

Parent/Student Handbook

2017-2018



SIOUX CENTER
CHRISTIAN
SCHOOL

Mission

The mission of Sioux Center Christian School is to disciple God's children by equipping them with a knowledge and understanding of Christ and His creation so that they can obediently serve God and others as they work and play.

Disciple

Equip

Serve

Motto

...serving God and others as we work and play since 1905.

Vision

We hold fast to God's Word while moving forward in God's World, nurturing disciples and learners for Christ.

Heads grounded in Truth.

Hands serving God and others.

Hearts surrendered to Christ.

Brand

Brand Characteristic	Description
Christ-Centered	All programs, initiatives, curriculum, activities, relationships, communication, extracurricular activities, instruction, assessment – “all things” – fall under the Lordship of Jesus Christ. Through all our work and all our play at school, we seek to worship Him.
Engaging	Students, faculty, and staff are interested and motivated by their work and growing in their calling. The work is relevant, rigorous, and exciting. Parents and constituents are actively involved in the life of the school. Learning and serving others inspires a sense of awe and wonder for our Creator.
Faith Nurturing	We provide opportunities for faith nurturing, believing that only God, through the work of the Holy Spirit, can form faith. Faculty, staff, and students both challenge and support each other in deepening their faith through strengthening their relationships with Jesus Christ, with each other, and with those inside and outside our walls.
Dynamic	Faculty and staff members are aware of, prepare for, and respond to student needs through curriculum, instruction, assessment, and school programs. The school continually strives to improve its efforts to serve the students. School employees seek to demonstrate a growth mindset in all areas of their calling.

Partnering	We seek to partner with homes, churches, and the community. Partnering occurs both within the school walls – between classes, faculty, staff, and students – and outside the school walls – between the school and area business, constituents, organizations, and others.
Transforming	We seek to train and nurture “peculiar people”: faculty, staff, and students who think, act, and speak differently than the rest of the world. We want to shine Christ’s light into a dark world, providing members of our vibrant learning community with the practice and tools to be able to do so.

Sioux Center Christian School Graduates...

- Desire to grow in faith and their understanding of Christ and His creation.
- Have a passionate heart and the tools to serve God and others in a global society.
- Develop and strengthen academic skills, knowledge, and understanding.
- Listen carefully, think clearly, and speak wisely.
- Display the love of Christ through word and deed.
- Discern all areas of life based on God’s Word.

Non-Negotiables

- We believe the Scripture of the Old and New Testament to be the Word of God, the only infallible rule of faith and practice, and that this Scripture guides all decisions.
- We believe the divine Word of God has been most clearly and consistently interpreted in the Reformed perspective, creeds, and confessions.
- We believe all students, faculty, and staff are unique image-bearers of Christ and should have their needs met, learning and growing so they can serve as covenant members of God’s Kingdom.
- We believe everyone (faculty, staff, and students) can and should learn and develop academically, socially, emotionally, and spiritually.

Core Values

- We believe in the success of all students by providing challenging content, effective instruction, and meaningful assessment.
- We believe in staying relevant to today’s society and our constituents.
- We believe in respecting the past, celebrating the present, and looking with hope and vision toward the future.
- We believe learning, teaching, and growing happens best in a community (both inside and outside the school) of support, love, cooperation, safety, accountability, and responsibility.
- We believe in taking risks and learning from both success and failure.
- We believe in Teaching for Transformation, including our throughlines.
- We believe in a strong partnership between the school, church, and home, and that the home is the child’s primary teacher.
- We believe leadership should occur at all levels of the organization.
- We believe in nurturing God-given gifts and talents to be used for His purpose and glory.
- We believe in the necessity and power of communication.

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Dear Sioux Center Christian School Parents:

It is our privilege and pleasure to welcome you to Sioux Center Christian School!

Sioux Center Christian School's educational program is based on the infallible Word of God as interpreted in the Reformed tradition. We welcome children from all Christian families who desire a Christian education. The decisions that you make about the education of your sons and daughters are among the most important decisions you will ever make. The choices you make about schooling are not only serious, but also critical. Christian education is a privilege for which we know you have sacrificed a great deal. We want you to be forever thankful!

The information contained in this handbook is for your benefit. We believe that things should be done "decently and in good order" for the safety of all students. It is the intent of this handbook to help you be fully informed so that we can continue a strong partnership with you. We continue to pray for our students' development based on biblical training from the home, the church, and the school.

We have dedicated ourselves to be Christian teachers, staff, and parents partnering together in a Christian educational institution called Sioux Center Christian School. Our goal should be to do all we can to make this school the best Christian institution possible.

Simply stated, our educational goal is to provide an excellent school program, excellent teaching, excellent rapport, and profitable learning – entirely permeated with the basic truths of the Bible and practicing Christianity. Although simply stated, our goal is not simple. It represents a continual struggle. We must daily examine our lives before we act as a Christian educator, parent, or student so that the influences of our culture do not overshadow our basic purpose: building bricks for the City of God.

The Christian school is a service institution to parents. The responsibility for the education of children is a parental responsibility. As a service institution, we must do the following:

- Provide a friendly, well-kept, Word-centered Christian educational institution.
- Provide a school that has a good academic and business reputation in the community.
- Provide a curriculum that is the product of our Christian philosophy of education.
- Provide a curriculum that reaches the low achiever as well as the high achiever and students with varied interests.
- Provide student policies that make the school a pleasant, enjoyable, and disciplined place for students. The Christian school should be an extension of a pleasant, enjoyable, and disciplined Christian home.
- Provide a spiritual and educational climate that does not judge a child's worth to the world solely on his or her academic prowess.
- Provide a spiritual environment that will build Christian character and integrity in the lives of students who pass through this school.

The Christian school's responsibility to parents is awesome and can be accomplished only by partners who are totally dependent upon the Lord. This is the key: total dependency upon the Lord.

To carry out the purpose of the school, it is necessary to establish policies and procedures for the daily operation of the school. The purpose of this handbook is to compile, under one cover, many of these policies and procedures. This handbook also contains information about some of the major events that are part of Sioux Center Christian School.

Now as the challenges and opportunities of this school year meet us, let's determine to give our best for the sake of the Master Teacher, all doing our best to maintain unity at Sioux Center Christian School. We stand ready to partner with you, however you may need, and we hold you up in prayer daily as you guide your children in the way of the Lord. Please contact us if you have any questions. We look forward to working with you!

Josh Bowar
Head of School

Lisa Mouw
Director of Learning

OFFICE INFORMATION

Main Office

Hours: School Days: 7:35 a.m.-4:00 p.m. Summer: 8:00 a.m.-1:00 p.m. (M-TH)
Teachers are in the building from 7:35 a.m.-3:35 p.m. during the school year.
Phone: 712-722-0777
Email: sccsoffice@siouxcenterchristian.com
Website: www.siouxcenterchristian.com

TRIP Office

Hours: 8:00 a.m.-1:00 p.m.
Phone: 712-722-4663
Email: kvanroekel@siouxcenterchristian.com, svonk@siouxcenterchristian.com

PURPOSE AND PHILOSOPHIES

Mission Statement

The mission of Sioux Center Christian School is to disciple God's children by equipping them with a knowledge and understanding of Christ and His creation so that they can obediently serve God and others as they work and play.

Statement of Purpose

Sioux Center Christian School is owned and operated by a society of believers for the purpose of providing elementary education that is directed by Scripture, as interpreted by the Reformed confessions. This society is composed of parents, who have the primary responsibility for providing their children with a God-centered education, and all other members of the Christian community who are called to provide Christian nurture and instruction for covenant children. In sending their children to Sioux Center Christian School, parents entrust the education of their children to the board that operates the school through administrators and through teachers, all of whom are qualified to carry out their tasks in harmony with the purpose of the institution. Teachers and parents work together to further the Christian education of their children. Parents and teachers are to recognize the administrator's supervisory role and the board's ultimate authority.

As a biblically Reformed Christian school, Sioux Center Christian School recognizes the centrality of the covenant* and the kingdom**. Children of believers are to be seen and loved by the teachers as members of God's covenant and as citizens of His kingdom. They are God's children in Christ and share in the calling of the believing community. As such, they are educated for discipleship that is obedient covenantal service, putting all areas of life under the Lordship of Jesus Christ. In this covenant-kingdom activity, they are, together with all believers, co-workers and partners with Jesus Christ.

All believers must share a concern for the spiritual development of the child in the wholeness of his or her being as God's image bearer. However, it is the school's distinct responsibility to further this through the formal education of the child. The teacher – in conscious, prayerful, covenantal fellowship with the Lord and the children – is to develop the skills of learning and lead the children into an understanding of all areas of God's creation. In carrying out this task, the teacher must always be alert for opportunities to cultivate a sense of Christian character and the high demands of the Christian life. It is also the task of the teacher to spark meaningful interest in the broad range of kingdom activity and to identify as well as promote the development of the God-given talents of the children. The teacher is to be an example of piety, to demonstrate a strong interest in the kingdom, and to create an atmosphere that encourages a desire on the part of the children to emulate the teacher.

All members of the Christian school community should encourage and require each other to demonstrate the character of faithful covenantal children who delight in and honor God's laws. All

interrelationships will be lovingly evaluated within the context of each person's role in the covenant and the kingdom.

*Covenant = That gracious relationship between God and His people in Jesus Christ in which He binds Himself to His people as their God and His people to Him as His servants.

**Kingdom = Christ's rule over the whole of creation in which His followers work to put all under His rule.

We exist to praise and glorify God's name in all that we learn and do. SCCS is dedicated to helping each student grow and develop spiritually, academically, emotionally, physically, and socially.

Philosophy of Education

The philosophy of Sioux Center Christian School is expressed clearly in the Educational Philosophy document, which is available from the office and on the school website.

Teaching for Transformation

Sioux Center Christian School has adopted the Teaching for Transformation (TfT) model. TfT provides a framework for the development of authentic and integral Christian learning experiences that are grounded in a transformational worldview with a focus on seeing and living out God's story.

The biblical truth that resounds in our Christian school's curriculum is that all things in the world belong to God. It is important that we not presume that this truth is obvious or apparent to all. The task of a Christian school teacher is to help reveal God's grand story in all things. A teacher's task is one of Christian-story telling, of seeking out and helping students to "See the Story" in all areas of study. We do this by teaching under the principle of all things. Teaching for Transformation binds together all subjects and activities, providing a framework for the education we provide and what we want graduates to be. It helps us live out our mission by providing definitions of what it means to be a disciple (head), why we have discipleship habits (heart), and how we practice being a disciple (hands).

God created all things. Even after the fall, which indeed affects and infects all things, creation remains good. Redemption impacts all things, redirecting them to their God-designated purposes. Someday, all things will be fully restored, but the work of renewal begins now, and we are privileged to be co-workers with God in this process. It is into this story that teachers are called to invite each student. Through TfT, teachers design learning experiences that help students discover God's story and His fingerprints in all things, with the hope that every learning experience will become truly transformational for every student.

Explore (Head) – Desire (Heart) – Practice (Hands)

While there is a high level of intentionality in the TfT program that contains many unique core design practices and tools that all teachers are expected to use, the following three Core Practices serve as the foundation of the TfT program.

Core Practice # 1 – Storyline

Every Christian school classroom must have a powerful and compelling vision of the Kingdom that creates a longing and a desire within every student to play their part in God's unfolding story of creation-fall-redemption-restoration. TfT believes that every unit and every learning experience tells a story. The TfT program tries, using the story discovered in each unit of study, to create a powerful and compelling image of God's story. The TfT program invites students to imagine his or her place in God's story – now. The TfT program does this by connecting the story of each unit with opportunities to tangibly practice living in the grand narrative. Each student and teacher will begin to create a personal "storyline" and articulate how they see themselves living in God's epic drama.

Core Practice # 2 – Biblical Throughlines

Every Christian school classroom must have an articulate and inspiring student profile that invites every student to imagine how to play their part in God's story. As shared by James K.A. Smith, "The primary goal of Christian education is the formation of a peculiar people, a people who desire the kingdom of God and thus undertake their life's expression of that desire."

What a complex challenge to imagine what it is to be a "peculiar" person in God's story! SCCS has identified 11 biblical Throughlines to help us imagine who we are as peculiar people. When schools invite students to actively contribute to the formation of Christian culture, we need to challenge each student to develop Kingdom-building characteristics. These biblical characteristics help us all – teachers, students, parents, school supporters – to understand what our roles are and what our calling is. They provide us with chances to practice, opportunities to develop discipleship habits.

Teachers use Throughlines to connect each unit's learning outcomes to God's story, as a type of "thematic Velcro", carefully choosing, together with the students, one or two Throughlines they want to learn about as they explore the topic. This process shifts the learning focus away from "what" the student needs to know to "who" the student is called to be. These Throughlines characteristics weave through the Bible and describe a calling to "be", not simply to "do". They can also be considered "wholines" because they describe who we are.

