

Parent/Student Handbook

2019-2020



SIOUX CENTER
CHRISTIAN
SCHOOL

Table of Contents

OFFICE INFORMATION..... 2

PURPOSE AND PHILOSOPHIES 2

 SCCS Identity Statement – Who We Are, Who We Strive to Be 2

 Purpose of Sioux Center Christian School..... 4

 Statement of Faith..... 5

 Philosophy of Education 7

 Teaching for Transformation..... 12

 The Bible, Reformed Creeds and Confessions, and Relationships..... 17

 School as Extension of a Christian Home 18

 Sioux Center Christian School Identity..... 18

 Colors..... 18

 Mascot..... 18

ORGANIZATION..... 18

 Accreditation and Membership 18

 Christian Schools International 18

 Board of Trustees 19

 Mission Directed Governance..... 21

 Mission Directed Governance Board of Trustees/Head of School Roles..... 21

 Parent, Employee, or Society Member Conflict with the Head of School 22

 SCCS Society 23

 Restated Articles of Incorporation and Bylaws 24

 Multi-Cultural, Gender-Fair Policy..... 24

 Non-Discrimination..... 25

 History of Sioux Center Christian School..... 25

ADMISSIONS AND REGISTRATION 26

 Enrollment..... 26

 Registration..... 27

 Tuition and School Lunch Payments 27

 School Lunch 27

 Tuition Payment, Tuition Collection, and Delinquent Tuition 27

 Tuition Assistance..... 28

 Enrollment Agreement Information 29

 Enrolling Process for Students with Identified Special Needs 32

 Retention of Records..... 32

 Returned Checks 32

Family Educational Rights and Privacy Act (FERPA).....	33
Aftercare Program	33
Kindercare.....	34
LIVING IN COMMUNITY	34
Trailblazer Behavior Plan/Student Discipline	34
Student Behavior Outside of School.....	40
COMMUNICATION.....	41
Parent/Teacher Relationships, Retaliation.....	41
Covenant of Communication and Support.....	41
Ground Rules for Conversations.....	42
Availability of Teachers.....	42
Messages to Students	43
Our Website	43
Parent/Teacher Conferences.....	43
School to Home Communications.....	43
Noncustodial Parents.....	43
Class List Procedures	44
School Pictures	44
Special Days/Celebrations/Treats	44
Flowers, Balloons, Bouquets, and Other Gifts.....	44
DAILY EXPECTATIONS	44
Student Arrival	44
Student Departure	44
Telephones and Electronic Devices.....	45
Visitors.....	45
School Cancellations/Late Starts/Early Dismissals.....	45
Recess Information.....	45
Sledding Policy	46
Inside Recess.....	47
Busing.....	47
DRESS CODE	47
Student Dress Code	47
Gym Uniform	48
STUDENT ABSENCE/ATTENDANCE POLICY	48
Students Leaving School	50
Home-School Program for Students with a Long-term Illness or Necessary Absence.....	50
HEALTH AND MEDICATION	50
School Nurse.....	50

Health Records.....	50
Medications Policy	50
Child Becomes Ill at School.....	51
Too Sick for School Information.....	51
Medical Attention	52
Accident Reports.....	52
Allergy Aware	52
Concussions	53
Head Lice.....	54
Immunizations	54
Seizure Procedures.....	55
Emergency Information	55
Screenings	55
Communicable Diseases.....	55
STUDENT ASSESSMENT	56
Grading Scale	56
Homework.....	56
Plagiarism	56
Academic Probation	57
Promotion.....	57
Retention	57
Acceleration.....	57
Requirements for Graduation	57
Student Record Notice	58
Student Records.....	58
Universal Screening and Progress Monitoring.....	58
STUDENT ACTIVITIES	58
Classroom Devotions/Chapel	58
Music.....	59
Band	59
Strings Program.....	59
Physical Education	59
Swimming.....	60
Library Learning Commons	60
Off-Campus Learning and School Outings.....	60
Middle School Athletics	60
<i>Middle School Athletic Handbook</i>	60
"Out of School" Sport Programs.....	64

RESPECTING PROPERTY	65
Property Care.....	65
Care for Textbooks and Books	65
Animals/Pets in School	65
Lost and Found.....	65
FACILITIES	65
Asbestos Notification	65
Rental of Facilities/Equipment	65
Building	66
Playground.....	66
EDUCATIONAL STANDARDS AND SUPPORT.....	66
Curricular Goals and Graduate Characteristics.....	66
Curriculum Standards	68
Curriculum.....	68
Classroom and Library Learning Commons Materials	69
Challenged Materials.....	70
Curriculum Offerings.....	70
Inclusive Education	72
SOAR Club.....	80
Summer School	81
Computer/Internet Use	81
SCCS TEACHING STANDARDS.....	82
SCCS and State/National Standards	83
Teacher Qualifications	84
Professional Development.....	84
College Student Observers and Teachers	84
SAFETY AND SECURITY	85
Crisis Plan and Emergency Drills/Emergency Procedures	85
Fire, Tornado, and Intruder	85
Civil Defense	85
Mandatory Reporters	85
SCHOOL POLICIES.....	85
Acceptable Use Policy.....	85
Advertising/Information Distribution Policy.....	88
Allergy Awareness Policy	89
Anti-Harassment/Anti-Bullying Policy.....	89
Bloodborne Pathogens Exposure Control Policy.....	90
Dealing with Hazardous Chemicals in our Building.....	90

