



# **CORNERSTONE CHRISTIAN SCHOOL**

## **STUDENT - PARENT HANDBOOK**

**2024-2025**

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## Statement of Faith

### **We believe in:**

1. *The divine inspiration, truthfulness and authority of the Bible in its entirety as the only written Word of God, without error in all that it affirms, and the only infallible rule of faith and practice (2 Timothy 3:16, 2 Peter 1:21);*
2. *The one, eternal God: Father, Son, and Holy Spirit, who spoke the world into being and governs it according to the purpose of His will (Genesis 1:1, Matthew 28:19, John 10:30);*
3. *The only Savior, Jesus Christ, who gave Himself as the only ransom for sin, the only mediator between God and man, the only Name whereby we must be saved; (1 Timothy 2:5-6, Acts 4:12)*
4. *The power of the Holy Spirit that works within man to accomplish the new birth on the basis of grace alone, producing the fruit of the Spirit, and imparting the gifts of the Spirit to empower for service; (2 Corinthians 5:17, Ephesians 2:8, Galatians 5:22-23, 1 Corinthians 12:4-31)*
5. *The personal and visible return of Jesus Christ in power and glory to consummate His salvation and His judgment (Acts 1:11, Revelation 19:11);*
6. *The new life in us is evidenced by living in obedience to the known will of God revealed in the Bible; (Romans 2:13, John 14:15-17, Ephesians 1:9, 1 Samuel 15:22)*
7. *The present work of the Holy Spirit in us, enabling us to live a full and satisfying life as a Christian; the spiritual unity of believers in our Lord Jesus Christ; and the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13-14; 1 Corinthians 3:16, 6:19-20; Ephesians 4:30, 5:18).*
8. *The term marriage has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture, and that God intends sexual intimacy to occur only between a man and a woman who are married to each other. God's command is that there be no sexual intimacy outside of or apart from marriage between a man and a woman (Genesis 2:18-25; 1 Corinthians 6:18, 7:2-5; Hebrews 13:4).*
9. *That God wonderfully foreordained and immutably created each person as either male or female in conformity with their biological sex. These two distinct yet complementary genders together reflect the image and nature of God (Genesis 1:26-27).*
10. *Cornerstone Christian School recognizes that there are other doctrines held by various Christian believers which they believe to be consistent with, and in addition to, the above, but these shall not be promoted by Cornerstone Christian School.*

## Introduction

Dear Parents and Students,

As you look through this handbook, you will find a program that is dedicated to develop, instruct and train the heart of each student we serve. Our curriculum enables us to do this by focusing our attention in three specific areas:

1. Character

2. Academics

3. Ministry

Each area is significant to the overall program because one can't function without the other. Our intent is to give each student an educational experience that challenges both. Thanks for embracing our mission and joining our school.

*Jeremy Barb*

*Head of School*

## CCS Mission and Vision Statements

Cornerstone Christian School desires to empower students to reflect God's character by knowing Jesus, walking with Him, learning to be like Him, and joining Him in transforming the world around them.



## Taking a Look at Character

### Character Core Values

**“If I speak in the tongues of men and of angels, but have not love, I am only a resounding gong or a clanging cymbal.” 1 Corinthians 13:1**

1. **Love**—To love is to give of ourselves and purposefully put another’s agenda before our own. According to 1 Corinthians 13, love is to be patient, kind and humble. It puts others first, seeks truth, and forgives without keeping score. In addition, 1 John 4:7, 8 says God is love and those who have been born of God and know God, love.
2. **Honor**—To honor is to treat someone as special, doing more than what is expected and having a good attitude. We see this through the character traits of Respect and Self-Control. By valuing other people and respecting their possessions, we choose honor over dishonor. (Romans 12:10)
3. **Obey**—To obey is to do what you are asked right away, without being reminded, while maintaining a joyful spirit. We value obedience because if students fail to learn how to obey their parents, teachers and people in authority, they will most likely struggle in obeying God’s voice throughout their lives. (John 14:15, John 15:14)

### Character Process and Expectations

One of the primary goals at CCS is to address the heart of the child in order to cultivate convictions that reflect the values of the Kingdom of God. 1 Corinthians 13 states that without love, works are nothing, so the first priority at CCS is to develop character that reflects love, which then leads students to honor others and obey those in authority.

#### 1. Clear Expectations

Children need to understand what is expected and where their parameters are. Negative character issues that emerge within a classroom often reflect low expectations. The goal is to bring students’ behavior to the Biblical standard.

#### 2. Student Accountability

Students need to know that they are accountable for their behavior and that teachers and administrators care enough to keep track of how well they are doing. A standard that is not measured is merely a suggestion.

### 3. Parental Support

Mom and Dad are the primary educators of their children. Knowing that parents embrace the same standard gives us confidence to implement accountability.

## Taking a Look at Academics



### Academic Core Values

**“If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but have not love, I am nothing.”**

**1 Corinthians 13:2**

1. We believe all students can and want to learn.
2. We value the potential of the individual as uniquely created by God and seek wisdom to help each student realize his/her full academic potential.
3. We value communication and strive to help each student gain a thorough comprehension and command of the fundamental processes used in communicating with others, such as reading, writing, speaking, listening, observing, and modeling.
4. We value organization, order, and discipline by encouraging the use of good study skills.
5. We value the truth of creation and teach students to develop an understanding of the order and design in creation and the laws which govern its processes and interactions.
6. We value God’s world and seek to develop an understanding, appreciation and an awareness of man's role in his environment, and how to use and preserve it properly.
7. We value good citizenship and promote it through developing the understanding and appreciation of our Christian heritage of responsible freedom, human dignity, and Biblical acceptance of authority.
8. We value math as a way to understand God’s order and we seek to develop an understanding of fundamental mathematical concepts and skill in using them in everyday life situations.
9. We value education as a lifelong goal and promote lifelong learning.
10. We value God’s Word as the academic authority and seek to develop creative and critical thinking, logical reasoning, and the proper use of Biblical criteria for evaluation.



## Academic Process and Expectations

At Cornerstone Christian School, each educator uses the school's standards of learning, curriculum guides and philosophy of education to guide the academic focus for each grade level. The expectations listed below help define the strategy used which characterize the CCS approach to education.

### 1. Clearly Stated Objectives

Each educator needs to know where they are going so they can develop a plan to get there. When the destination is clear and the purpose is understood, effective learning will result.

### 2. Teaching to Mastery

Objectives taught within our program are presented with the intent to master the material. Teachers teach for the purpose of learning.

