

Cornerstone Classical School

*You shall raise up the foundation of many generations;
you shall be called the repairer of the breach.
--Isaiah 58:12*

Student-Parent Handbook

Cornerstone Classical School

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Cornerstone Classical School is a non-profit 501(c)-(3) organization and does not discriminate on the basis of race, religion, gender, ethnic background or national origin.

MISSION STATEMENT

BUILDING A FIRM FOUNDATION FOR CHRISTIAN LEADERS

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be unswayed towards evil by the former. We aim to find them well prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at Cornerstone Classical School. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand classical education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

EDUCATIONAL PHILOSOPHY

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their children. Therefore, below are the most important philosophical elements that we at Cornerstone Classical School believe distinguish our approach to education.

1. We believe that the Bible clearly instructs parents, not the Church or State, to "bring children up in the discipline and instruction of the Lord." The Church's commission is essentially to spread the Gospel and train believers (Matt.28: 18-20). The State has been directed to enforce God's laws and protect the innocent (Romans 13). The Church trains parents and the State protects families. The Family raises and educates children (Eph. 6: 1-4). Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.

2. We believe that God's character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.

3. God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn, by using the centuries old, proven classical method (see following explanation), incorporating instruction in Latin.

4. We want to help parents teach their children that all they do should be done "heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This necessarily includes biblical discipline principles.

5. We have a full Pr K-12 program because we believe that as long as a child is under the parents' authority and undergoing formal education, he should be trained biblically (Deut. 6:6,7; Prov. 22:6).

OUR GOALS

CHRISTIAN WORLD VIEW

Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17);

Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40);

Encourage every student to begin and develop his/her relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15)

CLASSICAL

Emphasize grammar, logic, and rhetoric in all subjects (see definitions below);

Encourage every student to develop a love for learning and live up to his/her academic potential;

Provide an orderly atmosphere conducive to the attainment of the above goals.

Grammar: The fundamental rules of each subject.

Logic: The ordered relationship of particulars in each subject.

Rhetoric: How the grammar and logic of each subject may be clearly expressed.

STATEMENT OF FAITH

The following is the foundation of beliefs on which CCS is based. They are also the key elements all-orthodox Christian churches that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered primary doctrine at CCS. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority (see Secondary Doctrine Policy).

1. We believe the Bible alone to be the Word of God, the ultimate and infallible authority for faith and practice.
2. We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is by grace through faith alone.
6. We believe that faith without works is dead.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
8. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life, and they that are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

WHAT DO WE MEAN BY CLASSICAL?

In the 1940's the British author, Dorothy Sayers, wrote an essay entitled, "The Lost Tools of Learning." In it she calls for a return to the application of ancient liberal arts education, beginning with the Trivium; which includes grammar, logic, rhetoric. She matches what she calls the Poll-parrot stage with grammar, Pert with logic, and Poetic with rhetoric (see chart below). At Cornerstone Classical School, the founding board members were intrigued with this idea of applying a classical education in a Christian context. There are two books that are required reading for the parents of the students at the school. One is Douglas Wilson's book, Recovering the Lost Tools of Learning, and in it you will find the classical method further explained. The other required book for parents is A Thomas Jefferson Education by Oliver Van DeMille. CCS has been committed to implementing this form of education since the school's inception. These books are available for purchase through the administration office.

The following is an excerpt from Doug Wilson's book, Recovering the Lost Tools of Learning:

The structure of our curriculum is traditional with a strong emphasis on the basics. We understand the basics to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will also read from primary sources. Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the fundamental rules of each subject (again, we do not limit grammar to language studies), as well as the basic data that exhibit those rules. In English, a singular noun does not take a plural verb. In logic, A does not equal not A. In history, time is linear, not cyclic. Each subject has its own grammar, which we require the students to learn. This enables the student to learn the subject from the inside out.

The logic of each subject refers to the ordered relationship of that subject's particulars (grammar). What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and the object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge.

The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the history or science be correct. It must also be expressed well.

LOST TOOLS OF LEARNING CHART

The following material is drawn from the essay "The Lost Tools of Learning" by Dorothy Sayers. It illustrates the applications of the Trivium (Grammar, Logic, Rhetoric) that we use.