Drug-Free Workplace	90
Sexual Harassment Policy.....	90
Student and Employee Search Policy	91
Tobacco, Alcohol, Controlled Substances.....	92
Weapons and Dangerous Objects Policy	92
Fires and Explosive Devices	92
Wellness Policy	92
Recommended Classroom Snack and Beverage List.....	98
SUPPORT SIOUX CENTER CHRISTIAN SCHOOL	99
PACE.....	99
The Legacy Plan.....	99
SCCS Foundation	100
NICSTO (Northwest Iowa Christian School Tuition Organization).....	100
TRIP (Tuition Reduction Incentive Program).....	100
Moms in Prayer	100
USDA Nondiscrimination Statement	100
Iowa Non-Discrimination Statement	101

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. It is an eternal investment. We want you to be forever thankful!

The information contained in this handbook is for your benefit. 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.

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 warm, structured, 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 and support that meets the needs and interests of all students.
- Provide student policies that make the school a pleasant, enjoyable, and safe place for students. Provide an environment that will build Christian character and integrity in the lives of students.

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.

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
Address: 630 1st Ave. SE, Sioux Center, IA 51250
Email: sccsoffice@siouxcenterchristian.com
Website: www.siouxcenterchristian.com

TRIP Office

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

PURPOSE AND PHILOSOPHIES

SCCS Identity Statement – Who We Are, Who We Strive to Be

Our 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.

Our Vision

Every child TREASURED
as God's unique design with a one-of-a-kind role in His Story.
Every child TRAINED
in the deep soil of God's Word and in the wonder of His creation.
Every child TRANSFORMED
by the truth and grace revealed in learning and living God's Story.

Our Core

GOD'S TRUTH
All teaching, learning, and living is to be in obedience to God's Word, a never-changing message in an ever-changing world.

GOD'S CHILDREN
Each student is a stunning and unique image bearer with diverse gifts that we seek to cultivate for service, worship, and God's glory.

GOD'S TEACHERS
Teachers are a living curriculum, inviting students into God's Story and showing them His fingerprints in ALL things. They are God's servants and they love His children.

GOD'S SCHOOL
A place where students, faculty, and staff are enfolded in Christ's redemptive Story. We pursue servant leadership and an environment of encouragement and accountability.

GOD'S COMMUNITY
We joyfully partner with parents, churches, our community, and each other as we share the mission of training God's children.

GOD'S WAY
We love God and reflect Him to others. We encourage obedience, creativity, and a pursuit of excellence in every aspect of God's Story.

GOD'S WORLD

Together we daily seek to answer God's call to be His co-workers of restoration in the world. We desire to make an eternal impact by sharing God's Story.

Our Firm Foundation

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 -- students, faculty, and staff -- can and should learn and develop academically, socially, emotionally, and spiritually.

Our Framework

We train God's children within a framework that invites students to imagine their place in God's Story and practice living it -- now. This framework is called Teaching for Transformation.

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.

In each classroom, every student is:

... INVITED to explore their role in the Kingdom Story, through lessons prayerfully connected to a classroom storyline and throughlines.

... NURTURED to be peculiar people who are distinct because of their love and desire for the Kingdom of God.

... EMPOWERED to be active and creative in God's Kingdom work now: doing real work for real people with real needs.

At Sioux Center Christian School, we believe that every classroom is called to share 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, and restoration. This is why we are Teaching for Transformation.

Our Destination

From the first day a child walks through the doors of SCCS to the day they walk across the stage to receive their diploma, we train every student to grow in discipleship characteristics, something we call biblical throughlines.

We provide opportunities to practice living these biblical throughlines in order to lay a sure foundation in their lives as they serve Christ and work as His lifelong agents of transformation in the world.

Every SCCS student is in training as a(n):

- God Worshipper who loves God and celebrates who God is, what God has done and is doing, and what God has created, and sees this worship as a way of life.
- Word Applier who treasures God's Word and seeks to apply it to all areas and every decision of life.
- Image Reflector who is God's image and whose Christ-like actions reflect a life nurtured in love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

- Truth Finder who discerns the idols in life and chooses to focus on the true God.
- Earth Keeper who responds to God's call to be stewards of all creation by respectfully treating the world and all things contained in it -- including mankind -- knowing this respects God.
- Beauty Maker who glorifies and praises God by creating that which is beautiful and pleasing to Him, as a sacrifice of praise.
- Justice Seeker who acts as an agent of change by identifying and responding to injustices and as an agent of restoration, respecting the stories and hurts of others.
- Creation Enjoyer who discovers, understands, and celebrates God's beautiful creation and gives bold testimony to the presence of God in creation.
- Servant Worker who brings joy, hope, healing, and restoration to the world and its people, using talents and gifts to serve God and others.
- Community Builder who pursues and builds community in the classroom, their neighborhood, and in the global village they are part of.
- Order Discoverer who sees God's fingerprints all over creation and rejoices in the ability to discover that order and be part of God's plan.

We **entrust our mission, vision, and destination** into the **hands of the Holy Spirit**, who promises to do His mighty, transforming work in each of us – bringing **glory to God, our Father, and honor to Christ, our LORD**, as we learn and live God's Story of Christ's eternal Kingdom together.