Throughlines are big picture ideas around which we can organize curriculum. Throughlines are qualities/characteristics that we desire students to develop as God is revealed to them in all things. They are discipleship concepts that guide our living. These characteristics describe how we can become part of the restoration of creation. They answer, "How NOW shall I live?" Throughlines weave the big ideas into a transformational worldview. A key component of the Tft program is that teachers are challenged not simply to tell the students about the Throughlines but to provide actual opportunities for the students to "live" the chosen Throughlines in each unit.

And what does God call us to "be"? He calls us to be Servant Workers, to be Justice Seekers, to be Earth Keepers, to be Community Builders. He calls us to be Creation Enjoyers, Truth Finders, Order Discoverers, and Beauty Makers. And in all of these, He calls every disciple to be God Worshipers, Word Appliers, and Image Reflectors. Here we get a wider picture of the roles that God has called us to be as Christians.

Core Practice # 3 – FLEx – Formational Learning Experiences

Every Christian school classroom must provide authentic (real work, real need, real people) opportunities for students to practice living the Kingdom story. This practice then becomes a habit, with habits shaping who we are and what we do.

Students must be given the opportunity to do God's work NOW – to be active and creative in God's story. Meaningful work creates a sense of purpose in their lives, and draws students more powerfully to God's story. As the name suggests, Formational Learning Experiences are designed to form the students' hearts and actions as well as their minds, equipping students to become people who live and breathe God's story. Research and experience suggest that formational learning best emerges from experiences that get at our gut and touch our heart.

At SCCS, we promise to design formational learning experiences that:

- Invite every student to explore their role in the Kingdom story
- Nurture every student to desire to be a peculiar people
- Empower every student to practice their life's expression

The Bible, Reformed Creeds and Confessions, and Relationships

We believe the Scripture of the Old and New Testament to be the Word of God, the only infallible rule of faith and practice. This divine Word of God has been most clearly and consistently interpreted in the Reformed creeds and confessions.

The purpose of SCCS shows itself in three personal relationships: to God, to fellow image bearers, and to creation.

In our personal relationship with God, we teach that all of life begins and ends in God; therefore, God has a claim on our life. We are created in God's image and must reflect that image in every aspect of life. This image is best reflected as we show love for God above all and submit ourselves in the service of His coming Kingdom.

In our relationship to fellow image bearers, we teach that love for God above all comes to expression as we fulfill Christ's mandate to love our neighbors as ourselves. We put the welfare of others ahead of self. We actively seek out and help, by word and action, those in need. What we do for others is the same as doing it for Christ Himself.

In our relationship to creation, we teach that, in Christ, the cultural mandate to subdue the earth and have dominion over it is renewed and must be fulfilled. As stewards of God's creation, we must work to maintain the quality of our environment and use resources wisely.

School as Extension of a Christian Home

Sioux Center Christian School recognizes that the parents are most accountable before God for the nurture of their children in the ways of the Lord. Therefore, the school sees itself as an extension of the home. We see that the home, church, and school must be partners in helping the students to grow in discipleship, establish relationships, and live in obedience to God's Word.

School Identity

Identity standards are important in promoting and branding a school, and are often the first identifying mark of a school. They provide consistency in conveying who we are, both internally and externally, bringing a unified image to the public that serves to bring value, prominence, and awareness to our school.

All school community members should review the SCCS Identity Guide, located on the school website, for more information related to school logo use, fonts, and other identity guidelines.

School Mascot

Sioux Center Christian School's mascot is the Trailblazer. We seek to be Trailblazers for Christ in everything we do.

School Colors

The official colors of Sioux Center Christian School are royal blue and gold. White, black, and gray are used as accent colors.

ORGANIZATION

Accreditation and Membership

Sioux Center Christian School is accredited in the State of Iowa through Christian Schools International. The school participates in a school improvement/strategic planning process, with site visits occurring every five years. Results of the process are included on the school website.

SCCS is also a member of Christian Schools International, the Iowa Association of Christian Schools, Heartland Christian Schools, and the Sioux Center Chamber of Commerce.

Christian Schools International

Sioux Center Christian School is a member of Christian Schools International. CSI is made up of approximately 400 school units. As part of its services to member Christian schools, CSI sponsors yearly conventions, workshops, and Christian textbooks and also administers a pension and insurance plan for teachers. The school is also accredited by the State of Iowa through CSI.

School Board Operation

The Sioux Center Christian School Board of Trustees Policy Manual contains all policies specifically related to the board operation. The following information is included in this handbook to provide a general overview of board operation.

Introduction

The single purpose of the Sioux Center Christian School Board of Trustees is to maintain a Christian school. The board is created by the corporation of the Sioux Center Christian School Society. The society confers to the board all the powers it possesses, prescribes duties that the board is to perform, and imposes all liabilities to which it is subject. Federal and state laws and other government ordinances bind upon the school in as much as these ordinances apply and are not contrary to our philosophy or our understanding of the teachings of Scripture.

When there are changes in the membership on the board, the board continues as an entity. Contracts, property titles, and other businesses are in the corporate name of the school, not in the names of board members, even though their names may appear on documents as officers authorized to act for the school organization.

Sioux Center Christian School is organized and operated as a non-profit organization and follows a philosophy called mission directed governance. To learn more about this philosophy, check out the information included on the school website. The school adheres to the laws of the State of Iowa and the rules of the Department of Education. The board will, whenever possible, seek and maintain State approval and certification.

The Restated Articles of Incorporation and Bylaws take precedence over any policies adopted by the board.

Board Membership

The Sioux Center Christian School Board of Trustees consists of twelve members who shall be qualified voting members of the school society.

The Sioux Center Christian School Board of Trustees is to be representative of the entire school society and shall be chosen from the various supporting groups by the society at large.

Trustees are elected to a three-year term. Trustees may be immediately eligible for re-election for one additional term.

When, for any reason, a trustee is unable to complete his/her term, said vacancy shall be filled at the next officially called meeting of the society. The newly trustee will complete the remainder of the unexpired term.

The board shall present two nominees for all vacancies. Members of the society may also make nominations provided that the nominations are supported by 25 signatures and presented to the board 30 days in advance of the annual meeting.

At the first meeting of the board after the annual society meeting, the board shall elect from its members a president, vice-president, secretary, treasurer, and vicar. Officers are selected for a one-year term and may be eligible for re-election.

Board Committees

The following committees are used by the SCCS board:

- Executive
- Finance

Society Meetings

The annual society meeting is held each June. All parents and school supporters are encouraged to attend to hear school updates, vote for new trustees, and more. The board may also call special society meetings as needed.

Society Members

Membership in the Sioux Center Christian School Society is available to those who meet some or all of the following qualifications:

- Personally confesses Jesus Christ as the only Savior and Lord and regularly attends a local Christian church that adheres to all articles of the Apostles, Nicene, and Athanasian Creeds
- Are at least eighteen years old
- Have eligible children attend Sioux Center Christian School
- Have a passion for providing a Christian education for the children and young people of this community.
- Agree to support and promote the mission of the school and pledge not to seek changes in Article I of the Bylaws

Restated Articles of Incorporation and Bylaws

The Restated Articles of Incorporation and Bylaws of Sioux Center Christian School are available upon request from the school office.

Non-Discrimination

SCCS does not discriminate on the basis of age, race, color, marital status, sex, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, familial status, or national or ethnic origin in the administration of its educational policies, admissions policies, athletic programs, or any other school-administered program as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, and Section 504 of the Federal Rehabilitation Act of 1973. The board will enforce all of the following policies in instances where they do not compromise the SCCS principles and mission statement. SCCS reserves the right to institute hiring and enrollment practices based on the school's mission statement and philosophies.

Multi-Cultural, Gender-Fair Policy

It is the policy of Sioux Center Christian School to provide equal educational and employment opportunities and not to illegally discriminate on the basis of gender, race, national origin, age, marital status, or disability in its educational programs, activities, or its employment and personnel policies. Affirmative steps will be taken to integrate students in programs and classes.

Sioux Center Christian School shall provide program activities, a curriculum, and instructional resources that will reflect the racial and cultural diversity present in the United States and the variety of careers and roles open to both men and women in our society. One objective of the school's programs, curriculum, services, and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of gender, race, ethnicity, religion, age, marital status, and disability. The curriculum, programs, and

services shall foster awareness of the right, duties, and responsibilities of each individual as a member of today's society.

Affirmative Action/Equal Opportunity Employer

SCCS shall provide equal opportunities and affirmative action to all employees and applicants for employment. This includes practices relating to hiring, placement, upgrading, transfer, demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay, other compensation, layoffs, or terminations. Individuals who file an application will be given consideration for employment if they meet or exceed the qualifications set for the position for which they are applying. Applicants will be considered without regard to race, color, national origin, gender, disability, and age. Inquiries or grievances related to this policy may be directed to the head of school. Complaints or inquiries regarding compliance may be directed to the head of school.

School Policies

For the full text of all school policies, please visit the school website.

History of Sioux Center Christian School

A history of faithfulness by God and His people has been shown over and over. God has been faithful through the generations. In faith, we began.

It was February of 1903 that the first permanent Christian school society west of the Mississippi River was formed in Sioux Center. At the first meeting, Rev. J. Smitters called on the conviction of several church members to be willing to provide for distinctive Christian training for covenant children. The first building was a 30 ft. by 40 ft. two-story wooden structure on Main Street, constructed at the cost of \$530.

On the 3rd of April in 1905, 50 students walked from the public school down the street to begin class at the new Christian school. The first principal was R. Barlow, who was also the first teacher. In the fall, there were 61 kids, so they hired one more teacher. Once they got to 100 students, a 3rd teacher was added.

In the 1920s, enrollment steadily increased, but there was a shortage of funds. The school society met to discuss whether or not the school should remain open. God's faithfulness prevailed, with the school staying open.

In the 1930s, dedication continued, with teachers and janitors working without pay to keep the school going.

In the 1940s, the school society approved building a new, four-room brick school, which is still part of the building used today.

In the 1950s, two more classrooms were added, enrollment grew from 120 students to 339 students, and the music and band programs began.

In the 1960s, the kitchen and 8 classrooms were added. 1965 was the school's 60th anniversary.

In the 1970s, the gym and locker rooms were added. The central library was also set up.

In the 1980s, the junior high wing was completed.

In the 1990s, new classrooms and administrative space were added. Technology also expanded.

In the 2000s, the school celebrated its 100th anniversary, and programs like the school-wide storyline,

drama, and inclusive education began in earnest.

The 2010s brought much change as well, with new faculty and programs being added.

In 2015, the largest school addition in the history of Sioux Center Christian was completed.

In faith, we began. God's faithfulness, and the faithfulness of His people, has continued.

Now it's up to us to remember those who sacrificed through faith yesterday, so that children today can experience a Christian education that has a biblical worldview and is rooted in God's Word. Let's commit today, as believers in Christian education, to insure that this Christian school is sustainable for generations to come.

God has been faithful.. After over 112 years of service, SCCS is continuing to develop and expand to meet the growing needs of our students. The Reformed perspective still remains strong in our school, and we find ourselves well supported through prayer, service, and finances by parents and other school supporters. Even through hard times, school supporters have chosen to keep the school open in an effort to further God's kingdom with His covenant children. These supporters are willing to make sacrifices for Christian education, which is a huge blessing to SCCS.

We continue to be able to provide more and more specialized services and activities to meet the needs of our current student body because of our strong base of support. We press forward with our goal of providing a Christ-centered education for all learners. Sioux Center Christian School is ever-changing, meeting the challenges and needs of each generation.

As we look at the generations of faithfulness to Sioux Center Christian School, we can't help but praise God and thank Him for the blessings He has bestowed on us. To God be the glory!

ADMISSIONS AND REGISTRATION

Enrollment

Sioux Center Christian School follows the Iowa Code as it pertains to kindergarten enrollment. Iowa code requires that a child be at least 5 years of age by September 15 of the year he/she is to be enrolled in transitional kindergarten or kindergarten.

All parents who wish to enroll their student in grades TK-8 in the school should complete the enrollment application. The head of school and/or director of learning is available to give school tours, and they may also set up an interview.

Transitional Kindergarten/Kindergarten Round Up is held in the spring and includes a school readiness screening process. A parent meeting is also scheduled in which school personnel will share a variety of information about the school and also give parents an opportunity to have their questions answered.

Enrolling Process for Students with Identified Special Needs

Please note: This process may be adapted as needed, depending on circumstances surrounding the student, school, etc. Responsibility for each step of the process has been indicated in the parentheses for each step.