### 3. Continuous Review

As new skills are taught, they are continuously reviewed and brought back to the student's attention throughout the year. Recursive teaching is a tool that helps move information into long-term memory and aids our commitment to mastery.

### 4. Student Success

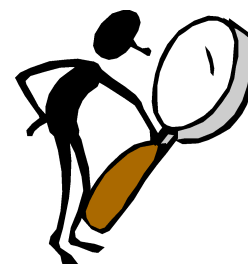
Students must experience success if they are to keep a high interest in their studies. Every student can succeed and the goal is to find the keys to help all children reach their potential.

## Taking a Look at Ministry

### Ministry Core Values

**"If I give all I possess to the poor and surrender my body to the flames, but have not love, I gain nothing."**

**1 Corinthians 13:3**



Ministry naturally flows out of a heart that is characterized with love. As students embrace Godly character, they become a conduit for His love. This happens throughout the day in relation to one another. The wide range of ministry opportunities builds from year to year as students serve in our community, nation, and world.

1. We value a personal relationship with Jesus that results in loving God and fulfilling His will for our lives.
2. We value the “Great Commandment” to love God and to love others. We seek to lead students toward Godly attitudes as they serve others out of a heart of love.
3. We value the “Great Commission” to go and make disciples of every nation. Each year we seek to fulfill this commission in a wide variety of ways from preschool to 11<sup>th</sup> grade.
4. We value worship and seek to lead students to worship God in spirit and in truth. We aim to give students practical skills that they will use the rest of their lives.

We value people of other cultures and languages and teach students principles of mission as we instruct students to speak Spanish.

### **Ministry Process and Expectations**

Our strategy to train students for ministry follows the great commission as outlined in Matthew 28 and described in Acts 1:8.

**Jesus said,**

#### **1. “Go tell everyone about me in Jerusalem.”**

Throughout the year elementary classes are encouraged to reach out to a segment of our community and seek to minister to a revealed need. The opportunities include visiting the nursing home, raking leaves, Christmas caroling, putting together Christmas boxes, sending cards and other age appropriate ideas that surface throughout the year. At the middle school level, 6<sup>th</sup> grade continues this focus on local ministry.

**Jesus said,**

#### **2. “Go tell everyone about me in Judea & Samaria.”**

As students progress through 7th, 8th & 9th grades, they will take a trip and minister to a segment of our nation and seek to meet a revealed need in the community of Big Creek, Kentucky.

**Jesus said,**

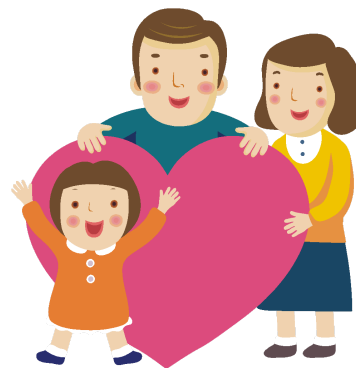
#### **3. “Go tell everyone about me in the world.”**

Students in grades 10-12 will be encouraged to participate in cross-cultural missions. The intent of this is to expose the students to the vast needs within our world and give them an opportunity to minister using their language, music, technology and personal ministry skills in a powerful way.

One goal of CCS is to give students hands-on involvement in the Kingdom of God. The best way to lead students into a deeper walk with God is to get them involved in ministry that touches the lives of real people who have real needs. When students see the hand of God move through their willingness to serve, spiritual growth happens.

## Educational Philosophy

1. Children, in their early years, are like seeds that the family, the church, and the school must love and nurture while they have tender hearts and are forming their values. Scripture directs us to "bring them (children) up in the nurture and admonition of the Lord" (Ephesians 6:4). In doing this, we expect to reap a harvest of good fruit from "plants" firmly rooted in God's Word and prepared to be an effective witness.
2. CCS is an extension of the God-ordained authority of the home. Teachers work in partnership with the parent, who is the child's primary educator. The school assists parents in carrying out their scriptural mandate to "train up a child in the way he/she should go." Therefore, CCS provides many ways for parents to be involved in the school and expects parents to be active participants in their child's education. CCS also strives to support the Christian family rather than interfere with family life. It is important for teachers to consider the need for family time when making homework assignments, designing extracurricular activities and conducting fundraisers.
3. While CCS pursues academic excellence, first and foremost is the pursuit of the development of Christlike attitudes and Christian character. Children achieve their maximum potential when they seek first Christ's Kingdom and develop the fruit of the Spirit in their lives.
4. God created and values each child and entrusts them to us as a gift. A major goal of Christian education is to build self-esteem in each child as he develops his unique God-given gifts and abilities. Therefore, we grade students according to a set standard and also according to their efforts and application of abilities.
5. The concept of readiness forms the foundation of excellent education. We endeavor to introduce academic, character and spiritual concepts at an appropriate age. Many forces in our society hurry children to become adult-like at an early age. CCS helps students perform at their maximum potential, but takes care not to create undue stress in a child's life.
6. Children learn best by doing and experiencing things which interest them. Teachers at CCS implement a variety of activities and employ strategies for sparking student interest in topics. Teachers encourage the development of a student's problem solving skills, reasoning ability, ability to retain relevant information and mastery of skills.



7. In order to ensure a positive learning environment, the staff at CCS administer firm yet loving discipline. Parents most effectively cooperate with the staff by disciplining and training their child at home to develop proper behavior and therefore, proper learning.
8. CCS hires Christians for administrative positions, teaching positions and support staff. Their background and training qualify them to serve the grade levels and subject areas they teach. The staff considers themselves a "living curriculum," called by God to exemplify the image of Jesus Christ. We realize that role models influence students more than any activity or curriculum. As role models, the CCS staff attempts to walk as "workmen who need not be ashamed, rightly dividing the word of Truth." We recognize the Holy Spirit as the ultimate teacher and realize His power and guidance in all aspects of education.
9. CCS integrates Biblical principles in all areas of policy making, administration and teaching. We undergird each area with prayer.
10. Parents and staff model Christ-like relationships for students by following the principles described in Matthew 18 in resolving differences. We invite parents to use their God-given gifts and abilities to support the school. We recognize all contributions as various ways the body works together to accomplish God's purposes.
11. CCS endeavors to glorify the Lord, bring credit to His ministry and to conduct enjoyable and profitable learning experiences. The outward appearance of the school personnel and students, as well as the school grounds, facilities and equipment, reflect the intensity of this pursuit.
12. CCS supports the development, advancement and cooperation of all types of Christ-centered education, including Christian home schools and other area Christian schools.