Purpose of Sioux Center Christian School

The purpose of Sioux Center Christian School is to provide and promote a biblically-based, quality transitional kindergarten through eighth grade education that nurtures the covenant children of Christian parents to grow in God-centered discipleship, equipped with vision, understanding, discernment, and service in order to renew all relationships and culture to be under the authority of Jesus Christ.

Sioux Center Christian School believes that the education of children is primarily the responsibility of parents. Sioux Center Christian School, in covenant with parents, educates children from a perspective that is consistent with a biblical Reformed worldview.

The 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 also called to provide a Christian nurturing and instruction for covenant children. In sending their children to Sioux Center Christian School, parents entrust the education of their children to the board of trustees, which operates the school through its head of school, who is qualified to carry out the school's 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 head of school's supervisory role and the board's authority over school policy and the head of school.

As a biblically Reformed Christian school, Sioux Center Christian School recognizes the centrality of the 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) and the Kingdom (Christ's rule over the whole of creation in which His followers work to put all under His rule). 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, partners with Jesus Christ.

All believers must share a concern for the spiritual development of the child in the wholeness of his/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 a Christian example, demonstrate a strong interest in the Kingdom, and create an atmosphere that encourages a desire on the part of the children to be Christ-like.

All members of the Christian school community should encourage and require each other to demonstrate the character of faithful covenant children who delight in and honor God's laws. All interrelationships should be lovingly evaluated within the context of each person's role in the covenant and the Kingdom.

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.

Statement of Faith

The basis of Sioux Center Christian School is the Scriptures of the Old and New Testaments, the infallible Word of God, as interpreted in the Reformed creeds and confessions. On this basis, the school affirms the following principles of Christian education:

The Bible. God, by His Holy Word, reveals Himself; renews human beings' understanding of God, of themselves, of others, and of the world; directs human beings in all their relationships and activities; and guides His people in the education of their children.

God. There is one infinite, holy, loving, personal God who speaks to believers in Scripture and reveals Himself in His acts of creation, fall, redemption, and restoration, as Father, Son, and Holy Spirit. As finite human beings created in God's image, we declare that it is our purpose and privilege to worship, honor, serve, and obey Him.

Creation. The world belongs to God, who created it and faithfully sustains it by His providence. Creation is the theater of God's glory, displaying His power and majesty. God calls us to discover creation's resources, to receive these gifts with thanksgiving and delight, and to use them wisely as stewards and caretakers who are responsible to God and to our neighbor.

Sin. Our ability to carry out our human calling to honor God, serve our neighbor, and care for the creation is marred by the corrosive effects of sin, which touch every part of life, including education. Human sin brought upon all people the curse of God, alienating them from their Creator, their neighbor, and the world, distorting their view of the true meaning and purpose of life, and misdirecting human culture. Brokenness, disease, hate, arrogance, alienation, abuse of creation, and, ultimately, death are all the inevitable fruits of sin in our world.

Covenant. However, God has not rejected or abandoned His world but has turned it in love. He pledges to be faithful and to care for all His children. God always keeps His promises. We acknowledge with gratitude and joy that He is our God and the God of our children, that we are His people, and that this is His world.

Jesus Christ. Through our Savior Jesus Christ, there is renewal because He is the Redeemer of and the Light and the Way for our human life in all its range and variety. Only through Him and the work of His Spirit are we guided in the truth and recommitted to our original calling.

Redemption. As He promised, God, in love, send Jesus Christ into the world to save it from sin and its consequences. The atoning death of the Son of God is the only payment for the debt of human sin, and Christ's resurrection is the only liberation from the powers of evil and death. The victorious Lord sends the Holy Spirit to create faith, cleanse and renew hearts, and build a community of love and holiness. It is this community's mission to proclaim and live this good news and to make disciples of nations.

Kingdom of God. Jesus Christ is the King of Kings and the Lord of Lords. His Kingdom is an everlasting Kingdom, and He reigns over all things for our good. To be a citizen of His Kingdom is a privilege, a joy, and a responsibility. Led by the Spirit, we place our every thought, word, and deed in service of Christ's present and coming reign, and we live daily in the confident hope of the triumphant return.

Schools. The purpose of the Christian school is to educate children for a life of obedience to their calling in this world as image bearers of God. This calling is to know God's Word and His creation, to dedicate their lives to God, to love all people, and to be stewards in their God-given tasks, talents, and calling. The Christian school enables and equips all its children to serve the Lord, to love their fellow human beings, and to care for God's creation. The school provides an environment of love and care with which students are nurtured. As an indispensable partner with the home and the church, the Christian school leads children to live according to biblical wisdom.

Parents. The primary responsibility for education rests upon parents to whom children are entrusted by God. Christian parents should accept this obligation in view of the covenantal relationship that God established with believers and their children. Parents partner with the Christian school to train up their children in the way they should go.

Community. Because God's covenant embraces not only parents and their children but also the entire Christian community to which they belong, and because Christian education contributes directly to the advancement of God's Kingdom, it is the obligation not only of parents but of the entire Christian community to establish and maintain Christian schools, to pray for them, to work for them, and to give generously for their support.

Staff. Staff members of the Christian school, living in joyful fellowship with God, model the love of Christ to children. Empowered by the Holy Spirit and dedicated to the highest standards of excellence and professionalism, Christian staff members view their work as a vocation, as a calling. The calling of a Christian staff member is to pass on the wisdom of the Christian tradition to students and to help them understand and apply the transforming power of the gospel to contemporary society and culture. In all things, they cooperate with parents, who have the ultimate responsibility for their children.