1. Meet with the parent(s), provide a tour of the school, ask parents what kind of support will be needed, and explain services available. Answer any questions about the support program. Explain the process the school takes when considering enrollment. (head of school and/or director of learning)

2. Meet with the child's previous teacher(s) to gain more information about the kinds of support in place and what supports need to be continued. (resource teacher)
3. Meet with any support personnel that work with the child, as needed and appropriate. This could include occupational therapists, paraprofessionals, resource teachers, outside service providers, etc. (resource teacher)
4. Review any documentation related to the child (IEP, 504 plan, etc.). (resource teacher, classroom teachers)
5. Set up classroom visits to observe the child during his or her school day. Perform several visits, with an SCCS resource teacher and a classroom teacher present at each observation. Teachers should take notes during the observation. (resource teacher, classroom teachers)
6. If appropriate, have the student take math and reading placement tests or go through the TK/K Round Up process. Record the data gathered. (director of learning, classroom teachers)
7. Meet as a team that includes the classroom teachers doing the observing, the SCCS resource teacher that participated, the director of learning, and the head of school. Discuss observations, information learned, and student records. Discuss the supports being provided to current students at school and SCCS's capacity to support the student seeking enrollment. Think about academic, social, emotional, physical, and safety needs of both the student to be enrolled and current students at the school. Complete the Weighted Enrollment Matrix. Make a decision as a team. (head of school sets up the meeting)
8. Provide information to the executive committee about the students going through the process and the decision the team has made. (head of school)
9. Meet with the parent(s) to explain the team's decision. Provide information that was used during the decision-making process. Answer any questions they may have. (head of school, director of learning)
10. If the student is to be enrolled, the head of school follows the checklist for enrolling students with special needs. (head of school)

Registration

Parents are required to register their children for the new school year prior to the first day of classes. The head of school will determine the time and place of the registration and inform the school's constituents by way of school, church, and community media. Registration includes the updating of basic student and family information (address, telephone, e-mail, emergency information, grandparents' addresses, etc.), purchasing school lunch tickets, processing forms for state funding of textbooks, paying the first month's tuition, and returning the enrollment agreement.

Tuition and School Lunch Payments

Tuition statements are sent home via email. You can also check your tuition and school lunch balance on ParentsWeb.

School Lunch

School lunch is available for all students. Free and reduced price lunches are also available to all who qualify for such assistance. Information regarding cost of lunch tickets and application for free and reduced lunch tickets is available at registration. For those who choose to bring a lunch from home, milk is available. Fast food is not allowed to be brought into the lunch room.

Delinquent Tuition

The fiscal operation of Sioux Center Christian School is heavily dependent upon the prompt payment of tuition. Tuition payments are due on the 10th of each month, as outlined on the enrollment agreement. Tuition payments that are delinquent adversely affect the administration of the school in that outstanding tuition accounts make it difficult for the school to meet its financial obligations.

The Board of Trustees is committed to helping parents provide their children with a Christian education. The board has established the following policy in an effort to provide help in a manner that also enables the board to operate the school responsibly.

1. Parents with outstanding tuition of two or more months will receive written notice from the director of finance.
2. Parents with outstanding tuition of three or more months will have a support team formed from the finance committee.
3. Parents with outstanding tuition are expected to contact their deaconate and request assistance. If assistance is not available through the family's deaconate, a member of the school's finance committee should be contacted immediately. This contact is a parent responsibility and should be made as soon as a tuition nonpayment problem arises. This will allow the finance committee to work with the family if a financial need does indeed exist.
4. The board reserves the right to deny following trimester enrollment of the children whose parents have outstanding tuition and have not made acceptable payment arrangements or are not completing their responsibilities of arrangements that have been made.
5. The board also reserves the right to contact the deaconate of any family who has two or more months of outstanding tuition. Said notice is intended to alert the deaconate of the family's possible inability to pay and the potential need for tuition assistance. This does not eliminate the family's responsibility in making contact with their deaconate if a nonpayment problem rises.
6. Parents with a tuition balance remaining at the end of the school year must make contact with their finance committee representative and/or the finance committee chairperson if their balance cannot be paid in full prior to registration of the new school year. Special provisions can be made for these families if a board-approved plan is agreed upon. If a plan cannot be agreed upon, enrollment will be denied. These contacts must be made by August 1.
7. Any family who has had a special provisions arrangement for the current school year and has an outstanding tuition balance at the time of registration for the new school year will be refused enrollment until all delinquent tuition is paid in full. Notification of said conditions will be made to the family and the affected deaconate by a finance committee representative.

This policy is based on the belief that:

1. The primary responsibility for the payment of tuition lies with the parents.
2. Parents experiencing financial difficulties are responsible for communicating with their deaconate, and, if necessary, with their finance committee representatives to make them aware of their family's needs.
3. The Christian community, often through the various deaconates, will provide financial assistance to those families who demonstrate a commitment to Christian education but are unable to meet the financial obligations that accompany enrolling their children in the Christian school.
4. The deaconates have authority to review financial matters with their members, and finance committee is responsible, if necessary, for coordinating its discussion or decisions with the consistory.

Tuition and Enrollment Agreement

The following information is included on the tuition and enrollment agreement.

1. I have read the information below and on the reverse of this document (mission statement, statement of purpose, and Teaching for Transformation core practices). I understand that each of these summarizes and/or outlines the biblical principles upon which instruction takes place at Sioux Center Christian School (SCCS).
2. I am enrolling my child in SCCS primarily because of my earnest desire that my child receive a God-centered education.
3. I understand that my child will be educated in a manner consistent with the beliefs and objectives of SCCS.

4. I will support, both prayerfully and financially, SCCS in its efforts to provide education that is distinctively Christian and will seek to uphold and maintain the fundamental unity of the home and school.
5. I understand that the personal conduct of my child must conform to the standards of SCCS. If a disagreement exists, I understand that I will have the opportunity to discuss such matters with the faculty, administration, and/or the school board.
6. I authorize the SCCS administration to use reasonable and proper discipline as may be deemed wise and expedient for my child.
7. I understand that tuition is only a portion of the total cost of education. I will, to the best of my ability, contribute to The Legacy Plan, PACE fundraisers, and school board fundraisers.
8. I understand the following tuition-related issues:
 - a. All tuition from the previous year must be paid in order to register.
 - b. The first month's tuition will be paid at the time of registration.
 - c. Tuition will be paid according to the monthly schedule.
 - d. Delinquent tuition payments may result in special payment arrangements for subsequent school years.
 - e. It is my responsibility to contact a finance committee member or my deaconate if situations arise that will result in delinquent tuition payments.
 - f. I am ultimately responsible for the total tuition obligation for my children enrolled at SCCS.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational rights and Privacy Act (FERPA), a Federal law, requires that SCCS, with certain exceptions, obtain your written consent prior to disclosure of personally identifiable information from your child's education records. However, SCCS may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with school procedures. The primary purpose of directory information is to allow SCCS to include this type of information from your child's education records in certain school publications (graduation programs, drama productions and other programs, etc.). Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. If parents do not want SCCS to disclose directory information from their child's education records without prior written consent, they must notify the school in writing by November 15.

COMMUNICATION

Communication from school to home and from home to school is very important. Through a strong partnership, we can work together for the benefit of our students and our school. All parents and school personnel should make it a priority to develop this partnership. It's through early, effective, proactive, and continued communication that we can prevent misunderstandings, gain insight, form a team, and develop positive relationships.

Parent/Teacher Relationships, Retaliation

When problems occur between fellow Christians, the best way to resolve these problems is to work directly with the people involved. Remembering that the school and family are partners in the bringing up of a child "in the training and instruction of the Lord" (Ephesians 6:4, NIV), expectations and issues relating to a specific situation should be communicated at the earliest possible time, as we seek what is best for the students of our school.

Therefore, the head of school has adopted the following policy for handling problems that may occur between parents and teachers.

1. The parents should contact the teacher first to attempt to resolve problems.
2. If the parents do not feel that the problems have been resolved through step one, parents are to bring the issue to the administrator.

3. Only if the problems are not resolved after the first two steps have been taken should parents contact a board member.

Any skipping of steps in the process results in a breakdown of trust and an almost impossible situation to resolve in a way that satisfies all parties involved.

Conflict always exists in any community. Working in a Christian community means that we need to handle the conflict in a healthy manner and without fear of retaliation or further retribution, showing respect to all involved.

Teachers may not, under any circumstances, retaliate against the child of a parent who expresses concerns. Teachers may also not retaliate, under any circumstances, against an administrator, faculty member, staff member, parent, student, or other member of the school community should a concern be brought forward or another situation be discussed. Teachers who retaliate will be held accountable, which includes the possibility of termination.

Availability of Teachers

If it is necessary to communicate by phone or in person with a teacher during the school day, please do so before 8:00 a.m. or after 3:15 p.m. E-mail addresses for our faculty and staff can be found on the SCCS website. You may e-mail the teachers, but it is possible that they may not be able to respond during the school day.

Messages to Students

As much as possible, parents should refrain from asking office personnel and teachers to relay messages to their student(s). Teachers are often busy during the day teaching and may not notice an email or text. If an emergency occurs, please call the office.

Our Website

The school website (www.siouxcenterchristian.com) is a wonderful tool that is used for internal as well as external communication. The website is used to promote our mission to those wanting information about Sioux Center Christian School. Check out the website for information regarding the school calendar, athletics, newsletters, information, upcoming events, and more.

Class List Procedures

The head of school will share the class list procedures to be used.

Parent/Teacher Conferences

Parent/teacher conferences are scheduled for all students during both the fall and spring. Parents can request conferences with any teacher that their child has. At any time that a parent or teacher feels a conference is needed, one will be scheduled.

School to Home Communications

- RenWeb is the school's student management data system.
- Many teachers have a class website or blog.
- Email is the preferred method of written communication with parents. Grades and reports are sent to homes by email, rather than through the mail. Parents may contact teachers or administrators through email for questions or concerns.
- *Home Bulletins* are published on Wednesday of each week via email and posted on the website to keep you informed about the school schedule and activities. Please inform the office if you would like a hard copy of the *Home Bulletin*.
- *The Bulletin Board* is the monthly newsletter sent to all supporting churches and constituents.
- Classroom newsletters are sent weekly by TK-4th grade teachers to the parents of their students. Teachers in grades 5-8 post assignments and information on websites and support students in using an assignment notebook.

- An events calendar is available by e-mail to help keep parents informed of upcoming games, concerts, practices etc.
- School lunch menus are posted on the website.

Visitors

The safety of our students while they are on campus is a primary concern at Sioux Center Christian School; therefore, parent participation is expected in the efforts to maintain a safe environment. All authorized adults who are on campus or in the school building during school hours are required to wear identification badges. Parents and visitors who come to volunteer, or who plan to be on campus or in the building for any reason, are to stop in the office to sign in and receive an ID badge to wear while on the premises. Before departing, please record the sign out time on the guest register. While it may take a few extra moments of time, we feel it is justified in keeping our campus a safe and secure facility.

Parents, grandparents, and friends are welcomed visitors to our classrooms. We request that you inform the teacher of the day and time of your visit in advance. If you wish to eat lunch at school, contact the school office 24 hours in advance.

School Closure

Morning announcements due to inclement weather are made over KDCR and KSOU and also posted on the school website, social media, and KTIV as soon as decisions are made. When there is a late start, before-school activities are canceled. All delays are two hours. You will be notified of early dismissals in the same way. When there is an early dismissal, after-school activities are canceled.

Inside Recess

- Students will have recess in their classroom or in another assigned area during inclement weather.
- Students are to stay in their classroom and not be in the hallway.
- Students may play games, activities, etc. as provided by their teacher.
- The gym may be used by certain grades on a rotating schedule when it is available and use has been planned.

Outdoor Recess

Students are expected to go outdoors during recess time unless the head of school or director of learning are of the opinion that the weather conditions are prohibitive. Weather conditions are monitored hourly, and, due to changing conditions, recess expectations may change throughout the school day. A decision regarding outdoor activities, practices, or games during hot weather is dictated by heat, humidity, and lightning. In the winter, extremely low temperatures or severe wind chill temperatures and even wind direction may require a shortened outdoor recess time or eliminate it entirely. Decisions regarding outdoor recesses will be left to the discretion of the administration.

Medical Attention

Students who feel ill while at school should report to their teacher or the school nurse. A parent will be contacted should the student need to be sent home or to the hospital. Accidents and emergencies are referred to the school nurse.

Telephones and Electronic Devices

Upon permission from a faculty or staff member, students may use the phone provided in the school office.

The use of electronic devices during school hours is prohibited for students. Students may have an electronic device at school, but it must be turned off and stored in a locker or backpack during the school day. Devices not in a locker or backpack may be confiscated, and parents may be contacted.

Student Arrival

Students may enter the building at 8:05 a.m. A bell signals the time. Students may wait in assigned lobbies during inclement weather. An 8:10 bell signals the beginning of the school day. Children should be in their respective seats by 8:10, ready to begin the school day. A student who arrives after 8:10 will be considered tardy.

Student Departure

The dismissal bell rings at 3:05 p.m. Students who ride a bus after school will be dismissed at 3:05 p.m. All others will be dismissed as soon as the buses have departed (3:10 p.m.). All students must be out of the building by 3:15 p.m. unless special arrangements have been made with a specific teacher. Students involved in after-school athletics or rehearsals are expected to stay in the gym area. For your child's safety, we request a note or phone call from the parent of a child when there is to be a change of destination after school. If we do not receive a note and we are unable to contact you, your child will follow the regular routine.