## EXPECTED STUDENTS OUTCOMES

### *Connecting the heart of the child with the heart of God...*

The Bible teaches in Matthew 22:37-40 that the two greatest commandments are to love God and to love others. Cornerstone Christian School focuses on connecting the heart of the child with the heart of God so that students are enabled to both love God and to love others. The evidence of this is seen in students' character, in academic growth and in ministry to others.

### **CHARACTER – Live biblically**

CCS students will grow each year in their understanding of biblical principles, applying them to their lives in practical ways. They will strive to ...

#### **LOVE others by...**

- 1) Actively listening and using encouraging and honest words to respond
- 2) Treating them with kindness regardless of their response
- 3) Developing healthy and life giving relationships

#### **HONOR others by...**

- 1) Showing respect with words and actions to both people and property
- 2) Demonstrating self-control even when it's hard
- 3) Being a blessing by going above and beyond what's expected

#### **OBEY authority by...**

- 1) Following instructions right away
- 2) Responding respectfully with a right attitude
- 3) Choosing to do what is right without being told

### **ACADEMICS – Learn effectively**

CCS students will grow each year in their understanding of academic concepts, applying them to their lives in practical ways. They will strive to ...

#### **PERSEVERE whole-heartedly by...**

- 1) Doing their best all the time
- 2) Accepting mistakes as part of the process of learning
- 3) Showing consistent growth on academic level in all subjects

**TAKE INITIATIVE in learning by...**

- 1) Fully completing assigned tasks responsibly
- 2) Articulating specific areas of trouble when they don't understand something
- 3) Pursuing areas of interest independently, using appropriate learning strategies

**COLLABORATE with others by...**

- 1) Identifying a goal and staying on task as a group
- 2) Finding a balance between sharing their own ideas and listening to others
- 3) Negotiating differences through compromise

**Embrace TRUTH by...**

- 1) Developing and articulating a biblical world view to defend their own faith
- 2) Recognizing that every academic discipline reveals aspects of God's character
- 3) Highlighting the unique perspective of Jesus' teaching compared to other religions

**Make CONNECTIONS by...**

- 1) Integrating skills and content across subject areas
- 2) Applying skills and content learned in school to real life situations
- 3) Linking biblical principles to daily lifestyle choices

**Value ORGANIZATION by...**

- 1) Recognizing that putting things in their place has a benefit to the learning process
- 2) Practicing specific strategies for organization
- 3) Choosing priorities wisely

**MINISTRY – Minister with passion**

CCS students will grow each year in their ability to serve others in practical ways in their homes, school, churches and community. They will strive to...

**Pursue a RELATIONSHIP WITH GOD by...**

- 1) Confessing Jesus as Savior and Lord
- 2) Developing daily habits of Bible reading, worship & prayer
- 3) Committing to an active relationship with a local church

**Cultivate RELATIONSHIPS WITH OTHERS by...**

- 1) Recognizing the value of every person as created in God's image
- 2) Identifying the needs of other people and taking the initiative to meet them
- 3) Demonstrating a Christ-like attitude of humility and compassion

**Live from a SERVANT HEART by...**

- 1) Identifying and using their unique abilities and gifts to serve others
- 2) Experiencing the joy of serving without expecting anything in return
- 3) Moving outside of their comfort zone to participate in service opportunities

## General Policies and Information

### Accident Insurance

A supplementary student accident insurance is provided for each CCS student. Students must report all accidents to their teacher immediately. The staff prays, administers basic first aid or calls the rescue squad and notifies the parents in case of an accident or serious injury.

### Accountability/Accreditation

CCS is an accredited member of the Association of Christian Schools International (ACSI). CCS is governed by a school board that is composed of representatives from Cornerstone Church of Broadway, Cornerstone Church of Harrisonburg and parent/community representatives. A leadership team made up of team leaders of the various grade level clusters and ministry areas meets regularly to give leadership to the school.

### Cell Phones & Electronic Device Usage



Students may have cell phones at school if their parents allow for the purpose of **after school** communication. All students with cell phones must have their phones turned off during school hours, except in grades 10-12. These students may use their phones as allowed by individual teachers. If parents need to contact their child during the school day, they should call the office. Any student who chooses to disregard the policy will have their phone taken from them and will be asked not to bring it back to school for 1 week. Electronic music, games and videos are not to be played during the school day (7:30 a.m.—3:30 p.m.) or in Cougar Care. Devices that don't connect to the internet are fine.

Smart watches and other devices that do connect to the internet should be left at home. Fitbits watches that only track physical activity and tell time are permitted.

### Chapel, Discipleship & Life Groups

Students and staff in grades PK - 9 participate in a chapel service each Wednesday. We welcome parents, home school families and other guests to attend our chapel services. Students in grades 7-9 have life groups once a week. These two events are designed to challenge each student to follow the Lord with all their heart, soul and mind. Students in grade 10-12 will have daily discipleship training.

### Field Trips

CCS strives to extend lessons whenever possible by taking field trips that support the unit being studied. Parents are encouraged to participate at the teacher's discretion. Siblings are not allowed to participate in most field trip activities.

### Homework

Teachers assign homework that advances students in their studies. The needs of the average student at each grade level influences the amount of homework and its content. The amount of homework may vary according to the needs of each student. When students demonstrate particular interest or exceptional abilities, teachers may offer independent assignments. As a rule, beginning in third grade, homework will not exceed ten minutes times the student's grade level. While homework forms part of our academic program, we endeavor to operate in harmony with the student's home life.



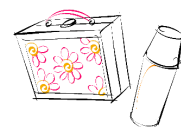
## Lost And Found

It is strongly recommended that parents or students label all clothing and personal items with the student's name. Lost and found items are stored in the preschool hallway and from time to time the office disposes of any unclaimed items.

## Lunches and Snacks

Please send healthy foods for snacks and lunches. Avoid "junk" food such as candy bars, chips and foods with high sugar and food additive content. Classes who have students with severe food allergies will request that students not bring certain foods for snack. **Please check with your child's teacher to see if this is the case for your child.** Each student brings his/her own lunch on Tuesdays and Thursdays. Students can buy pizza on Mondays, hot lunch on Wednesdays and a sub sandwich on Fridays. Milk is available for purchase daily.