Students. Students are God's image bearers, entrusted to parents and the Christian community as His gifts. The Christian school encourages students to develop their gifts in response to God and in loving service to fellow human beings. Students are led to know God and to respond to Him in every dimension of the creation and in every aspect of their lives in obedient and faithful service. Christian schools must take into account the variety of abilities, needs, and responsibilities of students, and adults should view students as fellow disciples.

Curriculum. The Christian school curriculum is developed and organized so that children may come to know God more deeply and richly and live for Him more faithfully. Since human experience in all its rich variety is a good gift from the Creator who remains involved in His world, the Christian school curriculum explores all dimensions of creation. God's design for the creation and His will for human society and culture must be understood and obeyed. This is the way of godly wisdom. Students are

taught to recognize the brokenness that sin brings to God's carefully designed world and are challenged to bring the healing power of Jesus Christ to a fallen world.

Educational Freedom. Christian schools, organized and administered in accordance with legitimate standards and provisions for schools, should be fully recognized in society as free to function according to these principles.

Philosophy of Education

Introduction

Why should we send our children to a Christian school? This important question cannot be answered unless we ask a more basic question: what should a Christian school aim to be? When we clearly understand the character and task of Christian education, we will be able to say why we should establish, encourage, and support Christian schools.

This philosophy briefly describes a Christian school by discussing, first of all, the central, controlling themes of the Bible: God's majesty and power as Creator of heaven and earth; the tragic results of humankind's fall into sin; and the redemption made possible through the death, resurrection, and ascension of God's Son, Jesus Christ. The Bible assures us, moreover, that, in spite of the effects of sin, the earth still belongs to the Lord: nothing in creation can escape His will. And so, the Christian life must be a life of knowing and doing the will of God everywhere.

These biblical themes must direct a Christian school's program and practice. As a result, its curriculum will be designed to lead students to see God's revelation in every dimension of the universe. Children, guided by loving and believing teachers, are to be respected as image bearers of God. Gently but firmly they must be led to walk in the way of biblical wisdom and discipleship. And so, the Christian school – along with the home, the church, and the Christian community – prepares "God's people for works of service, so that the body of Christ may be built up until we reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ" (Eph. 4:12-13).

The Bible and the Christian School

The Bible is the infallible Word of God. It presents a reliable and unmistakable account of the entire human situation. It tells us that God created heaven and earth and innumerable creatures. He created human beings in His own image and appointed them caretakers of all that He had made (Gen. 1:28, 2:15, Ps. 8:6-8, 115:16). But they rebelled against God, thus needing redemption (Gen. 3; Rom. 3). In response, the Lord sent His Son to die on the cross and to be raised from the grave, so that Christ might establish His rule over all of creation (Matt. 28:18). And now His followers are called to be agents of Christ's reconciliation in a broken world lost in sin and darkness (2 Cor. 5:18-19; Col. 1:20).

In describing the human situation, the Bible addresses education as well. How? In the first two chapters of Genesis, we read that the Lord created and appointed human beings to develop and conserve the earth. This implies the need to train younger generations to care for God's creation in His name and to His glory (1 Cor. 10:31; 1 Peter 4:11). But sin distorted the human understanding of this divinely-given task. Instead of developing and preserving the earth, human beings have selfishly misused God's creation (Rom. 1). They have hated when they should have loved; they have exploited and abused instead of acting as stewards. All of this deeply affected the realm of education. No longer were younger generations educated for loving discipleship and selfless service; human ingenuity, instead of God's will, began to shape education.

Because of the work of Jesus Christ, "the old has gone, the new has come", also in education (2 Cor. 5:17). And so, those who love God and want to serve Him recognize that the task of educating their children cannot be left to those who reject the Lord or pay Him only part-time allegiance (2 Cor. 6:14-

15). Christians, called to be the Lord's agents of reconciliation, want their children introduced to the fullness of the Christian vision and taught to live the Christian life (Eph. 6:4).

Thus, a Christian school is an institution whose policies, programs, and activities should be governed by the message of the Bible – schools that must recognize in every dimension the implications of Christ's redemption.

The Earth Is the Lord's

The Bible reveals God as the almighty Creator and Sustainer of heaven and earth. His creation tells of His power, His glory, and His majesty (Ps. 19:1). No part of His world or aspect of life stands apart from the all-encompassing will of God: "the earth is the Lord's and everything in it" (Ps. 24:1).

This means that all components of human life and education are subject to the will of God. There cannot be, for example, parts of the curriculum that have nothing to do with the Christian faith. There cannot be neutral science or valueless fact. No part of life or of education, no matter how large or how small, can ever stand apart from God's sovereign will. Because the earth is the Lord's, all things must serve Him and respond to His will.

Controlled by this biblical perspective, the Christian school rejects the dualistic view that human life is divided into two separate, mutually exclusive realms – a spiritual realm of religion and morals where God's Word can be heard, and a secular realm of independent science and reason to which the Word of God has nothing to say. The Bible makes it clear that God's Word and Spirit speak to and require response from the whole of our life (Acts 17:28).

As a result, the difference between a Christian and non-Christian school is to be found not just in additional religious activities, moral teachings, or biblical studies, but in the curriculum, in instruction, in parent-teacher relations – in all of its operations. The Christian school approaches every part of its task from a biblical perspective.