<i>Beginning Grammar (Pre-Polly)</i>	<i>GRAMMAR (Poll-Parrot)</i>	<i>LOGIC (Pert)</i>	<i>RHETORIC (Poetic)</i>
Grades K-2	Grades 3-6	Grades 7-9	Grades 10-12
Approx. ages 4-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
<i>Student Characteristics:</i>	<i>Student Characteristics:</i>	<i>Student Characteristics:</i>	<i>Student Characteristics:</i>
<ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative 	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic, or just to tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss) 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items, others 4. Shows off knowledge 5. Wants to know "behind the scenes" facts 6. Curious about Why? for most things 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
<i>Teaching Methods:</i>	<i>Teaching Methods:</i>	<i>Teaching Methods:</i>	<i>Teaching Methods:</i>
<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field trips 	<ol style="list-style-type: none"> 1. Lots of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, models 4. Integrate subjects through above means 5. Categorize, classify 6. Recitations, memorizations, catechisms 7. Drills, games 8. Oral/written presentations 	<ol style="list-style-type: none"> 1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, reenactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g. working with younger students, organize activities 5. In-depth field trips, even overnight 6. World view discussion/written papers

PHILOSOPHY

Cornerstone Classical School provides general academic guidelines and suggestions for specific curriculum, but each family is encouraged to develop a course of study designed around the individual needs and gifts of their student(s). The teaching method and philosophy most of our parents are familiar with is a textbook/assembly line approach. Information is separated into subjects and rewritten into a textbook format suitable for a large teacher-to-student ratio. At Cornerstone Classical School we are teaching from a more integrated model that sees the learning disciplines as more intimately related. We use a time frame in history to develop a unit approach. This takes advantage of the small classroom size and family involvement. The goal is to develop a learning family environment. Don't be intimidated if you aren't well-educated in these areas. It is a great model to learn together as a family.

EDUCATIONAL RESPONSIBILITY GUIDELINES

There are a lot of shared responsibilities between CCS and your home. We hope the chart below will help clarify expectations for what will be happening at school and at home. The list on the left is what is covered at school. The list on the right is the primary responsibility of the parent.

CCS and Home

Home

Humanities
Writing (IEW)
Latin
Art
Reading
History
Reading
Bible/Theology
Music/Drama

Grammar
Spelling
Life Skills
Home Assignment
Physical Education
Family Bible Devotion
Science Program
Math

TIME REQUIREMENTS

The amount of home-school work and time required will vary from grade to grade and even from student to student.

<u>Trivium Stage</u>	<u>Approx. Time per Week</u>
GRAMMAR	4-5 Hours x 3
LOGIC	4-6 Hours x 3
RHETORIC	6-8 Hours x 3

HOMEWORK POLICY

Cornerstone Classical School will assign homework as part of its educational partnership with families. Below are the primary reasons for homework being assigned:

1. Students need practice in specific, new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore the teacher will assign homework to allow for the necessary practice.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period study.
3. Since CCS requires parental involvement and the home-school component is critical to a child's education in our program. Work at home will be used to actively assist the student in his or her studies. This will also keep the parents informed as to the current topics of study in the class.
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves a punitive, as well as practical purpose.

FOUR-YEAR CURRICULUM CYCLE

- 2013/2014 Year 1 - Antiquity: Ancient History of Egypt, Israel, Greece and Rome
- 2014/2015 Year 2 - Christendom: Middle Ages, Renaissance, Reformation
- 2015/2016 Year 3 - American Culture: Ages of Discovery, Colonization, Revolution, War Between the States
- 2016/2017 Year 4 - Modernity: Westward Expansion, Modern History, Colorado History

LATIN

Considering the sheer number of years and amount of quality schools wherein the teaching of Latin was an integral part of any good academic training, the instruction in Latin at CCS should need no explanation or defense. However, like many traditional particulars of good education lost in the name of "modern" or "progressive" education, Latin's advantages have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.

Cornerstone Classical School teaches Latin, therefore, for two major reasons:

Latin is not a "dead language", but rather a language that lives on in almost all major western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages.

Learning the grammar of Latin reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English class work, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

The Latin Program consists of the following basic objectives:

Primary I (1st Year): Vocabulary acquisition, declensions, chants of endings.

Primary II (2nd Year): More vocabulary, beginning grammar work, basic verbs, simple sentences.