<b>Preschool</b>		<b>11:35-12:05</b>
<b>Kindergarten-First Grade</b>		<b>12:05-12:35</b>
<b>2nd-3rd Grades</b>	<b>T/ThF 11:50-12:20</b>	<b>MW 11:30-12:00</b>
<b>4th Grade</b>		<b>11:55-12:25</b>
<b>5th-7th Grades</b>		<b>11:47-12:12</b>
<b>8th-9th Grades</b>		<b>12:00-12:27</b>
<b>10th-11th Grades</b>	<b>MT/ThF 11:25-12:15</b>	<b>W 12:00-12:27</b>



## Lunch Options

Monday – Pizza (\$1.50 /slice)

Tuesday – Packed lunch

Wednesday – Hot lunch (\$5.00)

Thursday – Early Katering (\$5.00)

Friday – Subs from M. J's (\$5.00 which includes a sub sandwich, a bag of chips and a cookie)

White milk is available each day for \$1.00.

## Lunch Orders

Pizza and subs will be served starting the fourth week of school. Wednesday hot lunch will be available when there are enough volunteers to prepare and serve the food. Lunch order information will be sent home once a month in the blue folder. All lunch orders are done online and paid online. Ordering will open on the 5th and close on the 25th of each month, for the following month. All milk orders must be made on the monthly lunch order also. There will be no credits on lunches that are missed due to absence unless there is a snow day. If your student will be absent for an extended period, please contact the office about canceling lunch orders.



## Medical Guidelines



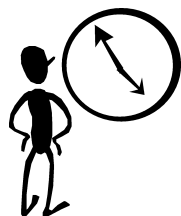
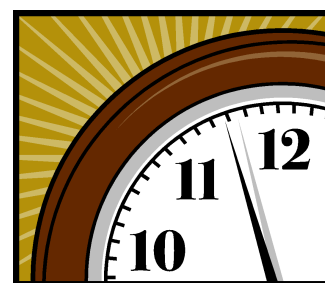
Staff members administer over-the-counter medication to students only if authorized by parents. If students need to take a prescription medication during school hours, parents should fill out the Medication Authorization Form and take it to the office together with the medication.

## Parent Communication (Blue Folders)

The office sends a weekly newsletter, lunch orders, various response forms and information to parents once a week through a folder system each Thursday. Students must return folders by Monday of each week. In the case of absences on Thursdays or Fridays, the student should return their folder as soon as they return to school.

## School Hours

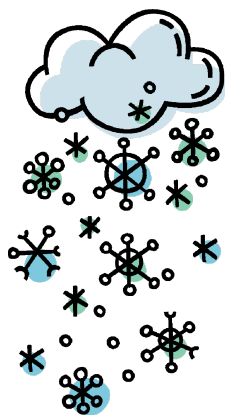
The school day starts at 8:25 a.m. and ends at 3:10 p.m. every day for grades PK-9 and starts at 8:00 a.m. for grades 10-12. Students should arrive at school each day a minimum of five minutes early and leave each day no later than fifteen minutes after school closing. Please notify the school office if unforeseen circumstances may delay pick-up. Families are encouraged to bring students to school between 8:00 and 8:20 a.m. Early morning supervision beginning at 7:30 a.m. is available for families who are unable to drop off their children after 8:00 a.m.



8:20 a.m.	Teachers take students to classrooms
8:25 a.m.	School Begins
3:10 p.m.	Dismissal

## After School Care

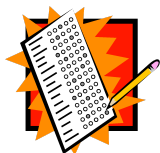
Cougar Care exists to accommodate schedules of working parents by providing quality after school care for students enrolled at CCS. Cougar Care will be available Monday through Friday from 3:25-5:30 p.m. following the school calendar. The program will not be available on holidays, snow days, teacher workdays, or noon dismissal. Enrollment will begin on or before the beginning of the school year. Students may join the program at any time during the school year as well. Parents can contact the school office for information on fees.



## Snow Days

School will occasionally close due to inclement weather. When necessary, cancellations or late openings are communicated through email or text in addition to being broadcast on WHSV TV-3. If weather conditions change rapidly, the initial announcement may change. In such instances, the decision to close or delay even longer will be broadcast as soon as possible. On rare occasions, it may be necessary to close school early. In such cases, CCS broadcasts the announcement on WHSV TV-3 and puts forth every reasonable effort to contact parents via email and text as well. No child will be left at the school unattended.

## Standardized Testing



Each year, all students are tested in April or May using a standardized achievement test. This time-tested evaluation measures academic proficiency and helps the school evaluate annual progress. In third grade, students take an additional test to help identify special needs that often surface in this transitional grade.

## Student Filing System

Students in grades K-3 will carry a homework folder home on a designated day each week. Parents need to sign the folder and send back all work the teacher requests to be returned.

Each student in grades 4-6 is required to use a three ring binder to file completed work and keep track of assignments throughout the school year. The binder system is a tool designed to keep students organized and to help parents keep connected with classroom assignments.



After grade 6, students may choose to either use a binder or a folder system to organize their work. They will also receive a planner to use to record assignments.

## Transportation

Parents have the responsibility of providing transportation to and from school; however, many parents form car pools. Parents may request the office to provide a list of the names and telephone numbers of other households in their community. Parents use windshield IDs to provide security for students. Parents should send a note to the office any time there is a change in the regular transportation schedule specified on the Parental Release Form.

## Traffic Patterns -- Arrival & Departure

Parents have two options for dropping off and picking up their students at school. Please refer to the following drawing of the school building, door entrances, driveways, and parking lots for further clarification.



### Morning Arrival time -- 8:00-8:25 a.m.

Parents will be asked to commit to conducting a daily health screening at home each morning before bringing students to school. The daily health screen includes a temperature check (the temperature requirement for in-person attendance is below 100.4). Symptomatic students or parents need to stay home and seek care as appropriate.

- There will be a CCS staff person to welcome students into the gym. At 7:30am, the building will open, and teacher supervision begins. Between the hours of 8:25 a.m. and 3:10 p.m., the front interior doors will be locked, and all visitors will need to enter the school through the office suite. All visitors will need to sign-in daily. Guests will not be able to go directly to the classrooms without checking in at the office.

**Arrival Plan #1: Park & Walk-In:**

- Parents are welcome to park in Lot B and walk their children into the building using the front doors.
  - Teachers and staff need to park in Lot B or C or on the grass side in Lot A
  - Please enter Lot A through Entrance #3 and Lot B and C through Entrance #1.
  - Traffic is to exit through the middle at Entrance #2 onto Cornerstone Lane.
- Parents may wait with their students in the gym until they are ready to go with their teachers up to the classroom.
- For the younger students, it is recommended that parents make this transition in the gym area and that parents not accompany the student to their classroom. This helps the younger children to adjust more quickly to this new routine because all students are adjusting together.