Besides all forms of dualism, the Christian school rejects the notion that parts of God's creation are to be avoided or regarded as inherently sinful. Because the earth is the Lord's, Christians need to avoid nothing except sin and its effects (Rom. 6; 1 Cor. 10).

What is a Christian school? It is an institution that recognizes the Lord as the King of creation in every part of the educational enterprise. Before God, no self-proclaimed independence or neutral objectivity can exist.

The Beginning of Wisdom

The Bible, then, makes clear that we must wholeheartedly serve God and our neighbor (Lev. 19:18; Deut. 6:5; Matt 22:37-40). In every sector of society, we are to be disciples of Jesus, joyfully bringing the message of redemption. We must hear and respond to the cry of the poor and the oppressed. We must discern and expose the evil that pervades the worlds of science, technology, politics, and the media. We must develop alternatives to the rampant materialism, selfishness, and greed around us and among us (Matt. 28:20; 1 John 4:1-6). We must bring Christ's healing message to a world that is deeply affected and distressed by sin (Rom. 8:20-22).

Such discipleship requires wisdom. In fact, as God's people facing the world, we are expressly commanded to walk in wisdom (Col. 4:5). So, a Christian school must take our children along the path that leads from the beginning of wisdom to its fullness in Christ. What is wisdom? According to the Bible, a wise person both understands and does the will of God (Eph. 5:15-17). In other words, wisdom is not merely collecting and amassing theoretical or factual knowledge, nor is it simply gaining technical skills. Wisdom is knowledge and understanding deepened into spiritual insight and expressed in loving service (James 3:13). Wisdom originates in the fear of the Lord and is enhanced by faith, hope, love,

knowledge, spiritual insight, and active discipleship. "The fear of the Lord," the Bible teaches, "is the beginning of wisdom; all who follow His precepts have good understanding" (Ps. 111:10).

Thus, a Christian school is a place where Christian educators refuse to be satisfied with providing only factual knowledge and marketable skills. Rather, teachers in a Christian school seek to transform all activities and studies into an expression of biblical wisdom, training the students to walk as disciples of Jesus Christ.

By Way of Curriculum

The course of study, or curriculum, in a Christian school provides the central avenue by which our children are led to biblical wisdom. A distinctively Christian curriculum differs from that of a non-Christian school in at least three major respects. First, the curriculum in a Christian school should reflect and display God's dynamic design for the universe. All subjects must be understood not simply as cultural products or human inventions but as determined by God's work of creation. For example, biology and astronomy could not be studied if the Lord had not created plants, animals, the sun, the moon, and stars. The arts could not be practiced if the Lord had not created us to be artists or people who appreciate art. And so, the curriculum in a Christian school seeks to open eyes and minds and hearts not merely to an understanding of the world as described in textbooks, but also to the marvelous plan and design of God's creation. All subjects provide a glimpse into the workings and will of the Creator. They confront our children with the revelation of God.

A Christian curriculum, then, considers the Lord's plan and program for the world. For example, the physical sciences investigate the structure of the physical universe as fashioned by God's Word of power (Heb. 11:3). The life sciences study the wonderful diversity, construction, and function of God's creatures and their interaction with each other. The social sciences and language arts examine the ways in which the Lord intends human beings to relate to one another. Historical studies explore the ways in which cultures and civilizations have observed or disregarded God's will. The arts provide opportunities to respond to the beauty and design built into creation by the Creator Himself. The Bible, too, must be studied in a Christian school, for God's revelation in Scripture awakens and deepens our sensitivity to God's revelation in creation (Ps. 36:9).

Second, a Christian curriculum differs from a non-Christian curriculum by emphasizing divinely-ordained interrelatedness. The Lord did not create a chaotic, disjointed world. On the contrary, the universe, even after Adam and Eve's fall into sin with its distorting and fragmenting effects, continues to display astounding coherence and harmony. We see dependence and interdependence everywhere in our world. Since the components of the curriculum focus on dimensions of one coherent, God-ordained universe, the whole curriculum must exhibit coherence. Therefore, a Christian school ought not to over-specialize in one area to the neglect of others. Instead, it should help our children become sensitive to the wonderful unity and diversity in God's creation.

Third, a Christian school's curriculum should be designed to prepare for wisdom. The primary reason for teaching subjects and skills is not to mold students into solid citizens or to prepare them for successful careers, important as these goals may be. Rather, a Christian school seeks to develop wise and responsible disciples of Christ. And so, a Christian curriculum must not only display God's design for all of reality, but also show how sin has affected it and how we are to work for restoration. Our children must understand the basic structure of our environment. They must sense God's order, design, and presence there. But they must also understand how sin has distorted it; they must understand the Lord's will for all areas of the creation, and be able to act accordingly. They must develop the beginning of wisdom, as they learn to address the issues of our time.

So, a Christian school is a school with a program that leads students deeper into God's wonderful creation; helps them understand and marvel at its unity, diversity, and coherence; and teaches them to follow Christ, counteracting the forces of sin wherever they are met.

Our Children

Who are the children served by such a distinctive curriculum? They are God's creatures, made in His image, and entrusted to us as gifts. Brought into the Christian home and the believing community, they are to be regarded as holy unto the Lord (1 Cor. 7:14). Therefore, parents must nurture those children in the life of faith and promote their love of God and neighbor. Parents lay the foundations of the Christian life in a child's early years. A Christian school expands a child's horizons, deepens their insight, improves their abilities, and guides them along the path that leads to wisdom.