Secondary I (3rd Year): More sentences, vocabulary, basic translation work, phrases, and grammar.

Secondary II (4th Year): Translation work (New Testament/Vulgate and other sources), grammar, writing of sentences, stories, Classical background.

ANNUAL ALL SCHOOL PLAY – GRAMMAR, LOGIC AND RHETORIC

Cornerstone Classical School performs an annual all-school play designed to bring the time period we are studying to life. The play has been an enjoyable way for the students to share their learning for the year with the community. In raising leaders for tomorrow, it is imperative that our students can articulate their ideas in a meaningful way in front of an audience. The play is just the beginning of teaching our children to be comfortable on stage. Below is a short list of some of the objectives the play covers.

1. It is a shared experience for all of our families that helps us develop a stronger community.
2. The students are able to work alongside children of different ages, parents and teachers to create a memorable work of art.
3. The students are able to research and create costumes and sets that reflect the history of a particular era.
4. Students commit to memory the music and dialog that increases their vocabulary, verbal and musical skills.
5. Students have the opportunity to speak, sing and sometimes dance on stage in front of a large audience helping them to gain public speaking skills in a fun way.
6. Students learn to be part of a team effort and work with their peers, teachers and parents.
7. Students gain a greater appreciation for the fine arts and concept of reclaiming the arts for their generation.

PARENT INVOLVEMENT

As a support and extension of the family unit, CCS considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at CCS we are continually seeking ways to keep the parents, siblings, and grandparents of our students actively involved in the programs of the school.

Below are just a few of the more common ways we do this. Please feel free to ask if you would like to try additional ideas.

1. Visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)
2. Assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher concerned.)
3. Attend field trips with your family and/or library visits.
4. Serve as a story-reader, song-leader (in Pre K-3), guest artist or offer your special talents.
5. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
6. Share your experiences, trips, vacations, as they may relate to an area of study in a class.
7. Volunteer your help in the preparations for the many tasks related to the fundraisers.
8. Help hostess class parties at home or in the classroom.
9. Attend all formal Parent-Teacher meetings that are conducted. Informal conferences may be held anytime at the parent's request.
10. Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!
11. Offer specific assistance to serve on board-appointed committees, or the board itself.
12. Invite the teacher, director or board member home for dinner.

GRADING POLICY

Our students work at their own pace and at their own level. Working closely with their parents and teachers, they receive constant feedback. The emphasis is on mastery not on comparison to other students. If the student fails to meet the standards of the teacher and parent then he or she must repeat the course or assignment. We do not give students letter grades in the grammar level unless requested by their family for transcripts. A written evaluation of the students' progress is provided by their teachers. The written evaluation includes a work summary, assignment completion, behavior in class and character evaluation. Families are encouraged to develop yearly portfolios that are a compilation of the student's work. We also encourage families to keep a yearly, informal journal of books read aloud as a family and books read independently by the student.

Logic and rhetoric level students are issued grades and credits. Upon request, transcripts can be sent from Cornerstone Classical School to colleges and other schools.

GRADUATION REQUIREMENTS

A minimum of 25 credits are required for a CCS Diploma.

Core 15 1/2 Credits

4 Humanities*
2 Math
2 Science
3 Latin/Foreign Language
2 Biblical Studies
1/2 Senior Project
1 Rhetoric

Other 9 1/2 Credits

2 Piano/Music/Drama
2 Art
2 P.E.
1 Service Learning
1 Technology
Various other courses
1/2 Work Study
Other Electives

*Humanities is a comprehensive course and encompasses English, Literature, Art, Music, Philosophy, Religion, Geography, and American/World History.

.SECONDARY DOCTRINE POLICY

This policy applies to all CCS teachers in their capacity as teachers at Cornerstone Classical School.

Secondary doctrine: Doctrinal issues that are not addressed in the school Statement of Faith Guidelines:

1. Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents.
2. Presentation of all sides of an issue is encouraged.
3. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

LEARNING DISABILITIES POLICY

This policy applies to all students and teachers in all the classrooms of Cornerstone Classical School.

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents. *E.g.* Down's syndrome, deaf/mute, blind, etc.