Recess/Lunch Schedule

Please contact your child's homeroom teacher for the time their class goes to recess and lunch.

Homework

Parents can expect students to have homework. As a student progresses through the grades, he/she will be responsible for more work and should be learning more efficient methods of organization and study. Daily assignments are critical to the success of the teaching-learning process and students must take responsibility for completing them on time.

Teachers will assign homework for various instructional purposes including:

- Practice and repetition of a skill
- Development of deeper understanding of a concept
- Application of learned skills and concepts
- Preparation for the next day's lesson

Tests and projects are typically included in the weekly newsletter and on classroom websites; this should prove helpful for parents in assisting their children.

Homework is an integral part of the learning process at SCCS and is vital to a student's education. Parents are a key part of students and homework. Parents should monitor their child's completion of assignments, help them by providing a quiet space away from distractions, and offer appropriate support and encouragement. Please contact your child's teacher if there are questions. Also, it is appropriate to share with the teacher your observations at home when assignments are being done by your child.

Tutor Time

The school provides Tutor Time, an after school homework program, for all students.

Summer School

SCCS does offer summer school for students who need an extra boost or those who would benefit from continued direct instruction over the summer months. Students qualify for summer school through parent or teacher referrals.

Special Days/Celebrations/Treats

SCCS celebrates Reformation Day, not Halloween; Christ's resurrection, not the Easter bunny; and Christ's birth, not Santa Claus.

Treats for birthdays or class celebrations - Check the recommended snack list found on the school website for a list of appropriate treats to share with students. (Some students have allergies to certain foods).

Grandparent/Special Friend Day - If a grandparent cannot come, feel free to invite a special family friend or even dad or mom.

Valentine's Day - Students do not have to participate, but if they choose to do so, we ask that they bring a treat for all of their classmates. Treats should be small and individually-wrapped. Healthy treats are encouraged.

Flowers, Balloons, Bouquets, and Other Gifts

Because so many of our students ride buses, and because delivery of gifts to the classroom distracts from learning activities, we ask that parents and friends do not have flowers, balloon bouquets, or other gifts delivered to school. Please have these things delivered to the child's home.

School Pictures

School pictures are scheduled in the fall. Pictures are taken for student exchanges, class composites, and student records. Individual pictures of all students are taken. Parents are under no obligation to purchase pictures of their children.

SAFETY AND SECURITY

Child Custody

Ordinarily, the school will not resist or interfere with a noncustodial parent's involvement in school-related affairs or access to the parent's child or the child's records unless the school is presented with a court order or comparable legal document restricting such involvement or access. The school will not otherwise choose sides between parents. A noncustodial parent may not take custody of a child or remove the child from the school premises unless the parent presents either a written court order or a written authorization signed by the custodial parent permitting such custody. If the actions of parents, custodial or noncustodial, become disruptive to the operations of the school, the school has the right to restrict access by such parents and take other necessary actions. Concerning school activities that require parental consent, the school will accept consent only from the custodial parent.

Crisis Plan

SCCS follows a crisis plan related to school emergency and crisis procedures. A copy of the plan is available on the school website.

Fire, Tornado, and Intruder

These drills are held throughout the school year as required by state law. Students are instructed to move quickly and quietly when the signal is given for these drills.

Civil Defense

Sioux Center Christian School is directly connected to the Sioux County Civil Defense System. This provides the school with a direct warning system in case of severe storms or other such emergencies.

Mandatory Reporters

By law, all teachers at Sioux Center Christian School are mandatory Level 1 reporters of suspected abuse.

Transportation

Sioux Center Christian School and the public school furnish bus transportation for qualifying students. Only children assigned to a particular bus are to ride that bus. Bus permits need to be requested by a

parent from the school office if a child has a temporary need to ride a different bus. A student may request a bus permit for daycare purposes only. This bus permit then needs to be given to the driver of the bus the child has requested to ride. The bus driver of each bus will expect the students riding on the bus to remain seated at all times and be respectful of others. Students who have difficulty with these two requests may lose riding privileges. Parents are expected to respect the bus loading and unloading zone by not parking in the area between 7:45 and 8:30 a.m. and 2:30 to 3:15 p.m.

There are two designated "drop off" and "pick up" areas. Parents are encouraged to use the parking spaces on 1st Avenue SE when dropping off or picking up their children. The other option is to use the parent lane on the north side of the school. Please enter from 1st Avenue SE and pull up in the lane as far as possible. Parent traffic is prohibited in the bus loading and unloading zone during the posted times as stated above. Do not park in the bus zone or pull out in front of the buses. Buses always have the right of way.

Crossing Guards - Sixth grade students are assigned to safety patrol stations along 1st Avenue SE on the west side of school. All students must obey the patrol person's instructions. Safety patrol students are wearing orange vests. Students who walk or bike across 4th Avenue SE must activate the flashing yellow light before crossing the street.

Bicycles and Mopeds - All children using bicycles or mopeds are expected to obey all traffic laws. Children should park their bicycles in the bike racks provided by the school. Mopeds should be parked right alongside of the bike racks. Students are not to play with or around bicycles, mopeds, or cars parked at school. To avoid problems, do not allow your children to leave their bikes or mopeds at school overnight.

Skateboards, Roller Blades, and Roller Skates - Skateboards, roller blades, and roller skates are not allowed on the school grounds at any time.

DRESS CODE

Clothing

The way we dress and groom often reflects our feelings and attitudes. Extremes in styles and grooming are not appropriate at school. Dress should reflect our Christian witness and distinctiveness. Therefore, we encourage our students to dress and groom modestly. Christian young people should dress in a way consistent with biblical principles of decency. Decency in dress implies that others are not embarrassed, distracted, or tempted. In I Timothy 2:9 and I Peter 3:3, we are asked to refrain from extremes that call attention to ourselves. The matter of dress is directly related to the kind of people we are and what we think ourselves to be. As Christians, we ought to be moderate in all things and refrain from offending others or being stumbling blocks to them.

1. Clothing worn to school and to school activities must be neat, clean, modest, and appropriate for the classroom atmosphere or the activity.
2. Clothing should not be too tight, too short, or skimpy. Tank tops (boys and girls), bare shoulders (spaghetti straps), bare midriffs, bare backs, and plunging necklines are not appropriate. Shorts should not be tight and must be of a modest length. Jeans/slacks should not be baggy or have holes or frayed seams at the bottom.
3. Clothing should be appropriate for the weather. All children are expected to go outside for recess. TK-4 students need gloves, hats, coats, snow pants, and boots for the winter months. Shorts may be worn before November 1 and after March 1.
4. Hair should be clean and modestly styled.
5. Caps and hats are not permitted for daily wear in the classroom (except during special theme days).

6. Any writing or pictures portrayed on clothing must not be sexually suggestive and may not promote tobacco, drugs, alcohol, or music groups and individuals that have demonstrated non-Christian values.
7. We would prefer, for safety reasons, that students wear tennis shoes during the day and not flip flops or sandals. Tennis shoes are required for all activities in the gym or during PE.
8. Students in grades 5-8 will adhere to the following addition to the dress code:
 - a. Shirts must have sleeves, shorts must reach below the wearer's longest fingertip when their arms are fully extended downward in a standing position, no pajama pants, no ripped jeans with skin exposed, no "yoga" pants, no leggings worn without a skirt or dress, and dresses and skirts may be no higher than just above the knees.
9. Parents of students who do not follow the dress code will be notified.
10. Students are responsible for their own belongings, and all clothing should be labeled.
11. A lost and found is located in the building.

Should a problem arise, teachers and/or administration will ask the student to correct the problem. If the problem persists, the parents will be contacted for their assistance in seeing that the school's dress code is followed.

Gym Uniform

All students in physical education classes need a pair of good fitting tennis shoes. Students in 2nd through 6th grade also need to provide an elastic waist pair of shorts labeled with the child's name. Junior high students are asked to purchase a physical education uniform that will be used for both physical education classes and all interscholastic teams. Since all the uniforms are similar, it would be wise to label each uniform (shirt and shorts) with your child's name.

Footwear

Kindergarten through fourth grade students are required to have boots or old shoes to wear outside when the grounds are wet. Old shoes need to have a red piece of yarn tied through an eyelet on each shoe. These are not the shoes the children are wearing in the classroom or gym. Boots need to be put on and taken off by the outside door.

Fifth through eighth grade students are required to have boots or extra shoes with a red piece of yarn tied through an eyelet if they want to go in the snow or wet grass. Otherwise they can wear regular shoes on the rocks, wood chips, and cement.

RESPECTING PROPERTY

Property Care

As Christians, we have the responsibility to be good stewards of what God has given us. This means that we respect our own property and that of others and use it with proper care.

- Students should not write, mark, or purposely damage textbooks, desks, chairs, or any part of the building.
- In the gym, there will be no kicking, throwing, or hitting of balls against the walls, ceiling, doors, or things attached to the walls. There will be no hanging on the baskets or mats.
- Students are not allowed to climb on school or on the basketball poles.
- Students who damage school property will be billed for the repairs or for the cost of the replacement.
- Students who break gym rules lose their privilege of using the gym for one week or longer for repeated violations. Parents will be notified after the second offense.

Care for Textbooks and Books

Textbooks issued during the year and books checked out of the library are the property of the school; however, a student is responsible to keep his/her books in good condition. The student will pay for lost

and/or damaged books. Students are required to return the same textbooks they were given by the issuing teacher.

Animals/Pets in School

No animals except guide dogs are allowed in the school building. Animals brought for “show and tell” must be shared outside the school building or in an entryway.

Lost and Found

It is helpful to mark all personal items such as hats, mittens, snow pants, coats, shoes, boots, etc. with the student’s name. Any found items that are not marked will be placed on the “lost and found” table. Unclaimed items will be donated to Melissa’s Hope Chest.

ATTENDANCE

To view the entire SCCS Attendance Policy, please see the school website.

Expected Attendance

Parents should make every attempt to have their child in school. When a student misses class and only does the assignment, he/she misses all of the teacher’s presentation and class discussion. Parents are requested to work closely with their child’s teacher during long absences to discuss which assignments should be completed. A student must be present at least half a day in order to participate in an after-school activity, unless given permission by the head of school.

Students, unless ill, are expected to be in attendance every day that school is in session. Parents are requested, for the sake of their child’s well-being, to contact the school office (phone: 722-0777 or e-mail: sccsoffice@siouxcenterchristian.com) the morning of their child’s absence. This contact should be made between 8:00 and 8:30 a.m.

Absences

There are basically two kinds of absences:

1. Those beyond your control (ex. sickness, death in the family). When the child returns to school, the teachers will, with the assistance of the parents, help the child complete work that was missed.
2. Those determined by parents (ex. a family trip, helping on the farm). Parents are expected to inform the school several days in advance when their child will be absent and to also make arrangements with the appropriate teachers. Teachers will, when possible, send some of the child’s schoolwork home before the absence. However, parents will need to assist the child to complete any work missed for the absence on the child’s return to school.

A detailed Student Absence/Attendance/Truancy Policy may be found on the school’s website.

Appointments

1. Regularly-scheduled appointments/lessons, etc. - The SCCS board of trustees believes that it is important for SCCS students to be in school at all times. Standing appointments and private lessons of any type are to be scheduled outside of the school day. Do not ask to have students dismissed from the last period of the day or a study hall for any type of private lesson or standing appointment. Hair cut appointments should not be made during the school day.
2. Doctor/dentist appointments - Doctor and dentist appointments during the school day are unavoidable. Parents are asked to send a note (e-mail) to the classroom teacher indicating the need for an appointment, the time the child needs to leave the classroom, and the approximate length of time the child will be out.

Students Leaving School

Students who need to leave school during the day should have a note from their parent and/or guardian before being allowed to do so. Before leaving, the student must check out at the office. Upon returning, the student must check back in at the office.

LIVING IN COMMUNITY

Student Discipline

Classroom teachers are asked to create their own behavior plan for the classroom that builds from the shared behavior/expectation plan.

Students have the responsibility to be and to do their best. They are expected to be in school when school is in session, to be in class on time, and to be prepared to learn. Dress, attitude, speech, and behavior all contribute to an atmosphere in which all can grow and live for Christ. To help everyone live in such an atmosphere, teachers and the head of school and director of learning will teach, instruct, and discipline.

The **purpose of discipline** at SCCS is to develop disciples (followers) of Christ. Discipline is the process of discipleship.

The aim of discipline is to renew or re-establish relationship with God and with others. Disciplining helps one recognize the wrong, confess it, experience forgiveness, and make a commitment toward correction.

God holds parents responsible for the leading (discipline) of their children. This parental responsibility is shared with our faculty and staff, to whom parents entrust their sons and daughters.

Sometimes consequences are needed for discipline to occur. Consequences may act as a deterrent for inappropriate behavior that shows a lack of respect for God, other people, or property.