Children, of course, are not bundles of disconnected parts. They are not composed of a separate spiritual part, a separate intellectual part, a separate emotional part, and a separate physical part. Children should not be treated as primarily intellectual beings to be educated abstractly and academically, or as predominantly social creatures whose only need is training in proper behavior. On the contrary, children, like the rest of us, are unified creatures before God (Gen. 2:7; Job 10:8-12). They must be attuned to His will and eager to obey it (Ps. 139:1-16; Matt. 22:37).

Although we can distinguish various dimensions of human life – such as the physical, the emotional, the intellectual, the social, the artistic, and the devotional – each dimension is always affected by all the others. Thus, in educating our children we must not train one dimension – say, the devotional dimension – in one way, and another dimension – such as the intellectual – in another way. For example, we cannot teach in Bible class that the universe is governed by God's will and in science class that it is controlled only by natural law. Nor can we meaningfully sing "Beautiful Savior, King of Creation" in chapel if in the laboratory we see no connection between chemistry and our Christian faith. If Christian education is not unified in its entire program, it may produce persons who follow the Lord in one part of their lives but serve other gods in other parts.

The Christian school, then, recognizes that our children are image bearers of God, and helps them to develop as complete persons whose lives are marked by love for the Lord and a desire to do His will.

Instruction and the Christian School Teacher

Teachers in a Christian school are concerned with proper methods of instruction. They try to avoid the misleading polarity between subject-oriented and pupil-oriented teaching. They are keenly aware of levels of curricular difficulty, of variation in gifts among students, and of stages of growth in maturity. Christian teachers should also recognize that they are called to instruct and guide young people who belong to Jesus Christ. They are dealing not with mere intellectual or social beings but with God's image bearers. Through loving, trusting, and obedient instruction, committed Christian teachers help our children learn how to serve God in every way. Christian teachers aim to develop young men and women who are not only virtuous, but also prepared to bring Christ's work of redemption to every part of culture.

Christian teachers must therefore be examples and models reflecting the love of Christ. They should exemplify genuine biblical wisdom, not only in the classroom, but in the other relationships in their life as well. Christian teachers must see their subject matter from a biblical perspective. With their colleagues, they ought to see themselves as members of a team, unitedly and purposefully pursuing the goal of biblical wisdom.

Thus, a Christian school is a place where teachers, despite their shortcomings and failings, assume the awesome task and responsibility of Christian education, where teachers humbly dedicate themselves, with joy and sometimes with pain, to walk in fellowship with God, with each other, and with the young people they instruct in the ways of the Lord.

The School in the Christian Community

The Christian school, the Christian home, and the Christian church all provide educational services. All three must cooperate closely in pursuing a common goal: to help young people live a life of biblical wisdom.

At the same time, we must recognize the distinct character and task of each institution. The primary function of the church is to build up the life of faith, by way of worship and the preaching of the Word. The home sets the religious direction for our children and provides a context of love and trust in which they can mature and achieve emotional security. The school, however, supplies specialized instruction that the church and the home do not provide. By means of a well-designed curriculum and careful instruction, a Christian school prepares our children to serve the Lord and fellow human beings as it leads them into a deepening understanding of the world.

Furthermore, the Christian school, the Christian home, and the Christian church are three distinct expressions of the larger Christian community. The Body of Christ consists of all those who confess that Jesus is Lord and that He is to be served in all of life (Rom. 10:9; 1 Cor. 12). Christians meet together on Sundays to hear the Word and to worship. They apply the Word in their marriages and families and homes, in their daily work, and in the way they educate their children. Just as the entire Christian community encourages and supports sound Christian churches and healthy family life, so the entire Christian community is responsible for providing effective Christian education for its children.

What is the Christian school? It is an indispensable partner with the home, the church, and other Christian agencies in establishing, enhancing, and increasing the Christian community as a bright light shining forth in a dark world (Matt. 5:14-16).

The Christian School and the World

Christians are to be in the world but not of the world (Mark 16:15; John 15:19, 17:14-18; Rom. 12:2). This holds true not only for individuals but also for Christian homes and churches, Christian organizations, and Christian schools. They must be in the world. They may not withdraw themselves and practice Christianity in isolation from the larger world. They must affirm that according to God's plan nothing in the universe is inherently evil, unchristian, or off limits. The earth is the Lord's and Christ's work of redemption has in principle lifted the curse of sin from creation, reconciling all things to God (Col. 1:19-20). A Christian school, then, must examine the wonder of God's revelation in all aspects of the creation. It must discern the will of the Lord for every sector of life.

At the same time, a Christian school must not be of the world; it must remain distinct. It recognizes, of course, that Christians are not the only people on this earth: Christians live side by side with unbelievers in the Lord's creation, and both are confronted by the revelation of God. Christian education must acknowledge that unbelievers, because they are surrounded by the ordinances of the Creator, make many contributions to the society. But a Christian school also recognizes that those who deny the Lord do not promote the truth in their life and work (Rom. 1:18-21). A Christian school continually evaluates all human activity and achievement, taking note of the effects of sin and helping students learn to distinguish between God's will and sinful responses.

The Christian school, then, stands in the world, as a testimony of God's grace. It surveys the entire creation, explores the effects of sin, and declares that its program is designed to lead to wisdom. It is a place where our children learn to understand and confront the world, following Christ in every area of life.