Physical or Learning Disability: Any condition in a potential student or student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents. *E.g.* Hyperactivity, Attention Deficit Syndrome, dyslexia, *etc.* For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

Guidelines:

1. Children with a severe learning disability will be considered for admission to Cornerstone Classical School at the discretion of the Director.
2. Children who have been diagnosed as having a learning disability will be given the same individual instruction and encouragement as their classmates.
3. Parents have the option of hiring an approved teacher's aid for their special needs child at their own expense if required by the school.

CCS STAFF'S CORE BELIEFS FOR CLASSROOM MANAGEMENT

- We believe that every attempt should be made to maintain the dignity of both the adult and the student.
- We believe that students should be guided and expected to solve the problems they create without making problems for anyone else.
- We believe that students should be given the opportunity to make decisions and live with the natural consequences of their actions in preparation for the real world.
- We believe that there should be a logical connection between poor choices and the resulting consequences.
- Students are encouraged to request a “due process hearing” whenever consequences appear unfair.

DISCIPLINE POLICY

Each student is an individual created by God with unique personal social and educational needs. As a result, every disciplinary situation is unique in nature. Consequences for misbehavior provide the best learning value when matched to the individual student's situation.

Equal is not always fair. Consequences will be designed to fit the problems of the individual students, and they may be different even when the problems appear to be the same.

Cornerstone Classical School staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts in individualized disciplinary procedure and help students see reasonable connects between their behavior and resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event that we operate in ways that appear to be inconsistent with these core beliefs.

SCHOOL RULES

The following list of school rules is those essential policies that we require all our students to be aware of and adhere to.

- Students are expected to cooperate with basic Christian standards of behavior and conversation.
- Students' actions, words, possessions, etc. may not cause a problem for anyone else.
- If they cause a problem for anyone else, student will be asked to solve that problem
- If the student cannot, or chooses not to, solve the problem, staff members will impose an appropriate consequence using their best judgment based upon the information they have at the time.
- If the student and/or parents feel that the consequences are unfair, they should request a

“due process hearing” which does not need to be formal. It is simply a time for concerned individuals to meet and share information related to the situation in question. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequences to be unfair, the consequences may be changed or eliminated to better fit the situation.

- CCS is a closed campus. No students are permitted to leave school during school hours unless special permission is granted for the Director or Assistant Director. All visitors are asked to sign in at the school office.

UNIFORM POLICY

Boys School Clothing:

Pants: Khaki pants or shorts
Shirts: Polo shirts, long or short sleeve. Color: navy.
Shoes: Shoes must be in good repair.

Girls School Clothing:

Pants/Skirts: Khaki pants, capri's, skirts, or shorts. Burgundy/gray plaid skirts, skorts, or jumper.
Shirts: Polo shirts, long or short sleeve. Color: burgundy.
Shoes: Shoes must be in good repair

Clarifications:

1. All skirts and jumpers must be knee-length or longer. Shorts must not be shorter than one hand width (measured across the palm), above the knee.
2. The following items are excluded from the dress code: denim, hats, distracting apparel or styles (e.g. body piercing, boys earrings, etc.).
3. Clothes are to be clean, in good repair, and appropriately sized.
4. Shorts may be worn August-October and April-May.
5. Flip-flops are discouraged, b/c of activities throughout the day
6. Sweatshirts can be hooded and must have the Cornerstone Classical School logo.

TUITION POLICY

The board of directors, based on enrollment and operational costs, will decide the tuition cost for a student at Cornerstone Classical School yearly. In addition to tuition, other costs for the students' curriculum and materials vary depending on your chosen home curriculum. The average amount for curriculum and extra expenses is \$100-\$300 per year for grammar and logic, and \$200-\$500 per year for rhetoric students. Again, this cost is an average and depends on the family.

New families also pay a one-time enrollment fee of \$150 to cover administration. This fee includes a copy of A Thomas Jefferson Education by Oliver Van DeMille. Additional courses taken by the students in the enrichment program will be added to the ACH amount due.

Payment of tuition is a yearly commitment and should be made in full at the beginning of the school's fiscal year (June). We permit monthly installments through an automatic check transfer from your bank. Electronically monthly payments for 12 months may be chosen (Jun-May withdrawals) or monthly for 10 months (August-May). Other time frames can be arranged with our office.