Discipline and its application at SCCS is grounded in Scripture. From Scripture, we confess that God is the supreme authority in our lives. He is, therefore, also the source of all delegated authority. Authority over children is delegated by God to parents (Col. 3:20), and in the school setting this authority is further delegated to teachers and staff members.

Students

Students are responsible under God to obey and to show respect for teachers and other staff members as they should their parents, and they are responsible for helping to maintain the learning environment (2 Timothy 2:15). Part of the mission of SCCS is "to serve God and others as they work and play". In order to better serve God and others, Christian character traits must be developed and demonstrated. We remember the goal of our discipleship through the use of our school mascot, the Trailblazer.

We move forward boldly because we claim the power of a risen Savior. We strive to be trailblazers for Christ, who is our Trailblazer.

"Let us throw off everything that hinders and the sin that so easily entangles. And let us run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of faith." Hebrews 12:1-2a

Our main goal of character education is to get students to move the understanding of character traits from head knowledge to heart commitment and living actions. Together we should all model and practice these traits in every situation.

Teachers

Teachers will focus on teaching responsible behavior and encouraging discipleship through caring and modeling. Teachers are God's servants to lead children to obey Him. Disciplining them is the heart of discipleship.

Teaching: There is no special class called "Character Education" or "Discipleship". Character traits and related topics must be integrated into the entire curriculum. That's what Christian education is all about. Every area of the curriculum must be taught from a biblical, Christian perspective. There are ample opportunities to include character education in the established curriculum. However, it will not just happen automatically. It needs to be planned and built into daily lesson plans. There will also be opportunities in devotions, chapel, etc. to teach character education.

Caring/Modeling: Each teacher will be caring in all relationships with students and fellow staff members and model what it means to be a disciple of Jesus Christ by:

1. Demonstrating love for God
2. Demonstrating love for students
3. Demonstrating Christian professional competence and vision
4. Communicating effectively according to biblical standards
5. Building Christian community within and outside the school

Support Staff

All staff have an equal and contributing part in the teaching of responsibility and discipleship at SCCS. Our rules and guidelines include all students and all staff. Through positive interactions with students, our support staff members will encourage students to be responsible, to cooperate with others, and to treat everyone with dignity and respect as an image bearer of Christ. Each staff member should be knowledgeable of the rules and guidelines specified for school-wide areas and implement the procedures in this handbook when misbehavior occurs.

Head of School and Director of Learning

The role of the head of school and director of learning in responsibility and discipline is to guide staff and students in their efforts to achieve the school's mission.

The head of school and director of learning will provide assistance to faculty and staff in implementing the classroom management and school-wide management procedures. In this capacity, the head of school and director of learning will provide training and continued support to teachers as they strive to teach students to follow the guidelines.

The head of school and director of learning will assist faculty and staff with severe misbehavior such as physically dangerous situations, illegal acts, insubordination, and any chronic or recurring problems as outlined on the office referral form. As indicated on a case-by-case basis, the head of school and director of learning will initiate time-out, parental conferences, in-school suspension, out-of-school suspension, contacting the appropriate authorities, or other severe consequences.

Parents

Parents are our partners in all facets of Christian education. The school is never alone in teaching discipleship. We are partners with the home and the church in providing models and support for students in discovering what it means to be called to service in God's kingdom.

Parents are encouraged to participate in the educational process. We need the support and cooperation of parents to effectively help each student better reflect God's image and live as a disciple of Jesus Christ. The major role of parents in assisting us with school discipline responsibility is to consistently demonstrate interest and support in how their children are doing in school. When there is a cooperative working of home, school, and church toward the common goal of discipleship, students

will make real progress through the working of the Holy Spirit.

We will keep parents informed of student responsibility and efforts through conferences, report cards, phone calls, notes, and other forms of communication.

Trailblazer Behavior Plan

In order to train and support our students in the developing of Christian character and to provide opportunities for discipline and growth, SCCS follows a Trailblazer Behavior Plan. This plan outlines expectations for shared spaces and includes procedures for celebrating positive choices as well as correcting negative choices.

Goals

- Intrinsic motivation
- Training in Christian character – Who does God call us to be? How should we live?
- Showing respect for each other in shared spaces
- Providing a process of correction, ownership, and redemption for students
- Providing a unified faculty and staff front for expectations at school

Plan Parts

1. Throughlines

- a. This piece is designed to recognize and reinforce the positive Christian character we want being shown by our students.
- b. When a student displays a Throughline that deserves recognition, teachers and staff members should complete a Throughline form, give it to the student, have the student come to the office, and then share it with an administrator in the office. An administrator will put a copy in the student's file. The homeroom teacher can then send the original form home so the parents can celebrate with the students, too.

2. Shared Space Expectations

- a. Sioux Center Christian School will uphold these expectations for shared spaces:
 - i. A Trailblazer...
 1. Shows respect to God, others, and things.
 2. Obeys noise levels and behavior rules in shared spaces.
 - a. Silent Space
 - i. Hallway
 - ii. Chapel
 - b. Whisper Space
 - i. Bathroom/Locker Room
 - c. Inside Talking Space
 - i. Lunchroom
 - ii. Classroom
 3. Gives his or her best always.
 - b. These expectations will be posted in shared spaces and classrooms.

3. Trailblazer Character Contract

- a. Should a student break one of the shared school expectations, a teacher or staff member should complete a Trailblazer Character Contract with the student, which includes these sections:
 - i. Introduction information (incident date/time, incident location, student involved, reporting faculty/staff member, homeroom teacher)
 - ii. Incident description (what happened?)
 - iii. Student Action
 1. I am sorry for... (The student should write and verbalize what they are sorry for.)
 2. It was wrong because... (The student should indicate why what they did was wrong.)
 3. In the future I will... (The student should make a plan for the future.)

4. The emphasis of the student section is helping the student to take ownership for their actions and a plan for the future.
- iv. Consequence (The homeroom teacher can decide on an appropriate consequence.)
- v. Parent(s) Contacted by (The homeroom teacher should contact the parent and record the date of contact.)
- vi. The student, homeroom teacher, and administrator should sign the form, with the administrator signing last.

Shared Spaces Rules

Hallway – Silent Space

- No talking.
- Walk on the right side of the hallway in a single file line.
- Go directly to and from your destination.
- Pick up any trash you see.
- Keep your hands to yourself.
- Respect property by not touching hallway displays.
- Keep the hallway neat.

Restroom/Locker Room – Whisper Space

- Respect others' privacy and personal space.
- Flush after each use.
- Wash your hands.
- Respect property and materials by only using what you need.
- Walk to the restroom/locker room and out of the restroom/locker room.
- Get the job done so you can get back to learning.

Lunchroom – Inside Voice Space

- Walk.
- Use "please" and "thank you".
- Don't waste food.
- Stay seated until your teacher asks you to return your tray.
- Use proper eating habits and manners.
- Be respectful of others' personal space.
- Do not share food.
- No singing.
- Clean up after yourself.
- Respect lunchroom property.
- Empty your tray and stack neatly.

Playground

- Use equipment properly.
- No tackling, snowballs, or pushing.
- Follow the posted shoe/boot screens.
- Respect others' play space.
- Play fairly and use good sportsmanship.
- Use appropriate language and behavior.
- Include others in your games and activities.
- Stay away from the parking area. Stay in the playground area.
- Line up right away when the bell rings.
- Get an adult when you need help.

Plagiarism

In order to carry out the school mission, we instruct students in appropriately using the ideas and

intellectual property of others, that they might “serve God and others as they work”. That being said, we recognize that there are situations in which our students—sinful as we all are—will not give credit where credit is due. Because of this, we have enacted this policy.

Plagiarism is stealing the intellectual property of others. This means taking others’ words or ideas without documenting their source. Students at SCCS are instructed—in grade-level appropriate ways—how to give credit for the ideas and words of others by properly documenting their sources. Teachers are expected to clearly teach and model respect for the intellectual property of others.

Plagiarism of any form will not be tolerated, including:

- Stealing an idea without citing the source
- Copying a few words or phrases
- Copying sentence structure while changing words
- Copying large portions of intellectual property

Students who plagiarize the work of others will be held accountable according to the following procedures:

1. First offense: The student will be clearly reminded how to appropriately use the intellectual property of others, including proper citation of sources. The student must redo the assignment, correctly giving credit for the ideas/work of others.
2. Second offense: The student will receive a “zero” for the assignment, but will be expected to redo the assignment correctly. Parents will be contacted.

Supporting Sioux Center Christian School

Pray - We covet your prayers for specific groups, such as students, trustees, administrators, teachers, support staff, other parents, volunteers, leaders and members of the auxiliary organizations, those supporting the school with their contributions, and the churches that support Christian education.

Communicate--Please call the school office or a school administrator with your suggestions.

Volunteer--Parents are encouraged to participate in the life of the school as opportunities exist such as:

- chaperoning for field trips
- being a guest speaker
- helping in the classroom
- helping with drama or other special events and programs
- assisting classroom teachers in preparing materials to be used in the classroom
- assisting in the library
- being a room parent
- driving students to athletic or musical events
- being an after school tutor
- praying weekly for our students at Moms in Touch International
- washing dishes after school lunches

If you would like to participate in any volunteer opportunities at school, please contact the school office.

Contribute--Your family is now enjoying the results of families who have given to the school over many decades. We need to continue to have this ministry meet our present needs, but also to prepare for the future. Your contributions are needed. Please contact the director of development and promotions regarding the school’s plans and projects.

STUDENT ACTIVITIES

Classroom Devotions/Chapel

Just as in the family, so it is both necessary and appropriate that the Christian school community gathers regularly for worship. Our worship through our classroom devotions, prayers, singing, and chapels serves to enrich teachers and students in their commitment to serve the Lord in our school. We seek to develop in children the heart habit of worshipping God through prayer, Bible reading, and singing. Teachers will foster these habits by:

- Leading the students in prayer (or encouraging students to lead) at the beginning of the school day.
- Encouraging students to suggest before prayer specific needs or reasons for praise.
- Reminding students to offer thanks to God either communally or individually before the noon meal.
- Leading children in singing.
- Contributing to the planning of and participating in regularly-scheduled chapels.
- Transparently revealing to students one's individual need to pray or sing both during times scheduled for worship and when one chooses to.

Music

Band - Sioux Center Christian School offers a band program for students in grades 5-8.

Fifth Grade Band - Students entering fifth grade are eligible to participate in the band program at SCCS. Each spring (usually in May), a meeting is held for fourth grade parents and students regarding their child's interest in playing a wind instrument. The fourth graders will prepare for that meeting in their music class by trying an instrument in an attempt to find the most suitable instrument for them. The fifth grade band will practice in sections for the first 8-10 weeks and then begin to practice en mass as a band sometime in late November.

Sixth, Seventh, and Eighth Grade Band - The sixth-eighth grade band is scheduled to practice two-three times a week throughout the school year.

Jazz Band - Seventh and eighth grade students are invited to join the school jazz band. The band practices before school with practices beginning at 7:30 a.m. Days of practice are determined on a yearly basis.

Students who choose to play larger instruments or percussion may rent these instruments from school. Payment is due at the beginning of each trimester. The school has the following instruments available to rent: bass clarinet, tenor sax, baritone sax, French horn, baritones, tuba.

Strings Program - Sioux Center Christian School offers a string program for students in grades 3-8.

Third Grade Orchestra - Students can join the SCCS orchestra program in 3rd grade. Although students are allowed to begin playing a stringed instrument in later grades, they are encouraged to begin with the rest of their classmates in 3rd grade. They can choose to play the violin, viola, or cello. They practice as a group twice a week for 30 minutes during the school day.

Fourth Grade Orchestra - This orchestra practices twice a week for 30 minutes.

Fifth Grade Orchestra - This orchestra practices twice a week for 40 minutes.

Sixth-Eighth Grade Orchestra - This orchestra practices two-three times a week for 40 minutes.

Second grade students sign up to participate in the orchestra program in May. Parents are given a list of local teachers to contact for lessons and instrument rental. Cellos and basses are rented from the school. Payment for instrumental rental is due at the beginning of each trimester. Beginners are expected to have a minimum of 6 lessons during the summer before they enter 3rd grade and join the beginner orchestra. Since there are no individual pull-out lessons during the school day,

students are expected to continue taking private lessons while they are in the SCCS orchestra program. The SCCS program provides opportunities for all orchestra students to participate in regional festivals and concerts, as well as auditioned opportunities for honor orchestra participation both locally and at the state level.

Media Center

The media center houses materials to supplement the school's curriculum and to provide recreational reading materials that are age and reading level appropriate. In addition, teachers may request additional time for research or projects and students may come as needed for library materials.

The number of items a student may check out is determined by grade level and is set to help students learn responsibility for the items they check out. Kindergarten students are allowed to have one item checked out while students in upper grades may check out as many as eight.

Books are generally checked out for two weeks and magazines for a one-week period.

Fines are not assessed for overdue items, and students with overdue items are expected to return these items as soon as possible. Parents are expected to reimburse the library for any items lost or damaged.

