young students. Please contact the school office if you are interested in coaching or simply have questions about these programs.

TELEPHONE USE

The office phone is to be used by students only for school business or emergencies. Students must ask permission of their teacher and an office staff member in order to use the phone. **Cell**

phones and pagers must be turned off and not used during school hours. Student cell phones must be kept in backpacks, left in the school office, or left with the students' teachers. Cell phones seen, heard, or used will be taken for the remainder of the day to the school office. Repeat offenders will lose their cell phones for longer periods of time or may face suspension from school. Cell phones taken from students need to be picked up from the office by parents. CSCS is not responsible for loss or theft of any cell phones brought to school.

Section Seven: Parental Involvement

Parents are the key people in the process of education. Scripture encourages us as parents to talk about God's Word when we sit at home, when we walk along the road, when we lie down, and when we get up (Deut. 6:7). Parents are the best models for their children. They spend the best quality time as well as the most quantity time with their children.

God gave children to parents rather than to schools. Home and church are two of the few institutions that God ordains in Scripture. Schools are not on that list of institutions. Knowing those facts encourages us at CSCS to support home and church. It reminds us that parents are the key decision-makers in the lives of their children.

A Christ-centered school, integrating a biblical world view into each area of the curriculum, can partner with the home and church to form that "three cord strand which is not easily broken" in the lives of children.

Parents are extremely active at CSCS. We value that partnership and need it to provide the excellence we desire. One of the big ways that parents partner with the school is by serving children and teachers in classrooms. Coordinating that service is done through the teachers. Each teacher has his or her own set of needs and uses the methods which are most helpful for them in meeting those classroom needs. We ask parents to work with teachers to find the best fit for their volunteer service.

Back to School Night

Back to School Night is the annual opportunity for parents to spend a portion of an evening with their children's teachers at school. Teachers use that time to acquaint parents with classroom procedures and expectations. They also detail some of the volunteer opportunities that parents may choose within the classroom setting. It is a great evening for questions and answers between parents and teachers. Back to School Night is typically held within the first two weeks of the school year.

PTO – Parent/Teacher Organization

The CSCS-WP Parent/Teacher Organization consists of school parents and staff who meet regularly to serve the school. PTO runs fundraisers during the school year as well as some events. They sponsor the annual Back to School Night, Arts Day, and Science Day events as well as monthly Teacher Appreciation Luncheons. Money raised by the PTO is used to support classroom and school-wide needs. Every room on campus has been positively impacted by the giving of school families and the vision of the PTO.

Lunch Parents

You can have lunch with your student or help his or her teacher by volunteering to help teachers monitor the class while they are eating lunch or at recess.

Room Mom or Dad

These wonderful people coordinate parties and other classroom help.

Science Day, Arts Day, and Field Day Volunteers

There are a variety of ways to help on special days. You may express your interest in helping by completing a volunteer interest survey which is available in the office. Following completion of the volunteer application and training, your areas of interest will be passed on to the chairmen of those certain events.

For Parents

By choosing to send your child to CSCS, you are making an invaluable investment in his or her future. The Bible tells us that we reap what we sow in life. The quality of your experience at CSCS is largely dependent upon how well you and the school partner together in the education and training of your child. Following is a suggested list of helpful tips for parents wishing to make the most of their CSCS experience:

1. Train up your child in the way of the Lord by having home devotions and providing for regular church attendance.
2. Guide your child to develop socially acceptable standards of behavior, to exercise self-control, to be honest and accountable for his or her actions.
3. Teach your child, by word and example, respect for law, for the authority of the school, and for the rights and property of others.
4. Instill in your child a positive and enthusiastic attitude and encourage a personal desire to learn. (Keep in mind that parental attitudes and opinions often become those of the child.)
5. Discuss with your child the rules for which he or she is responsible and as a family become aware of the consequences of specific violations as outlined in this handbook.
6. Be sure that your child's attendance at school is regular and punctual and all absences are properly excused.
7. Encourage your child to be responsible for his or her appearance.
8. Provide a consistent time and a location at home where your child can do his or her homework in a quiet atmosphere and stimulate your child with assigned projects, drills, and activities.
9. Make every effort to attend your child's school activities and events.
10. Pray continuously for your child.