**Arrival Plan #2: Drop Off**

- Parents choosing to drop their student(s) off at the front entrance will enter Lot A using Entrance #3. For the safety of students, please do not let students out of the vehicle until the vehicle is at the front door. Students should exit the vehicle on the passenger side and not walk around the car. Please do not pass or go around other vehicles, but wait your turn in line for the safety of all students.

**Afternoon Dismissal -- 3:10-3:20 p.m.****Dismissal Plan #1:**

- **Park & Pick up:** Parents choosing to park and come into the school to pick up their student(s) from the gym **must park in Lot B**. Dismissal time is 3:10 p.m.
- Students will wait in their classroom until dismissed.
- Parents picking up students in the building should go directly to the students' classroom to pick them up.
- Parents arriving before 3:10 p.m. should enter through the office and sign in before picking up their child(ren).
- Front inner doors will be opened at 3:10 p.m. by the staff member doing dismissal. Parents entering after 3:10 may go directly to pick up their child(ren).

**Dismissal Plan #2:**

- **Drive- Thru:** Parents choosing not to come into the school building to pick up their student(s) will receive windshield identification (ID) for quick service. This ID will be the family's last name or the designated carpool name and will be placed in the vehicle windshield. The staff person on duty at the main entrance will radio into the gym for the student(s) to be dismissed.
  - In the case of a carpool, (example: The Smiths, The Browns, The Martins called "Smith") one of the last names will be chosen as the carpool name so that all the students involved in that carpool will always know when their ride is there. Drivers will use Entrance #3 as in the morning.
  - School staff may ask for ID if they do not recognize the person picking up a student.

If a student is leaving school using different transportation or with another person than what was originally specified on the *Parental Release Form*, the parent must let the office/teacher know in writing or verbally of this change. If no written notice is given, the student will need to go home the way that was originally specified on the parental release form. Parents have two options for dropping off and picking up their students at school. Please refer to the drawing of the school building, door entrances, driveways and parking lots for further clarification.

## Vending

Vending machines are stocked by the CCS Student Council and profits support middle school mission trips. All vending machine users must abide by the following guidelines.

- Open vending between 7:30 and 8:00 with permission of the teacher on duty.
- Open vending during lunch for students in grades 6-12. Elementary students must ask permission.
- Closed vending during school hours (8:30-12:00 / 1:00-3:00) unless permission is granted from faculty or staff.



## Visitation

CCS encourages visitation by parents or friends of the school during the day. Parents or friends of the school are also welcome at Wednesday chapel services. All visitors must check in at the office upon entering the school.

# Conduct and Discipline

Cornerstone Christian School expects students to refrain from talking about or engaging in cheating, swearing, gossip, watching sensual movies, playing violent video games, listening to rebellious music and misusing the body physically, sexually or emotionally. As a part of CCS, students agree to work toward unquestionable character in dress, conduct and attitude. The staff endeavors to maintain a disciplined atmosphere tempered with Christian love. It is important that students and staff uphold Biblical standards of moral behavior in everyday life, whether in school or outside of school, whether in-person or online via social media. All sin, whether hidden or visible, is an offense against God and can directly impact the life and testimony of that community to the world. CCS opposes all behaviors which are specifically condemned in the Bible.

## Attendance

Parents and students should exercise every reasonable effort to keep classroom absences and tardies to a minimum. Every class period is important and the instruction the teacher imparts to each student is almost impossible to make up. Parents are strongly encouraged to schedule doctor, dental, and other appointments outside of school hours whenever possible. If the total number of absences, whether excused or unexcused, reaches ten school days in a quarter, a school staff member will contact the parents of the student to confirm the reasons for the absences. If the absences are unexcused then a plan will be made to improve attendance. If the absences are excused (e.g. prolonged illness) then a plan will be made to ensure that the student is receiving the best possible education given the circumstances and resources of the school.



**Absences:**

A child must be present at least two hours of the school day to avoid being marked absent. If the total number of absences reaches more than 10 days in a quarter, a plan may be needed to ensure that the student is receiving the best possible education.

When students are absent, parents should call to inform the office of the reason for the absence. When students return to school after an absence or a series of consecutive absences, they need a written excuse with appropriate information. If the absence is due to an appointment, the student should bring a note verifying the appointment. If the absence is foreseeable, a note should be sent in advance. When possible, the teacher will send home assignments prior to a prearranged absence. Teachers normally give a make-up test within the first three days after a student returns to school from a short absence. Students and parents need to make arrangements with the teacher for missed work due. The student holds the responsibility for finishing and handing in any make-up work due to any absence.

Some absences are avoidable and will be considered "Unexcused." Teachers are not expected to provide work for a student either prior to or after an unexcused absence. Make-up work shall be done at the discretion of the teacher. Examples of unexcused absences include shopping, haircuts, helping at home, recreation, and family vacation.

**Tardies:**

Students are tardy if they are not in their assigned classroom by 8:25 a.m. Punctuality is one way of showing honor and respect to teachers and other students.

**Care of Property**

School facilities are a gift of God through many people's faith. Because God expects his people to be good stewards, a student who damages school property is expected to pay for the expense of repair or replacement. Damages will be billed on the student's monthly tuition account.

**Dress Code**

***"...whatsoever you do, do all to the glory of God." I Corinthians 10:31***

The goal of the CCS dress code is to help create an atmosphere which is conducive to education. This means that students come to school prepared to work effectively with their classmates. They should appear well-groomed and in properly fitted clothing that is appropriate to the situation.

**Principles**

1. The Bible enjoins us to dress modestly and live not for ourselves but for others. Modesty refers not only to avoiding that which is sensual but also to avoiding that which calls attention to oneself.
2. The Bible teaches that we should recognize and honor the God-ordained distinctions between male and female.
3. Clothing should be appropriate for promoting the goal of academic excellence. It should therefore be comfortable for the wearer and not a distraction for others.
4. Clothing for school or work should be distinct from clothing for play or recreation.

## Guidelines

Cornerstone Christian School views matters of dress and personal appearance as primarily a parental responsibility. As parents encourage their children to seek to glorify the Lord in all areas of life, they reduce the need for specific rules and regulations regarding dress. The following guidelines exist to assist parents.

- All clothing should be clean, neat, modest, and in good taste. (No holes in jeans).
- Students may not wear clothing with writing or imagery that promotes politics, violence, or ideas contrary to biblical principles.
- Students may wear modest shorts, but may not wear short shorts or cut-offs. Shorts and skirts should be sufficiently long to enable the fingertips to reach the end of the leg length when standing in a relaxed manner.
- Spaghetti straps are not permitted. Tight, form-fitting pants and leggings are not permitted unless the shirt worn over them is fingertip length.
- Midriffs, cleavage, under garments are not to be exposed at any time.