Physical Education

Students have regularly scheduled PE that will include a variety of activities and sports. If a child is unable to participate in physical education because of injury, illness, or a disabling condition, parents should write a note requesting a P.E. exemption. In case of a long term (more than five days) P.E. exemption, a physician's statement documenting the activity limitations and their expected duration is required. Alternative P.E. activities will be assigned to students who have a medical exemption.

Field Trip and School Outings

Field trips are arranged by the classroom teachers. Parents will receive information prior to the trip.

Swimming

Sioux Center Christian School offers swimming lessons for 2nd through 4th grade as part of its physical education curriculum. These lessons are given at the local swimming pool with certified Red Cross instructors. Students are bused to the pool and are gone from school for one hour for approximately 13 weeks. Students need to provide their own suit (modest), towel, comb or brush, hair ties for long hair, and a bag in which to carry the above. Nose plugs and goggles are permitted. Costs for swimming lessons are published yearly.

Interscholastic Sports Policy

SCCS seeks to provide all seventh and eighth grade students who attend the opportunity to participate in and enjoy team sports and to provide all seventh and eighth grade students the opportunity to develop personal skills through their participation in the school's interscholastic sports program. Membership on teams will be open to and inclusive of all students who commit to all scheduled practices, team meetings, and games. All students who commit to scheduled practices, team meetings, and games will be given opportunity to play. Emphasis in seventh grade is on participation and skill building. Emphasis in eighth grade continues to be on participation and skill building as well as good team play. To read the full policy, visit the school website.

AAU and Sioux Center Christian

Sioux Center Christian School does not administrate teams, clubs, etc. that are organized outside of the school. However, the school encourages all AAU coaches and parents to follow our school athletic policy. We need to be extremely careful not to underestimate the negative impact that being left out has on a child's life. In an effort to work with team organizers and parents, the school board is making the gym available for practice, providing: 1) all teams include only SCCS students; and 2) there is written evidence that all eligible students were given opportunity to participate on an annual basis.

STUDENT ASSESSMENT

Grading Scale

The following grading scale is used in kindergarten:

E (Exceeding) S (Satisfactory) P (Progressing) B (Beginning)

The following grading scale is used in grades 1-2:

E (Excellent) = 97-100 S (Satisfactory) = 80-89 S+ (Good) = 90-96 S- (Needs Help) = 0-79

The following grading scale is used in grades 3-8:

100-98 . . . A	81-78 . . . C
97-95 . . . A-	77-75 . . . C-
94-92 . . . B+	74-72 . . . D+
91-89 . . . B	71-69 . . . D
88-86 . . . B-	68-66 . . . D-
85-82 . . . C+	65-00 . . . F

Please remember that grades are merely a single—and, in fact, very limited—form of reporting student progress. They are not to be confused with the complicated process of monitoring student progress itself. Teachers use several measurements in determining a student's progress (observations, standardized testing, classroom work, observed growth, etc.).

Academic Probation

Students who are not performing to a passing level in their courses may be placed on academic probation. This probation may affect the student's participation in extracurricular and other activities. Parents will be notified by teachers well in advance if their child may be at risk for academic probation.

Promotion/Retention/Acceleration

Students are automatically promoted to the next grade unless doubts arise regarding a child's readiness for the next grade. Parents will be informed of these questions no later than spring parent/teacher conferences. Students will not be retained unless there is reasonable evidence that doing so will benefit the child.

SCCS follows state guidelines in regards to acceleration of a student and relies heavily on the advice of teachers and staff.

Student Record Notice

Each year the school is to notify parents of their rights concerning the records of their children. A brief summary includes:

1. Parents have the right to review any school records of their children.
2. Privileged information concerning students will not be released by the school without parental permission.
3. Lists of names and of non-confidential information may be made public by the school without permission of the parents. Parents not wanting this information released must notify the school of their decision. Information in this category would be such things as honor rolls, general class lists, information for the yearbook, etc.

Student Records

- Report cards are issued at the end of each trimester and are available on ParentsWeb.
- Permanent Records - State law requires that the school maintain a permanent file for each student in addition to the cumulative file. The permanent file must contain final grades, a copy of standardized test scores, and attendance information.

- Cumulative Files - A file is kept for each child while in attendance and is sent to the next school when the family moves or the child graduates. This file includes the academic record, Iowa Assessment results, other test records and any support or 504 plans. This cumulative file is available to parents on request.

Universal Screening and Progress Monitoring

Standardized student test results are used primarily for curriculum evaluation, student progress monitoring, the level of success of classroom interventions, and to determine student eligibility for further student assistance. The following tests are/can be administered during a school year:

- The STAR Reading and STAR Math tests are administered to all students throughout the school year. These tests are used as our universal assessment and progress monitoring tools for reading and math.
- Iowa Assessments are administered to 3rd grade through 8th grade each year in March. Results are sent home to parents as requested. Teachers spend time analyzing the test results to check for curricular gaps.
- A Curriculum Based Measurement (CBM) is given at various times in the year to students in K to assess learning and in grades 1-3 to assess fluency.
- Various achievement tests are used in the lower grades to monitor student growth and to determine eligibility for Title I assistance.
- Professional testing services of all types (including readiness for kindergarten when requested by parents) are available on the school premises through NWAEA. The head of school should be contacted before the process for NWAEA testing begins. Please remember that testing can only occur after the school has worked through other interventions with the student.

SCHOOL BOARD POLICIES

Allergy Awareness Policy

More and more children are diagnosed with allergies every year; no one knows just why or how to prevent them. SCCS students with severe allergies have plans in place to deal with reactions. SCCS will strive to be free of all nuts and nut products. Please check labels when sending food to school. If any item has nuts or nut products listed as an ingredient, do not take it to school. SCCS also does not serve any nuts or nut products, including peanut butter, in the cafeteria.

Anti-Harassment/Anti-Bullying Policy

- I. Statement of Policy
 - a. School employees, volunteers, and students in school, on school property, or at any school function or school-sponsored activity shall not engage in harassing and bullying behavior.
 - b. School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about such an act of harassment or bullying.
 - c. School employees, volunteers, parents or guardians, and students are expected to act in a timely and responsible manner to prevent, report, and facilitate investigation of suspected harassment and bullying.
 - d. The board prohibits harassment, bullying, hazing, or any other victimization of students, based on any of the following actual or perceived traits or characteristics, including, but not limited to: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, national origin, religion, age, or disability is also prohibited.
- II. Definitions
 - a. Harassment and bullying are defined as any electronic, written, verbal, or physical act or conduct toward a student which is:

- i. Based on any actual or perceived trait or characteristic of the student, and
 - ii. Creates an objectively hostile school environment that meets one or more of the following conditions:
 - 1. Places the student in reasonable fear of harm to the student's person or property.
 - 2. Has a substantially detrimental effect on the student's physical or mental health.
 - 3. Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - b. Sexual harassment, one of the forms of harassment prohibited by this policy, is defined as follows:
 - i. Unwelcome sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature, or otherwise creating an intimidating, uncomfortable, bothersome, hostile, or offensive working or learning environment.
 - ii. Making submission to, or rejection of, such conduct on the basis for employment or educational decisions affecting any person.
 - c. The following activities, absent substantial aggravating factors, occurring inside or outside the classroom, do not constitute harassment or bullying:
 - i. Instruction and participation in lessons and worship services.
 - ii. Discussions and debate concerning issues important to Christian faith.
 - iii. Electronic, written, verbal, and physical interpretation of biblical Scripture, and religious texts, music, and opinion.
 - iv. Witnessing and faith sharing.
- III. Reporting
 - a. Suspected incidents of harassment and bullying should be reported within 24 hours. Students may report to a teacher or the counselor, head of school or director of learning and should discuss the incident with the student's parent or guardian. Employees may report to the head of school or director of learning. The head of school is responsible for receiving reports and ensuring the Anti-Harassment/Anti-Bullying Policy is implemented.
- IV. Investigation
 - a. The head of school or his/her designee will promptly and thoroughly investigate suspected incidents of bullying and harassment. Investigators will consider the totality of the circumstances presented in determining whether conduct objectively constitutes harassment or bullying under this policy.
- V. Consequences for Violators
 - a. Individuals responsible for conduct in violation of this policy will be subject to consequences and remedial action. Any person who is determined to have violated this policy will be subject to corrective action and discipline, including the possibility of termination (for employees), expulsion (for students), or criminal charges if they are filed.

Bloodborne Pathogens Exposure Control Policy

All staff are compliant with the Bloodborne Pathogens Exposure Control Policy. A copy of this policy is available from the school nurse. All employees have completed required training regarding bloodborne pathogens.

Dealing with Hazardous Chemicals in our Building

Schools are required to post warning signs in their buildings for areas that may contain hazardous chemicals. We are also required to keep lists of all chemicals that we have within our buildings on file at the head of school's office. Anyone requesting information concerning these chemicals may have access to the information at the head of school's office. The areas where we have hazardous chemicals are posted with signs that indicate the type of hazard that may be found in that area. The signs are diamond shaped with four different colored divisions, each of which represents a particular type of hazard. A number (0 to 4) placed in each of the colored blocks indicates the degree of the hazard. The higher the number, the greater the hazard. All school employees have completed the required Right to Know (hazardous materials) training.

Drug-Free Workplace

SCCS is a drug-free workplace. Employees, students, or others violating the drug-free workplace must participate in a rehabilitation program or be subject to suspension, termination, or other disciplinary actions set by the head of school. Work areas include the buildings, school vehicles, and other areas used in connection with school activities.

Sexual Harassment Policy

At SCCS, sexual harassment of student to student, student to staff, staff to student, or staff to staff is unlawful and contrary to our religious beliefs and the commitment of SCCS to provide a stable learning and working environment. School authorities will not tolerate any sexual harassment. It is the policy of SCCS that all contact between students, teachers, and other adult employees is in keeping with respect for all personnel at SCCS.

Sexual harassment includes making unwelcome sexual advances, engaging in improper physical contact, making improper sexual comments, or otherwise creating an intimidating, hostile, or offensive educational learning environment. All students and all school employees are expected to conduct themselves with respect for the dignity of another.

Any SCCS personnel who has concerns about the nature of any conduct or physical contact by an adult employed by the school, by a student, or by a member of the public should immediately report this concern to the head of school, director of learning, or counselor. All personnel are encouraged to report any conduct or contact that makes them feel uncomfortable, is bothersome, or is contrary to a stable learning environment. All such reports will be investigated immediately by school authorities. Civil authorities will handle criminal charges. Anyone found to have violated this policy will be subject to disciplinary action up to and including expulsion from school if they are a student, termination from employment if they are an employee, or criminal charges if they are filed.

All such reports will be handled discreetly to maintain confidentiality in order to avoid embarrassment and to protect the person making the report. However, it should be understood that this school is required by law to report child abuse to the appropriate social agency that protects the rights of individuals in such cases.

SCCS currently has two employees trained as level one investigators: Miss Crista Smidt and Mr. Harlan De Vries. Level one investigators handle harassment or abuse reports between an adult employee and a student.

Student Search Policy

A school official may search individual students and individual protected student areas if both of the following apply:

1. The official has reasonable grounds for suspecting that the search will produce evidence that a student has violated or is violating either the law or a school rule or regulation.
2. The search is conducted in a manner which is reasonably related to the objectives of the search and which is not excessively intrusive in light of the age and gender of the student and the nature of the infraction.

Substance Abuse Policy

No student may smoke or chew tobacco (or use any other nicotine-containing product), consume alcohol, or use drugs at school. This includes transportation vehicles and covers all school activities.

The head of school will study the situation on a case-by-case basis and make a recommendation that may include detention or suspension.

Tobacco-Free Campus Policy

All Sioux Center Christian School buildings, grounds, and vehicles shall be tobacco free. In the interest of the students, faculty, staff, parents, and the community at large, there shall be no use of tobacco on any school property. This policy includes, but is not limited to, all types of tobacco and nicotine products, such as dissolvable, spitless, snus, chewing, and electronic cigarettes. This restriction applies at all times. This policy will be enforced at all school-sponsored events, whether indoors or outdoors. Persons failing to abide by the request shall be asked to refrain from using tobacco products. Failure to do so will result in being asked to leave the school facility or campus immediately. Signs will be placed in strategic locations for all to be aware of our tobacco-free environment.

Weapons and Dangerous Objects Policy

Weapons and other dangerous objects such as, but not limited to, fire arms, explosives, knives, and brass knuckles are not to be brought on school property. School property includes transportation vehicles and covers all school-sponsored activities. Weapons are defined as anything used or usable in injuring another or an instrument or object designed for or used in fighting. Weapons and other dangerous objects cause material and substantial disruption in the school environment. They present a threat to the health and safety of students, employees, and visitors on the school premises or property within the jurisdiction of the school. Weapons and other dangerous objects shall be taken from students and others who bring them onto the school property or onto property within the jurisdiction of the school or from students who are within the control of the school. Parents of students found to possess a weapon or dangerous objects on school property shall be notified of the incident. Any student who brings a weapon and/or dangerous object to school or to a school activity shall be suspended immediately, and the administration shall study the situation on a case-by-case basis and make recommendations.