CCS is over 90% tuition funded and works very hard to maintain a tight budget in order to keep ever increasing costs under control. We are blessed by the generosity of our families and community. Our outstanding staff works for a modest wage and donates much of their time. The school does not have a volunteer service requirement per family as other private schools do. Considering this, we do request that you pray about and consider what resources your family can draw upon to support the school, whether financial or in our fundraising events (the yearly theatrical production is an example of a great place to volunteer your skills and talents).

Standardized testing is offered in the spring for a nominal fee.

GRIEVANCE POLICY

These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of CCS's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and school board.

Definitions:

Dispute: Any disagreement that results in broken fellowship or trust between the parties, or that disrupt the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Cornerstone Classical School objectives and goals.

Grievances: Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

Concerns: The substance and details of the dispute and/or grievance.

General Guidelines:

1. It is understood that if any disputes arise which are not covered by this policy, the Board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.

2. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

Students/parents to teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.

2. If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator. If the student brings the concern, he must have permission from his parents to do so.

3. If the problem is still not resolved, the parents should appeal the decision to the director.

4. If there is still no resolution, they should request a hearing from CCS Board.

Parents/patrons to administrator:

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the director.

2. If there is still no resolution, they should request a hearing from Cornerstone Classical School Board.

Volunteers to Staff/Administration:

1. If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, superintendent, development director, etc.).

2. If the problem is not resolved, then the concern should be presented in writing to the director, followed by a meeting with him to discuss the concern.

3. If the problem is still not resolved, the volunteer may request a hearing from the school board in writing. The request will be passed through the director. The director is required to pass the request on to the board.

ADMISSION

I. Admission Procedures

1. Upon return of a completed application, if an interview with the family has not already been held, one will be arranged with the director.
2. After the interview, and after reviewing all other required materials (as stated on the application form), the director will make the decision whether or not to admit the student(s).
3. The director will then notify the parents in writing with the decision regarding acceptance. If accepted, the parents will receive an Acceptance Letter.
4. All financial arrangements between the family and the school must be understood before an admission is considered final.

II. Admission Requirements for the Student

1. Student should understand that his parents have delegated their authority to the school. Therefore, he is subject to the instruction and discipline of the teachers and director in their prescribed roles at Cornerstone Classical School.
2. In general practice, if the student and parents comply with the requirements outlined here, CCS will admit students of any race to all rights, privileges, programs, and activities generally made available to all students. Cornerstone Classical School does not discriminate on the basis of race, sex, color, or national origin in the administration of its policies, admissions, financial aid, scholarships, athletic, and other school-directed programs.

III. Admission Requirements for the Parents

1. Though not required to be Christians, the parents of students in Cornerstone Classical School should have a clear understanding of the biblical philosophy and purpose of CCS. This understanding includes a willingness to have their child exposed to the clear teaching (not forced indoctrination) of the school's Statement of Faith in various and frequent ways within the school's program.
2. The parents should be willing to cooperate with all the written policies of Cornerstone Classical School. This is most important in the area of discipline and schoolwork standards, as well as active communication with the respective teacher(s) and administration.

STUDENT HEALTH RECORDS

All students attending CCS must have on record with the school office either a current immunization record or an exemption statement according to Colorado Code before entering school in the fall. A standard immunization record form may be obtained from your family doctor.

Before the school will issue any medication to a student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol & Tums), we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student's file. No prescription medicines will be dispensed without written parental permission each time.

Other forms necessary for student health records that can be obtained from the school office are (these forms must be updated by the parents in writing to the office in the event of any changes in the student's information):

1. Health History: Describes the basic health/illness history of each student.
2. Emergency Form: Lists the emergency contact names and phone numbers of people who may need notification in a medical emergency. Includes signed waiver in order to facilitate necessary surgical action.
3. Release Form: These forms must be updated by the parents in writing to the office in the event of any changes in the student's information.

ATTENDANCE REQUIREMENTS

A student enrolled in CCS is expected to be present and on time in school every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered

1. **Short-Term Absences:** If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible.

2. **Long-Term Absences:** If a student needs to be absent for three or more consecutive school days, the parents should notify the school in writing and the teacher verbally explaining the circumstances. This will permit the appropriate teacher(s) time to compile the necessary schoolwork, which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.