## Accountability

1. Parents are to ensure that their children understand and abide by the dress code. Please contact a staff member with any questions about the dress code.
2. Teachers are to observe that students are dressed properly and address the issue with those who are not.
3. The head of school will ensure that this policy is distributed to parents, students, and teachers and take appropriate disciplinary measures for repeat offenders.

## Procedures of Discipline

Since character development is an important element of our program, we follow the scriptural admonition to correct a child when his or her behavior violates school or classroom rules and procedures. To be truly effective, school discipline must be a cooperative endeavor between home and school. If your child returns home complaining about a school policy or disciplinary procedure, the following steps prove helpful in minimizing misunderstanding between parents and staff:

1. Please give the staff the benefit of the doubt.
2. Realize that emotional bias may influence your child's reporting and your child may not include all relevant information.
3. Understand that there are reasons for the rules and that we attempt to enforce them without partiality.
4. If questions remain, contact the teacher.
5. If questions persist, contact the head of school.

Classroom teachers carry the initial responsibility for discipline with the goal of developing Godly character and principles in the lives of each student. Teachers document behavior on the student information system (RenWeb) and seek to inform parents of the incident.

If a student does not respond to the discipline his or her teacher provides, the teacher involves the head of school in the process. At this level of involvement the school office documents the behavior on the student information system (RenWeb) and sends a note or makes a phone call to the parents to communicate the appropriate details.

If a student demonstrates a defiant or rebellious attitude, the school involves parents in the process to discern appropriate actions. If an uncooperative attitude persists, the school may suspend the student or may ask the parents to withdraw their child.

Throughout the entire process, we make every attempt to help the student understand reasons for the discipline we provide and encourage the student to adopt the goal of developing Godly character and principles in his or her life. In our application of discipline, we aim for each student to accept personal responsibility for their actions and the appropriate consequences of those actions. Our goal is that all involved gain a better understanding of God the Father and His loving discipline in each of our lives. (Hebrews 12:4-13)

### **Character Accountability System**

The goal of the character accountability system at CCS is to address the heart of the child in order to cultivate convictions that reflect the values of the Kingdom of God. Relationship is a key component in the mission to reach the heart. The desire of the school is to create a positive environment and to foster a culture of honor. Other key components to the character accountability system are communication with parents and a long term commitment to training and coaching. There are three questions integrated into the discipline system at CCS which attempt to help students connect their outward behavior to inward convictions. The guiding questions are:

What did you do wrong? (Confession)

Why was it wrong? (Conviction)

What will you do differently next time? (Coaching)

As teachers, administrators and parents continue to ask these questions, the hope is that students will begin to develop the necessary convictions to help them make right decisions. The goal of the program at CCS is to help students embrace godly character traits, so that their lives will have a great foundation.

### **Core Expectations**

Behavior standards at CCS are centered on the concepts of Love, Honor and Obedience. Each category has specific behaviors targeted for accountability according to the following outline.

<b>Love</b> (I Corinthians 13):	Kindness & Honesty
<b>Honor</b> (Matthew 5,6,7):	Respect & Self-Control
<b>Obey</b> (John 15:1-17):	Action & Attitude

Grades will be assigned to each student in these categories based on their level of need for support in developing a godly character.

### **Level 1 [Whole Group Training]**

The purpose of level 1 is to train students through daily classroom conversations and to document areas of difficulty, looking for patterns of behavior that need to be addressed. Teachers will deliberately teach



students behavior expectations, along with the convictions behind those expectations, reminding students of the expectations if they are not behaving appropriately, and using the guiding questions to focus the conversation. Teachers are also committed to reinforcing positive character traits and strive to recognize and affirm students who consistently demonstrate the desired behaviors.

Teachers will document verbal reminders in RenWeb for students in grades 3-10 and classroom breaks for grades K-2. Each quarter students at Level 1 will receive a letter grade of E (Excellent) or G (Good) on their report card for each character focus area, based on the number of documented reminders.

### Level 2 [Individualized Growth Plan]

Level 2 is designed to train students through individualized conversations about specific behavior patterns that have been noted and to assist them in changing those patterns through the use of consequences and the practice of desired behaviors. Teachers will discuss specific behaviors with individual students using the Level 2 plan as a guide. In addition, teachers will choose consequences or training activities to put into place to assist students in creating different behavior patterns.

When teachers implement a growth plan or fill out a Level 2 plan with a student, they will inform the parents of the behavior pattern that has been noted and of the plan for helping the student work on the behavior. Each quarter students at Level 2 for a particular character trait will receive a letter grade of N (Needs Improvement) on their report card for that area. Reminders will continue to be documented in RenWeb so that parents can monitor student progress.

### Level 3 [Team Action Plan]

When the individualized growth plan at a classroom level is not sufficient to bring about a transformation of the targeted behavior patterns, parents, teachers and administration will then meet to identify additional strategies to help students address the behaviors and to provide accountability to each other in dealing with the heart issues involved. They will work together to identify root issues of the behavior patterns, to develop a plan for prayer and to choose consequences or training activities to put into place to assist students in creating different behavior patterns. After a designated period of time, the group will meet again to evaluate the students' response to the action plan, which will then be filed in the students' cumulative record.

Students with an action plan will receive a U (Unsatisfactory) grade for the related character category on their report card for the quarter when the action plan is implemented. Classroom teachers will continue to document daily reminders in RenWeb so that parents can monitor student progress.

## Grading Policy

### Athletic Eligibility



Once a student is on a middle school athletic team, academic eligibility will be determined through quarterly report cards and mid-term grades. Students who are failing in any core academic area (Math, Science, Language Arts, Social Studies, Bible) may be suspended from athletic practice and games. Students who earn a passing grade on the next mid-term or the quarterly report card will be reinstated on the team. The grading calculations for progress reports and quarterly report



card grades will end on the Friday before they are sent home on Wednesday. A letter informing the parents/guardians of a student's ineligibility will be sent home with the mid-term or quarterly report card. While the teachers will do their best to inform students and parents if a student is in danger of being suspended due to academic grades, the ultimate responsibility lies with parents and the student to be monitoring the student's progress and take appropriate measures to improve his/her grades. Participation on a sports team is a privilege that comes with certain responsibilities as those team members are representing our school and most importantly our Lord Jesus.

## Honor Roll

Students must demonstrate excellence in character, academics and ministry to achieve honor roll at CCS. High honor roll is awarded to students in grades 4-11 who receive a grade of A or E in all classes and character grades. A/B Honor roll is awarded to students who do not have a grade lower than a B or G in all classes and character grades.