Wellness Policy

The SCCS health and safety team creates, strengthens, or works within existing school programs to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The health and safety team consists of a group of individuals representing the school and community, and includes parents, students, school board members, school administrators, and staff. The SCCS Wellness Policy is posted on the school website.

Recommended Classroom Snack and Beverage List

In compliance with SCCS's Wellness Policy, the school provides a recommended classroom snack and drink list. Please check out the SCCS website for an updated list.

HEALTH AND MEDICATION

We accept the responsibility to provide a school health program that will promote and encourage maintenance of the student's health and to assist parents in carrying out their responsibility to do the same.

School Nurse

The school nurse is available from 9:45 a.m. to 2:15 p.m. each school day. It is the responsibility of the school nurse to oversee any health procedures to be administered to students at school. Parents are responsible for informing the school nurse of the procedures and for providing the equipment required. The school nurse will work with families and teachers to provide a safe and healthy learning environment for each individual student.

Health Records

The school nurse will maintain cumulative records on each student. A copy with the results of all yearly screenings will be sent home before the end of the school year. Parents wishing to not participate in certain screenings must notify the health office. Parents are welcome to review health records any time

during the year. Yearly screenings include height, weight, BMI, vision, audio, blood pressure, and AN. The health record also lists allergies, medications, and all other medical issues pertaining to the student.

Immunizations

The school adheres strictly to state public health law that mandates appropriate vaccinations for all school age children. The Iowa school immunization law requires parents to vaccinate their children against dangerous diseases like diphtheria, tetanus, pertussis (whooping cough), measles, rubella, and polio as a condition of enrollment in any elementary or secondary school in Iowa. The head of school will exclude any child from school who is out of compliance with the required immunization schedule. One written warning will be given prior to exclusion. School personnel will complete all immunization data including the necessary immunization program forms.

Medications

Several OTC medications can be administered to our students as needed at school. Acetaminophen will only be given with consent from the parents and a record with the time, date, amount, and reason will be sent home with the student. Any prescription medications that need to be administered at school must be sent to the nurse's office with the appropriate paperwork. OTC medications specific for individual students should be kept in the health office as well.

Child Becomes Ill at School

Students becoming ill at school will stay in the nurse station until a parent or guardian can arrange for the student to be picked up. Parents are responsible to plan ahead and make arrangements for childcare in the event of illness.

Too Sick for School Information

Fever - If your child's temperature is 100 degrees or higher, keep them home. While at home, encourage rest and lots of fluids. Your child should be fever-free for 24 hours (without medication) before returning to school.

Mild Cough/Runny Nose - If there's no fever and your child feels fine, off to school they go. Please remind them to wash their hands often.

Bad Cough - Children with deep or painful coughs need to stay home and possibly see a doctor. It could be bronchitis, flu, pneumonia, or just a bad cold. When the cough improves and your child feels better, then it's time to go back to school. Don't wait for the cough to disappear entirely—that could take weeks.

Diarrhea/Vomiting - If these speedy exits are due to an illness, keep your child home until they are feeling fine and have gone 24 hours without an episode, using no medication. Some students are prone to vomit often, and some students don't know when to get off the tire swing. In these cases, after a little rest, they may go back to class if they feel fine.

Sore Throat - A minor sore throat is usually not a problem, but a severe sore throat could be strep, even without a fever. Other symptoms of strep throat are headache and upset stomach. Keep your child at home and see a doctor for antibiotics. Students with strep may return to class 24 hours after antibiotics have started without a fever present.

Earache - If ear pain can be controlled with OTC medications, school is OK. A doctor's visit for antibiotics to treat the infection is your call. Your child is welcome in the classroom either way as long as they feel well and have no ear drainage.

Pink Eye - Pink eye is a very contagious virus, that will not respond to antibiotics. A fever with pink eye is a sign of bacterial conjunctivitis and will require an antibiotic. Your doctor can determine if

this is the case. If the eyes are too painful and itchy, staying home is your best option. At school, a student with pink eyes will be asked to wash their hands frequently.

Rash - Children with a persistent skin rash should see a doctor, as this could be one of several infectious diseases. One possibility is impetigo, a bacterial skin infection that spreads easily and can require an antibiotic. Also, fifth disease is a viral illness spread by coughs and sneezes. It's no longer contagious by the time the rash appears.

Lice - Your child may return to school after treatment, but please keep combing for nits at home. Lice cannot jump or fly. They only crawl and make us itch.

Accidents at School

School personnel notify parents as soon as possible any time an injury occurs and the need for a doctor's exam is either obvious or in question. School personnel will take your child to the local hospital or the clinic if the need appears immediate and a parent cannot be reached. Another faculty/staff member will continue to attempt to make contact with a parent until successful. Any students with injuries involving the head or eye will be given information to take home for possible follow-up care, and parents will be notified.

Accident Reports

Injuries that may require follow-up by parents or healthcare professionals will be documented on an Accident Report. Copies will be sent home and kept on file at SCCS.

Concussions

All coaches and the school nurse are training in identifying concussions. To read the full concussion policy, visit the school website.

Head Lice

If one student or more is identified with head lice in a classroom, a general notification parent letter is sent home with every child in that classroom. The whole class is checked. All siblings in school are checked. The classrooms of siblings are checked as well. Students found to have active head lice are sent home for treatment and then welcomed back the next day. Parents are responsible for combing out nits.

Seizures

The school nurse and applicable faculty and staff are trained in responding to student seizures.

Emergency Information

Parents are requested to provide emergency information at the beginning of each school year. This information includes your physician's name and phone number and also who to call if a parent cannot be contacted at the time of an emergency.

Athletic Physicals

Athletic physicals are offered at school for 6th, 7th, and 8th graders through the Promise Community Health Clinic.

Screenings

Vision, dental, and health screenings are done by the school nurse as needed and hearing screenings are done through Northwest AEA.

FACILITIES

Asbestos

Federal law requires that school officials inform you that SCCS has a few locations that might have some asbestos content in the floor tile. Specific information regarding this is contained in our adopted maintenance plan available in our office for anyone to see. A certified asbestos inspection is performed every three years as required by law.

Rental of Facilities/Equipment

The gym/auditorium and lunchroom are available for rental. Contact the office manager to receive information about available days, equipment available for use in the gym or lunchroom, and to receive a copy of the rental and fees agreement. As a general policy, SCCS does not rent out or loan out equipment used in classrooms.

Building

The SCCS school building is an extremely functional building. It has adequate classroom and office space as well as several learning spaces. The entire building is wheelchair accessible and meets all state and local safety and fire codes.

Playground

SCCS has a large playground with space for several ball diamonds, a soccer field, basketball courts, a volleyball court, and a variety of playground equipment for all age levels. Students are supervised by assigned faculty and staff members during recesses and noon breaks.

EDUCATIONAL STANDARDS AND SUPPORT

Curriculum

Teachers review curricular areas at least once every seven years using the following process:

- Review the **foundational statements** key to all curriculum areas:
 - philosophy of education
 - statement of purpose
 - mission statement
 - Teaching for Transformation core practices
- Review/revise the **purpose or role of teaching the specific area** at Sioux Center Christian School.
- Review/revise the **biblical truths** in the curricular area.
- Review/revise the **philosophy** for teaching the curricular area.
- Review/revise the **TK-8 standards** for the curricular area, making sure they align with chosen national standards and/or the Iowa Core Curriculum.
- **Survey teachers** to see what they are actually teaching in this curricular area.
- Research and share current **best practices for teaching and learning** in the curricular area.
- Review/revise our **scope and sequence**, aligning it with our standards and suggested current best practices in the curricular area.
- Attend any **workshops or conferences** that may help in revising the curricular area.
- Review **textbook and/or other support materials** that will help teach the concepts of the curricular area.
- Select **textbook and/or support materials** for teaching the curricular area.
- Provide **professional development**, if necessary, to bring teachers in line with the updated curriculum.
- Discuss with teachers ways to teach the curricular area from a **distinctly Reformed Christian perspective**.
- Present updated **scope and sequence** to teachers, along with support materials for teaching. (Teachers will have seen the updated scope and sequence as it was being revised to ask for their input, probably at department meetings.)
- Implement the **updated scope and sequence** using the materials selected. Review and revise after one year.

SCCS aligns to curricular standards that are in harmony with the school's mission statement, philosophy, and worldview. These standards may come from the Iowa Core Curriculum and/or various national standards.

Teachers at SCCS nurture students in their faith through biblical integration in all subjects and areas, classroom devotions and prayer, school-wide storylines, chapel, small group devotions, Bible memory verses, faith formation journals, the Bible curriculum, and "teachable moments" that happen throughout the day.

The general curriculum is supported through these offerings, depending on student need and ability:

- Resource room teachers
- Paraprofessionals, sensory room, behavior specialist
- School counselor
- School nurse
- Media specialist
- Specials teachers (music, physical education)
- Discovery Room (talented and gifted)
- Reading Room (Title I reading)

Extracurricular opportunities include the following:

- TK-4 musical
- Jazz band
- Honor orchestra
- Chapel drama troupe
- OPUS state honors choir
- Honor band
- Honor choir
- Junior high musical/play
- Athletics: girls' volleyball, girls' and boys' basketball, girls' and boys' track, girls' and boys' soccer, girls' and boys' cross country
- Junior high intramurals
- Math bee
- Geography bee
- Destination Imagination

Refer to the SCCS website for a complete list of curricular offerings.

Inclusive Education

Sioux Center Christian School strives to best meet the needs of all learners we serve. A main way that this meeting of student needs occurs is through the inclusive education program. All services and activities of the inclusive education program fall under the supervision of the head of school.

The Sioux Center Christian School inclusive education program follows the Response to Intervention (RtI) model of support.

What It Is:

- A process by which a school/classroom teacher uses data to identify what kind of support each student needs to succeed academically and/or behaviorally.
- A tool to help teachers objectively assess which students need more support.
- SCCS uses various assessments as universal screeners and progress monitoring tools, including STAR Reading, STAR Math, CBM fluency testing, classroom assessments, and more.

What It's Not:

- A packaged program of “one size fits all” assessments or curriculum that can be purchased and teachers are expected to add to their already full day.
- A magic method that is the solution to every child being successful.

Essential Components:

- Universal instruction in the Iowa Core
- Screening of students with all grade levels using the same screening and all students being screened several times per year (those with larger needs will be screened more frequently)
- Instructional interventions for students targeted as needing extra support
- Monitoring the progress of targeted students
- Data-based decision making

Benefits:

- Students and families: higher achievement and less frustration for all students, data that parents can see to support what teachers are saying
- Teachers: streamlined assessments that give usable teaching data, ability to determine effective interventions more quickly, more time teaching
- Administration and school board: can target resources on effective interventions, increased student achievement, indicators to help focus priorities

The graphic to the right explains the three tiers of Rtl. Tier 1 includes the general classroom, Tier 2 includes the general classroom with extra support, and Tier 3 includes the general classroom plus a special program.

Student Support Plans

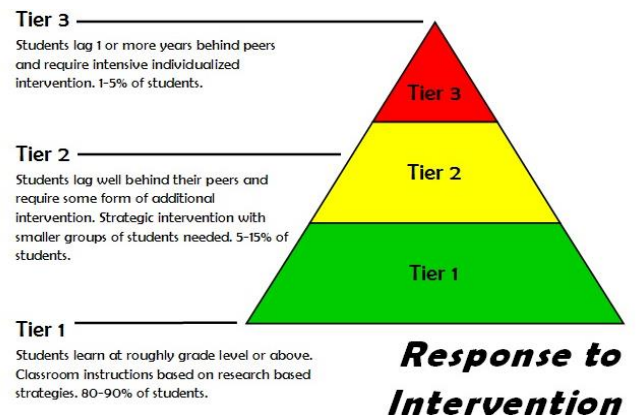
Students may qualify for one of two available support plans: an intervention plan or a 504 plan. Students qualify through a process outlined at school and also through parent referrals. For more information, contact the director of learning.

Title 1 Reading (Reading Room)

Title 1 Reading is a federally funded program that supplements classroom reading instruction. One half-time reading teacher and a paraprofessional are employed by the local school district to serve students in grades 1-3. Classes are held in the building directly south of school. Students are selected for the program on the basis of test scores and teacher recommendation. The Title 1 teacher works closely with classroom teachers in an effort to provide instructional assistance specific to each child's needs. Evaluation is ongoing, based on reading performance in the classroom and progress in the Title 1 program. Teachers, parents, and students are involved in monitoring progress. Student participation may change throughout the year.

Resource Room

The Resource Room offers supplemental and/or alternative programs for students who have learning difficulties within the classroom setting. This program also serves classroom teachers by sharing effective teaching methods and materials. Students are either pulled out of the classroom for periods of small group or individual instruction, or a resource teacher helps with individual needs within the classroom setting. The primary areas of focus are reading, math, writing, and study skills. Students are referred to the resource room through the use of the Rtl flow chart. A support plan or 504 plan may be developed for a student, including specific goals and objectives, which guides the daily instructional



planning. Evaluation is based on regular progress monitoring toward individual goals and objectives, and involves the cooperation of teachers, paraprofessionals, the student, and parents.