3. **Extended Absences:** We will gladly cooperate with families taking their children from school for vacations, hunting trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed prior to the absence.

ARRIVALS AND DEPARTURES

If you are delayed for some reason, please call the office at 970-927-9106. Children should be brought in and picked up on time. For the safety of the younger children, bring them directly to the room. If your child is not picked up on time, the following steps will be taken:

1. Parents/guardian will be called at all the listed phone numbers.
2. Emergency contacts will be called.
3. A late fee of \$10 for each 15 minutes you are late may be due at your arrival and will be assessed at the discretion of the director.

If an unauthorized person attempts to pick up your child, your child will not be allowed to leave. We will ask the unauthorized person to come back when you have listed them as approved to pick up the child. If he/she refuses, we will call 911.

In case of emergency, the child will be released to a designated person, as per a verbal authorization from the parent to the director or last period teacher. We will ask for identification from this person if we are unfamiliar with them. The next business day the parent/guardian will be asked to and sign a release form and it will be placed in the student's file. Legally we cannot deny release of a child to a natural parent unless we have a written court order regarding this.

EMERGENCY SITUATIONS

If fire, flood or winter storms keep you from picking up your child, we will care for him/her and he /she will remain at the school, unless we are asked by the fire department to leave. In that case, the fire department will have information about the new location. The staff will remain with the children until the parent/guardian has picked them up.

Emergency telephone numbers of local emergency organizations will be posted in each classroom and by the telephones in the offices.

If you need to have your child leave the school before the end of the day (dentist appointment etc.) you must please notify the office before taking them. If a child is reported missing, 911 will be contacted and parents will be notified immediately.

Accidental injuries will be reported to parents and authorities as needed. Our first response to a serious injury will be to phone 911 and then notify the parent as soon as possible thereafter. The child's safety and health always come first.

EVACUATION PROCEDURES

1. Evacuation map with exits clearly marked will be posted on each door.
2. In case of official lock down by a governmental agency (police department, sheriff department, etc.), all entries to the school will be locked from the inside.
3. In case of fire or smoke, everyone located in the affected area will be evacuated by the teachers. Those in the mall building will be evacuated to the church building and those located at the church building will be evacuated to the community room in the mall building.
4. Periodic fire drills will be performed with the students to help them grow accustomed to the procedure.

FIRST AID

A first aid kit is located in the school office and the school kitchen in the mall building. In case of emergency, our staff has been instructed to call 911.

WHEN DO WE STAY HOME?

If your child has any of the following symptoms, please stay home:

- 21 Fever (over 100 degrees) and vomiting.
- 22 Diarrhea with fever or vomiting.
- 23 Sore throat (could be Strep Throat)
- 24 Eye infection (could be Pink Eye)
- 25 Green nasal discharge.
- 26 Persistent crying-wheezing or difficulty in breathing.
- 27 *Head lice or scabies
- 28 *Chicken Pox, Whooping Cough, Mumps or Measles.
- 29 *Hepatitis, Salmonella, Diphtheria, Fellowships or any other communicable illness.
- 210 Listlessness or lethargic behavior that hinders the child's ability to participate in normal activities.

If illness prevents a child from playing due to not feeling well we will send the child home. The child will be isolated as much as possible from the other children until the parent picks them up. To insure the good health of all our children, parents need to report exposure to communicable illness outside of the home to the director.

*Letters will be sent home with each of the child's classmates. The school will be cleaned as per policy immediately.

VISITORS

Visitors are welcome but the safety of our students is of utmost importance. We request that visitors make an appointment by calling the office at least a day in advance. Visitors will be with the staff/teacher at all times and they will be required to give their name, address and purpose of the visit. In the case of a visiting student, prior approval must be given by the director and the visiting student must adhere to all applicable handbook rules.

Updated Jan., 2014

REQUIRED FORMS LIST

The following forms are to be completed and must be returned to the office for placement in your child's file before attending classes at Cornerstone Classical School.

These forms are in the Application Packet and must be given to the director before approval to enroll:

1. Application
2. Tuition Contract
3. Automatic Payment Agreement

These forms are to be completed, signed and given to the director:

1. Receipt and Acceptance of Handbook Policies
2. Authorization for Emergency Medical Care
3. Authorization for Dispensing of Medicine
4. Emergency Contact
5. Authorization for Trips