Conclusion

What is a Christian school? It cannot be a school in which the Bible plays only a marginal role or exercises only part-time or restricted control. Nor is it just a Bible school; though the Scripture determines the entire program in the Christian school, the curriculum moves beyond the study of the

Bible to God's revelation in all of His creation. The distinctiveness of the Christian school does not result inevitably and automatically from church affiliation; in fact, many strong and flourishing Christian schools have no official relationship with a specific church.

What, then, is a full-fledged Christian school? It is an institution of learning where Christ is present and in charge. All of its operations are governed by solid Christian principles. The children there are instructed in biblical wisdom. That is why we send our children to the Christian school: as Christian parents and members of the Christian community, we are responsible for nurturing our children to be disciples of the Master.

Why the Christian school? Not to shield our children from sin. We know better. Sin is present no matter where we are. Then why a Christian school? Because our relationship to God demands that we, together with our children, travel the road that leads from the beginning of wisdom to its fullness in Christ; and when we pursue wisdom, we obey the Lord, and His blessing will reign (Prov. 2).

Teaching for Transformation

See the Story ↔ Live the Story

Teaching for Transformation (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.

"There is not a square inch in the whole domain of our human existence over which Christ, who is sovereign over all, does not cry, 'Mine!'"

Abraham Kuyper

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 framework 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.

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.

“And once you live a good story, you get a taste for that kind of meaning in life, and you can’t go back to being normal; you can’t go back to meaningless scenes stitched together by the forgettable thread of wasted time. The more practiced stories I lived, the more I wanted an epic to climb inside of and see through to its end.”

Donald Miller

Every unit and every learning experience tells a story. The Tft framework tries, using the story discovered in each unit of study, to create a powerful and compelling image of God’s Story. The Tft framework invites students to imagine his or her place in God’s Story – now. Tft 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.

SCCS School Storyline: Living God’s Story

Concept	Description
Creation	The biblical Story tells us that God created and sustains all things. God gave life and controls all things. He made mankind to have special relationships with Him and gave mankind His creation mandate that directs human life. The creation is good, which refers to the physical and biological creation and also the cultural strands that God has woven into its fabric. Here the focus is on what God intended things to be like, the way it ought to have been.
Fall	The biblical Story tells us that all things have fallen as a result of sin and that every facet and part of the world is twisted by evil. The consequence is pain and suffering, brokenness and idolatry. Therefore, all things, human life and culture, have become distorted and shaped by idolatry. The widespread effects of sin are obvious, but God is still faithful and promises liberation from this bondage.
Redemption	The biblical Story tells us that although man fell into sin, God had a plan of redemption through the sacrifice of His Son. Christ came to earth to restore creation from the distorting influence of sin and to redeem all things so that we could get back on track with God’s original design and purpose. Through the redemptive work of Jesus Christ, who holds all things together, the power of sin has been dealt with. Now, as redeemed people, we look forward towards and participate in the restoration of the whole creation.
Restoration	The biblical Story tells us that we are called to live in the light of this coming restoration as faithful redemptive agents responding to God’s invitation to work towards ongoing redemption, as we fulfill our original mandate to take care of and develop His creation. God is sovereign in His ongoing work of redemption, and He calls us to join Him as His redemptive people, His agents of restoration. In response to Christ’s past and ongoing redemptive work, and with the active presence of the Holy Spirit, we can gratefully respond by living a life of service and partnership as all things move towards complete restoration. This will not be fully realized until Christ returns. One of the tasks of the Christian school is to call students to be involved in God’s redemption and transformation of His world and to set up signposts to the coming Kingdom.

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.


“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.” James K. A. Smith






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 and students, 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. Interestingly, Tft teachers often find that the students absorb the “stuff” of the unit better because they have a meaningful context for the learning.

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 framework 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.

Throughline	Description
<p data-bbox="386 1549 545 1577">God Worshiper</p> 	<p data-bbox="613 1493 1414 1604">Students understand that worshiping God is about celebrating who God is, what God has done and is doing, and what God has created. It is literally about standing in awe and wonder of Him and His promises. Students see this worship as a way of life and appreciate God’s all sufficient grace and their faith journey.</p> <ul data-bbox="662 1640 1312 1667" style="list-style-type: none"><li data-bbox="662 1640 1312 1667">• Learning Target: I can worship God in all parts of my life. <p data-bbox="613 1667 1414 1778"><i>Deuteronomy 6:4-9: “Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be on your hearts. Impress them on your children...” (NIV)</i></p>
<p data-bbox="394 1854 537 1881">Word Applier</p>	<p data-bbox="613 1839 1414 1896">Students weave God’s Word into all areas of life and apply the stories of Scripture, seeing God’s faithfulness in the lives of His people, including their own.</p>