Discovery Room

The Discovery Room works with students who are capable of high performance. These are children who require extended and/or expanded educational programs in order for them to recognize, develop, and use their gifts and talents to serve God and others. Each student's strengths, weaknesses, and needs are evaluated on an individual basis and an appropriate program of instruction is designed to meet those needs. Teacher observation, student work, and parental input are important sources for identifying students for the Discovery Program. Challenge/enrichment is done both within the classroom setting and outside of it, individually or in a small group, depending on the special needs and/or curricular modifications that are required. Teachers, parents, and the student are all part of the evaluation process. Students qualify through the use of the RtI flow chart and consultation between the Discovery teacher and the classroom teacher.

Caring/Sharing

Caring/Sharing is the name of our guidance program at SCCS. A school guidance counselor is available to students, parents, and teachers to assist them in meeting the emotional, social, spiritual, and/or physical needs of students. This is accomplished through individual, group, or classroom activities that are specifically developed. Students are referred to the counselor by parents, teachers, administrators, classmates, and self-referrals. These referrals must be made before counseling is implemented. Examples of areas a child may be referred for include: friendship/social skills, personal hygiene, lack of motivation, depression, sibling rivalry, etc. Evaluation of student progress is based on observations and parent/teacher comments.

Behavior Specialist

SCCS employs a behavior specialist to support various needs of our students. The behavior specialist is certified, trained, and experienced in research-based behavior strategies, documentation, and plans. Students qualify for services from the behavior specialist through both teacher and student referral. The behavior specialist is an active member of the student's support team and also keeps all documentation related to behavior plans and data collection.

Paraprofessionals

Paraprofessionals play a crucial role in the education of students at SCCS. Teachers partner with paraprofessionals in order to meet the learning needs of their students. The duties of the paraprofessional, in general, are to assist students in the classroom in any way that the teacher, director of learning, and head of school determine will enhance the education of the children in said classroom. She/he is not expected to prepare lesson plans or do any other type of homework outside of that time. The teacher has primary responsibility for the class. The responsibility of the paraprofessional is to assist in the implementation of the teacher's lesson plans—to make teacher-designed instruction more effective. The paraprofessional may be asked to minimally plan for groups, depending on the paraprofessional's strengths and gifts.

For more information about the SCCS inclusive education program, visit the school website.

Computer/Internet Use

Sioux Center Christian School believes that technology is taught best as an integrated topic into the current curriculum. Technology is used as a tool to learn the topics in our general curriculum. Third graders are given specific instruction in Internet use and safety.

The following technology materials are available:

- iPads for TK and K (assigned to classrooms)
- Tab 4 tablets for 1st grade (assigned to classrooms)

- Chromebooks for 2nd-4th (assigned to classrooms)
- Chromebooks for 5th-8th grade (on mobile labs)
- iPads for inclusive education
- RenWeb course management software
- Google Drive tools
- Various online resources and tools
- SMART Boards (mostly TK-5th grade)
- SMART Board response clickers
- Large-screen TV displays (mostly 6th-8th grade)
- Document cameras in every classroom
- Various software applications

SCCS has an internal wireless network for use by staff and students. The goal of this network is to enhance instruction at SCCS and bring in many resources that would otherwise not be available to staff and students. This network provides high-speed Internet access as well as other network-based software. To promote safe and appropriate computer use, SCCS uses filtering to block access to inappropriate sites, and students using the SCCS network are always under direct staff supervision. Students are only allowed to visit sites chosen by their teacher until they have completed their "Internet Drivers' License" training (in 3rd grade).

The complete SCCS Internet Safety and Acceptable Use Policies is posted on the school website.

SCCS Teaching Standards

All teachers at SCCS are required to fulfill the following teacher standards.

A teacher:

1. Teaches in a way that helps students grow academically and supports the learning goals and mission of Sioux Center Christian School.
 - helps students see the relationship between faith and learning
 - sets and communicates challenging expectations for students
 - understands the educational philosophy of Sioux Center Christian and applies this to planning and instruction
 - challenges students to grow in their walk with God and neighbor
 - communicates well with students, families, colleagues, and community
 - seeks to build community within the Sioux Center Christian staff and student body
2. Knows the material that he/she is assigned to teach.
 - understands and uses key concepts, themes, and issues related to the content area
 - can relate these ideas and information within the discipline and to other content areas
 - understands and uses instructional strategies appropriate to this content area
 - is able to teach this subject from a Christian perspective
3. Can plan and prepare effective lessons.
 - uses achievement information and school curriculum to plan for instruction
 - seeks to make learning meaningful and accessible for every student
 - uses students' needs, backgrounds, and interests in planning for instruction
 - uses available resources, including technology, in planning and developing instruction
 - written plans are clear, focused, and professional
4. Uses a variety of teaching strategies that meet the wide range of learning needs of students.
 - selection of teaching strategies is based on research and sound educational practice
 - is flexible and responsive to student needs and can adjust instruction accordingly
 - teaching strategies engage students in a variety of experiences
 - teaching strategies meet diverse learning needs
 - teaching strategies challenge students to use their full range of cognitive ability

- teaching strategies hold student interest and motivate learning
5. Monitors student learning and conducts assessment that is appropriate to the instruction.
 - maintains accurate and useful records of student performance and progress
 - communicates progress effectively to the students and parents
 - assessment strategies are appropriate to learning goals and instruction given
 6. Is competent in managing a classroom.
 - implements an effective classroom management plan
 - communicates clear expectations about behavior
 - manages disruptive behavior
 - creates a classroom environment that encourages learning
 - creates a classroom community of respect, positive interaction, and personal responsibility
 - maintains student involvement in instruction
 - uses instructional time wisely
 - provides motivation for learning
 7. Engages in professional growth.
 - exhibits an attitude of life-long learning
 - works with others to improve teaching ability
 - collaborates with fellow teachers to meet individual student needs and share ideas
 - seeks out opportunities for professional development
 - applies learning from professional development opportunities to the classroom
 - sets personal goals for professional development
 8. Carries out the professional responsibilities established by Sioux Center Christian School.
 - complies with school policies and contractual obligations
 - completes duties promptly and competently
 - provides leadership and service where needed
 - demonstrates ethical behavior
 - lives a life consistent to the Christian faith and provides a positive role model for students

SCCS and State/National Standards

The Common Core State Standards (CCSS) is a set of standards developed by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) in 2010. The Iowa Core includes the Common Core with some additional standards.

Does SCCS use the Common Core/Iowa Core?

When each curricular area is reviewed, a team of teachers and administrators examines the Iowa Core to determine the desired level of alignment in that curricular area. As we create curriculum that promotes the SCCS vision, mission, and values, we choose to use standards from the Core only if they reflect our desired rigor and do not conflict with our beliefs. Because we are independently accredited, we have the ability to add, delete, and modify the Core.

The key word at SCCS is “align”, not “adopt”. Alignment requires diligent effort on our part. Continuous school improvement is rigorous. As we seek to identify the standards that are aligned with the school’s mission and that will best lead to instructional improvement and educational excellence, we seek to be well informed.

At Sioux Center Christian School, we view and study standards with discernment. State standards and the standards of the Common Core must inform us in our process to set our own standards, but we always, first and foremost, use our biblical Reformed perspective.

Here's our perspective in relation to the Common Core and why we feel it's a positive thing for our school, if handled in what we believe is the correct way:

The curriculum is a set of standards, not a prescription for what teaching methods to use, what books to use, etc. We still teach from a Christian perspective, and we still decide how we want to teach and what materials to use.

The curriculum helps us stay on track with national standards. We want to know how our students compare nationally, and we need a way to keep us accountable for what we do in the classroom. While we don't use the Common Core as the only method of accountability, it is a helpful tool.

The curriculum helps us to organize what should be taught in which grade level so that we don't cover topics multiple times or leave concepts out. We feel that this has helped our school offer a more cohesive program related to what is taught when and by which grade level.

One thing we focus on wholly at SCCS is teaching from a Reformed, Christian perspective. The Common Core then falls under that - not the other way around.

The vision for the curriculum, instruction, and assessment at Sioux Center Christian School is to ensure the success of all students by providing challenging content, effective instruction, and meaningful assessment in order to improve the achievement of all students, preparing them for the world of work, lifelong learning, and service to God.

We have aligned to standards from the Iowa Core Curriculum for literacy, mathematics, social studies, and 21st century skills.

We've aligned to standards from the Next Generation Science Standards for our science curriculum.

Our art standards are aligned to those from the National Visual Arts Standards.

Our physical education standards are aligned to those from the American Alliance for Health, Physical Education, Recreation and Dance.

Our Bible standards come from Christian Schools International.

Music standards are aligned to those from the National Association for Music Education.

Teacher Qualifications

Parents/guardians of SCCS have the right to learn about the following regarding their child's teacher's qualifications: state licensure status, special endorsements for grade level/subject area taught, and baccalaureate/graduate certification/degree. Parents/guardians may request this information from the head of school.

Professional Development

Every Wednesday, SCCS dismisses early to allow for professional development time for teachers. In an effort to further increase student achievement, learning, and motivation, Sioux Center Christian School will provide relevant professional development for its teachers. Using principles from the Iowa Professional Development Model, Sioux Center Christian School will be a leading school in the delivery of professional development, providing a supportive community of learning for both teachers and students that is positive by design, focused on instructional improvement, serving the King, and providing His students and teachers with a quality education.

Professional development activities vary from year to year, depending on curricular needs, strategic plans, school initiatives, and more.

Guiding Principles:

- Collaboration, Support, and Practice
- Choice and Participative Decision Making
- Learning-Centered (Students and Teachers) Focus on Curriculum, Instruction, and Assessment
- Professionalism and Teacher Leadership
- Purpose and Focus
- Importance of Using and Analyzing Data and then Adjusting Instruction and/or Curriculum
- Sharing, Assessing, and Reflecting
- Standards- and Research-Based Theory and Instructional Strategies
- Distinctively Christian

College Student Observers and Teachers

SCCS partners with Dordt College to provide a learning lab experience for college students through classroom observations, clinical hours, and the year-long student teaching program. SCCS partners with other area colleges to provide a learning lab experience for classroom observations and clinical hours.

SUPPORT GROUPS

PACE

As a parent or caretaker of a student at Sioux Center Christian School, you are a member of PACE. Along with this membership come many advantages and some responsibilities.

What is PACE? Parents in Action for Christian Education (PACE) is the parent group that comes alongside Sioux Center Christian School to help it achieve the vision of quality, Christ-centered education for our covenant children. We answer our call to support SCCS through events of service that promote fellowship and provide for our school.

PACE generally holds a business meeting each spring to elect officers and to decide on fundraising projects and special events for the next school year.

PACE sponsors several fundraisers each year to generate financial support for our school. As a parent of a student, you will be expected to participate in these events. We invite you and encourage you to attend the business meetings, special functions, and fundraisers. We also ask your cooperation when you are called upon to serve on a committee or assist in some way.

We trust that you will take these opportunities to create new relationships and strengthen bonds of fellowship with those who share in the common purpose of Christian education.

The Legacy Plan

All members of the SCCS community participate in The Legacy Plan. Through this plan, money is gathered from church offerings, fundraisers, and individuals and is then contributed to the school to assist with the costs of Christian education.

SCCS Foundation

The goal of the Sioux Center Christian School Foundation is to encourage stewardship among our Christian community as we help keep Christian education affordable for generations to come. The foundation is a separate fund to promote, accept, and manage gifts for the long-term financial needs and security of Sioux Center Christian School. The SCCS Foundation is a 501(c) (3) and a separate entity from Sioux Center Christian School.

Annual membership is \$50 per year, or a lifetime membership is a one-time donation of \$500. You can also become a legacy member of the Foundation by including Sioux Center Christian School in your

estate plans. To join, contact Rich Koele at SCCS (722-0777 or email: rkoele@siouxcenterchristian.com) and request an application. You can also join on-line by going to the school website at www.siuoxcenterchristian.com and clicking the "Support SCCS" tab and then choosing "SCCS Foundation".

NICSTO (Northwest Iowa Christian School Tuition Organization)

NICSTO is an organization that provides funding for tuition expenses at school. Families can apply to receive these funds or can donate to the organization in order to receive a credit on state taxes and a possible deduction on federal taxes. Application and contribution forms are available on the school website or from the school office.

TRIP (Tuition Reduction Incentive Program)

The SCCS TRIP is a well-established program, with many people participating. Anyone may participate in the program; just visit the TRIP office for more details. Gift cards and certificates are purchased, and a percentage of the purchase is placed into an account to be used for tuition.

Moms in Touch

Moms in Touch is a group that prays regularly for the faculty and students at SCCS. They meet once a week at First Christian Reformed Church in Sioux Center.