## FACTS Family Portal

Grades for each student are posted on the internet for parent accessibility. Grades are updated weekly.

## Report Cards

CCS sends quarterly report cards home with the student the first Wednesday after the completion of the quarter. This report indicates the progress of the student in all three areas of our program: Character Development, Academic Instruction and Ministry Training. We ask parents to keep the hard copy of the report card, sign and return the report card envelope within two days of receiving it. Parent-Teacher Conferences follow the first reporting period. However, parents or the school may request additional conferences at any time throughout the school year. The office issues report cards and transcripts at the end of the school year when all tuition and curriculum charges have been paid.

The following grading scale is used on report cards:

### **Kindergarten - 2nd Grade**

E (Excellent)  
G (Good)  
S (Satisfactory)  
N (Needs Improvement)

### **Character Grades**

E (Excellent)  
G (Good)  
N (Needs Improvement)  
U (Unsatisfactory)

### **3rd through 10th Grade**

A (90-100)  
B (80-89)  
C (70-79)  
D (60-69)  
F (60)

### **Ministry Grades**

E (Excellent)  
G (Good)  
S (Satisfactory)  
N (Needs Improvement)



## Parental Involvement

One of the greatest strengths of a Christian School is the close relationship between the home, church and school. The very nature of this relationship requires close communication between the parents or guardians and the faculty and administration of the school. At Cornerstone, we communicate regularly with parents or guardians through a variety of media. We also endeavor to make ourselves readily available to parents and students alike who wish to discuss any matter. Memos from the office, supplemented by letters and emails from classroom teachers, keep parents informed of school happenings and developments of general interest. In addition, we encourage regular informal dialogue between parents and teachers. CCS invites parents to request a conference with a teacher and/or the head of school at any time.

### Parental Appeal

It is important that the board be kept informed of issues that are a concern to parents, staff, or students. From time to time, it may be necessary for individuals or groups to have direct access to the board in order to more directly present their concerns.

A request for a hearing by the board must be made to the board chairman at least seven days prior to the board meeting. This request should be accompanied by a written brief which details the concerns to be addressed. All requests for hearings must be approved by the head of school and the chairman of the school board. Requests for a hearing may be turned down if it is felt that the issue should be dealt with first by the administration or if the issue has already been addressed in policy. At such a hearing, the chairman of the board will clarify the procedures to be followed and the extent of the topics to be discussed.

The board will make a final decision after the presentation has been heard. This will take place either at that meeting or a later one. In any case, the chairman of the board will immediately inform the individual(s) of the board's response when that decision is made.

### Parent Volunteers

Parent volunteers are needed and provide a vital resource to help our school be effective. From help in the office to support in the classroom, volunteers bring extra hands to accelerate production or extra eyes and ears to increase needed supervision. Opportunities are regularly listed in teacher newsletters and through the weekly school communication system.

1. A volunteer must agree with and support the philosophy and objectives of the school and must adhere to the school dress code while working with students.
2. The school office shall keep a file of regular volunteers with the following information:
  - a) Volunteer identification sheet; and
  - b) Record of volunteer hours.
3. Volunteers are expected to implement the policies and uphold the standards of the school while volunteering.
4. Only in an emergency may the head of school appoint a volunteer to supervise a class.
5. A volunteer must agree to a background check, submit references, and fill out an application form to be kept on file in the main office.

## Volunteer Opportunities



**Library** – Contact Gwen Zook at [GwenZook@CCSconnection.org](mailto:GwenZook@CCSconnection.org) or call 432-9816.

**Athletics** – Contact Doug Yoder at [DougYoder@CCSconnection.org](mailto:DougYoder@CCSconnection.org) or call 432-9816.

**Musical** – Contact Michele Morgan at [MicheleMorgan@CCSconnection.org](mailto:MicheleMorgan@CCSconnection.org) or call 432-9816.

**Classroom Support** – Contact your child’s teacher or complete the Parental Release form on the back.

**Office Support** – Contact the office at [CCS@ccsconnection.org](mailto:CCS@ccsconnection.org) or call 432-9816.

**Hot Lunch Weekly Volunteers** – Contact the office at 432-9816 if you are interested. Each volunteer will be assigned a week during the month with a consistent menu.

A hot lunch volunteer shall be responsible for the following:

- Help prepare and serve a hot lunch. Each volunteer should stay to help clean the facility following the meal if possible. You may sign up on a weekly, monthly or “as needed” basis.
- You may indicate to the Coordinator your willingness to help with any of the tasks listed under the Coordinator position—preparing menus, making grocery lists, shopping, overseeing tableware supplies, etc.

**Annual Fund Volunteers** – Contact Kristin Barb at [Kristin Barb@CCSconnection.org](mailto:KristinBarb@CCSconnection.org) or call 432-9816 if you are willing to help with Serve-A-Thon, Auction or Great Community Give.

## Grandparent Days

Each year, CCS hosts grandparent appreciation days. Grandparents are invited to visit classrooms, eat lunch and attend a special program. Grandparents are extremely important in the life of a child and our desire is to honor them appropriately.



## Pastor Appreciation

Each spring, CCS honors local pastors in our community through a special brunch and musical sneak peek.

## Admission Policy



Cornerstone Christian School admits students of any race, color, national and ethnic origin or gender to all rights, privileges, programs and activities generally accorded or made available to students where the school conducts its classes. In addition, the school does not discriminate on the basis of race, color, national and ethnic origin or gender in its educational and administrative policies.

### Procedures for Admission

The application process has been established in order to help the admissions committee better understand the educational, spiritual, and personal goals of the prospective family and student. CCS has a rolling admission which means no specific application deadline date is in place. Priority in the admission of individual children will be given to families whose children are currently enrolled and to the children of staff members employed by the school. All other families will be considered weekly based on the order of receipt of their completed application form and fee. In addition, priority will be given to families who demonstrate a commitment to church attendance. This is an important component to support the vision of CCS where home, school and church are working together.



### Application Process

1. Submission of application and non-refundable \$50 application fee.
2. Submission of reference form that pertains to the grade level of child(ren).
3. Request of release of records, if applicable, from child's school
4. School visit
5. Interviews
  - a. Family interview with head of school
  - b. Student interview with head of school (Beginning with students in grade 7)

6. Placement Test

All new students applying for admission to CCS for grades 1-11 will be asked to complete a placement test. The placement test helps the academic director and teachers evaluate the child's grade placement and identify strengths and weaknesses in learning.

7. File Review

- a. Once all documentation has been received, interviews are complete and placement test has been taken, the admissions committee (admissions director, head of school, and academic director) will review the submitted files. If they feel more input is needed in assessing the educational or academic needs of the student, appropriate teachers will be consulted. At times, more information regarding testing, and references will be required. The file is not considered complete until all reference forms and academic records have been received and interviews have been conducted.

- b. Applications will be reviewed by the admissions committee on a weekly basis. The committee may choose to accept, deny, or waitlist the student. They may also request further information. Admissions decisions are communicated to parents in writing. Any family who is denied admission by the admissions committee may appeal the decision to the Board Chair in writing within 14 days of the decision. The decision of the Board is final.
8. Enrollment  
Once families have received an acceptance letter, a nonrefundable enrollment fee of \$100 (\$50 for preschool) is needed to reserve a spot in the class for their child. Families who do not pay the enrollment fee within two weeks of the notification of acceptance will be moved to a waiting list for the class.
9. Prior to the first day of school, the school needs to receive a birth certificate, a copy of the child's current immunizations and a Virginia Health Form.

### Acceptance into Cornerstone Christian School is based upon:



1. Factors taken into consideration when determining acceptance into Cornerstone Christian School are:
2. Parent/Guardian(s) demonstrate a commitment to the Lord.
3. Parent/Guardian(s) demonstrate a commitment to Christian education and the mission of the school.
4. Parent/Guardian(s) demonstrate a commitment to being a part of a local fellowship of believers.
5. Parent/Guardian(s) demonstrate an understanding of their educational role and have a willingness to partner together with the school for the overall success and well-being of their child(ren).
6. The academic, emotional, and spiritual needs of the student can be met within the scope of the school's program.

## Financial Information

### Fees

There is an application fee of \$50 per student for new students. Returning students pay a re-enrollment fee of \$50 per student. There is an enrollment fee of \$100 for new students.

The annual curriculum fee is \$250 per student. This fee covers expenses for materials directly used and consumed by the student throughout a one year period. Students in grades 4-10 pay a technology fee of \$50.

### Tuition

The tuition scale is reviewed annually and is announced prior to enrollment for the next school year.



## Billing Procedures

Parents may pay in full or in 10 monthly installments.

Students are charged for lunch expenses such as milk, pizza, hot lunch and subs. There are occasional miscellaneous expenses such as field trips, pictures and extracurricular activities.

Payments are due by the first day of each month. The initial payment is due on August 1. If the school receives payment after the 5<sup>th</sup> of the month, there is a service charge of \$25 to the family tuition account.

If an account becomes more than one month past due (60 days), children are subject to suspension until the school receives full payment or the head of school receives and accepts a suitable repayment plan from the child's parents.

The school office releases end-of-the-year report cards, standardized testing results, transcripts and any other records when all financial obligations are met.

## Refund Policy

Because decisions regarding the number of teachers and support personnel are based on projected annual enrollment, students are considered as enrolled for the entire school year. Tuition costs are calculated on the basis of the entire year, therefore there are no reductions for school holidays or vacations within any given month. If a student withdraws from the school for any reason or if a student enters after the school year has begun, CCS prorates tuition charges according to the actual number of months enrolled. Partial month attendance will be considered to be a full month for tuition purposes. The school makes no tuition deductions or refunds due to student absences for any reason during the school year, regardless of the cause of such absence. Parents who withdraw their child before the school year begins or during the school year must give written notice to the school office. The withdrawal becomes effective no earlier than the date of receipt of the written notice.

## Parents' Commitment to Cornerstone Christian School

1. We have read and understand the school's philosophy of Christian Education and we are in agreement with the purpose and philosophy of Cornerstone Christian School.
2. We, as parents, accept the challenge to "train up a child in the way he should go" (Proverbs 22:6), and we do state that this training will be carried on in the home. We place our trust in Cornerstone Christian School to extend that training while my child is in school.
3. We do hereby state that we have made a thorough investigation of the school's program, curriculum, discipline, dress code, etc., and we agree to embrace each component for the upcoming school year.
4. We understand that we have an obligation to be actively involved in the education of our children. We agree to uphold and support high academic standards of the school by providing a place at home for our child to study and to give our child encouragement in the completion of homework assignments.
5. We will faithfully support the school through our prayers and positive attitude. In keeping with Matthew 18:15, we commit to give a good report and share any complaints or negative comments with only the people involved. Unresolved issues will be taken care of by using the school's chain of command.
6. We understand that the standards of Cornerstone Christian School do not tolerate profanity, obscenity in word or action, dishonor to God's name or His Word, disrespect to the personnel of the school, or continued disobedience to the established policies of the school.
7. We believe that discipline is necessary for the benefit of each student as well as for the entire school. We give permission to the teachers and administration to make and enforce school regulations in a manner consistent with Christian principles and discipline as set forth in the Scriptures (Proverbs 13:24, 22:6, 29:15, 29:17, Colossians 3:20, Hebrews 12:6). We further agree that we will cooperate and discipline our child in the home as needed.
8. We pledge that if, for any reason, our child does not respond favorably to the school, we will do everything in our power to cooperate with the school to help our child make the necessary adjustment. If these adjustments cannot be made, we agree to withdraw our child.
9. We understand that assessments will be made to cover damages to the school including breakage of windows, book damage, and abuse of other personal property.
10. We will support the school by involvement in Parent-Teacher Conferences, Open House, Fundraising, and other school-sponsored meetings and activities.
11. We understand and will fulfill our financial commitment to pay for the educational services the school is providing for our child(ren).
12. We, as parents of the student applicant(s), do sincerely give our pledge to the above items. We understand that failure of the parents or child to comply with the established regulations and discipline, parental commitment, or failure to meet financial obligations will forfeit the student's privilege of attending.
13. We understand that tuition does not cover the total costs of education. We will support the school in the various fundraising activities, as we are able. It is encouraged/expected to raise a minimum of \$750 during the annual Serve-A-Thon.

*There may be times when additional gifts are needed beyond tuition. Parents are asked to consider the school in their benevolence giving during these times.*

# CCS Student – Parent Handbook

## 2024-2025

Please take the time to review the Student Handbook and complete this form stating that you have read the Handbook. This is an effort to keep us all informed and aware of the current school policies. The CCS Student Handbook is available electronically on the CCS website under “Quick Links”. If you would like a paper copy, please contact the CCS office.

Thank you.

**I have read the 2024-2025 Student - Parent Handbook and agree to support the policies.**

Print Student Name(s)

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Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_