	<p>They will understand the summary of creation, fall, redemption, and restoration. They are reminded that every square inch we explore, learn, discern, or encounter in education and life is informed by a strong understanding of the Bible and will discern and inform decisions with Scripture.</p> <ul style="list-style-type: none"> • Learning Target: I can apply God’s Word in all areas of life. <i>Colossians 3:16: “Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts.” (NIV)</i>
<p>Image Reflector</p> 	<p>Students bear the image of God in their daily lives. Being an image bearer isn’t something we do. It is something we are. We learn to see God’s image in others. The more Christ-like our actions are, the more clearly Christ’s light shines in a dark world. Students are nurtured in the characteristics of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.</p> <ul style="list-style-type: none"> • Learning Target: I can develop my talents and gifts to reflect God and serve others. <i>Genesis 1:27: “So God created man in His own image, in the image of God He created him; male and female He created them.” (NIV)</i>
<p>Truth Finder</p> 	<p>Students will understand that when other “things” are more important to us than our relationship with God, those things become idols. Students learn to analyze a worldview by asking questions about what is being portrayed regarding culture, values, and belief systems. Students will be challenged to identify, understand, and discern the idols of our time and times past and then to respond as modern-day prophets.</p> <ul style="list-style-type: none"> • Learning Target: I can recognize idols in my life and choose to focus on the true God. <i>Romans 12:2: “Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—His good, pleasing and perfect will.” (NIV)</i>
<p>Earth Keeper</p> 	<p>Students will respond to God’s call to be stewards of all of creation, including mankind. They will reclaim and relearn how to respectfully treat the world/universe and all things contained in it, which respects God.</p> <ul style="list-style-type: none"> • Learning Target: I can respect and care for all parts of God’s world. <i>Psalms 24:1: “The earth is the Lord’s, and everything in it, the world, and all who live in it.” (NIV)</i>
<p>Beauty Maker</p> 	<p>As image bearers of a creative God, students will glorify and praise God by creating that which is beautiful and pleasing to Him. This offering of creativity isn’t optional – it’s a joyful duty that students offer as a sacrifice of praise. Creation shouts that our God is a God who loves diversity, complexity, and creativity.</p> <ul style="list-style-type: none"> • Learning Target: I can glorify God through my creativity. <i>Colossians 1:16: “For in Him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things have been created through Him and for Him.” (NIV)</i>
<p>Justice Seeker</p>	

	<p>Students will act as agents of change by identifying and responding to injustices. The world is not as God intended it to be. Everything is tainted by sin. We need to respond to God's call to act as agents of restoration, His disciples, respecting the stories and hurts of others.</p> <ul style="list-style-type: none"> • Learning Target: I can see injustice and try to respond with love and fairness. <p><i>Micah 6:8: "What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God." (NIV)</i></p>
<p>Creation Enjoyer</p> 	<p>Students will discover, understand, and celebrate God's beautiful creation and give testimony to the presence of God in creation. Ordinary things become extraordinary when seen in new ways. We see joy in the interrelated creation.</p> <ul style="list-style-type: none"> • Learning Target: I can discover, enjoy, and celebrate God's creation. <p><i>Psalm 65:8: "The whole earth is filled with awe at Your wonders; where morning dawns, where evening fades, You call forth songs of joy." (NIV)</i></p>
<p>Servant Worker</p> 	<p>Students will work actively to heal brokenness and bring joy to individuals and to culture. Being an image bearer means having the ability and responsibility to discover, respond to, develop, use, and improve the world God has placed us in. Students cultivate the desire and ability to offer hope, healing, and restoration to the world and its people, using their talents and gifts to serve God and others.</p> <ul style="list-style-type: none"> • Learning Target: I can bring joy and healing to others through service. <p><i>1 John 3:16: "This is how we know what love is: Jesus Christ laid down His life for us. And we ought to lay down our lives for our brothers and sisters." (NIV)</i></p>
<p>Community Builder</p> 	<p>Students will be active pursuers and builders of community in their classrooms, their neighborhoods, and in the global village they are part of. Our classrooms will be communities of grace where students will walk and work together in peace. We seek to be loving and joyful in our work and play.</p> <ul style="list-style-type: none"> • Learning Target: I can understand and build community. <p><i>1 Corinthians 12:12: "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ." (NIV)</i></p>
<p>Order Discoverer</p> 	<p>Students see God's fingerprints all over creation. God has created order out of chaos. There is purpose, and we are able to discover the order. God has a plan, and we are part of that plan.</p> <ul style="list-style-type: none"> • Learning Target: I can see and rejoice in God's fingerprints throughout all of creation. <p><i>Psalm 19:1-4: "The heavens declare the glory of God; the skies proclaim the work of His hands. Day after day they pour forth speech; night after night they reveal knowledge. They have no speech, they use no words; no sound is heard from them. Yet their voice goes out into all the earth, their words to the ends of the world." (NIV)</i></p>

Core Practice # 3 – FLEx – Formational Learning Experiences

Every Christian school classroom must provide authentic (real work, real people, real need) 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.

"It is nothing but a pious wish and a grossly unwarranted hope that students trained to be passive and non-creative in school will suddenly, upon graduation, actively contribute to the formation of Christian culture."

Nicholas Wolterstorff

"A man who carries a cat by the tail learns something that he can learn no other way." Mark Twain

Wolterstorff suggests, strongly, that 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. James K. A. Smith writes in *Desiring the Kingdom* that "Education is not primarily . . . concerned with providing information; rather, education most fundamentally is a matter of formation, a task of shaping and creating a certain kind of people. These people are distinct because of what they love and desire – the Kingdom of God."

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 person
- **Empower** every student to practice their life's expression

Yearly Tft Expectations for all Teachers in all Classrooms

- **Deep Hope** – Deep hope is articulated and clearly posted in the classroom, refer to it often when planning and when teaching
- **Storyline** – Storyline is clearly posted, referred to often when planning and teaching, and used as a tool for student reflection. Storyline display grows as the year continues and highlights student-generated work.
- **Throughlines** – Throughlines are posted, used when planning and teaching, and used regularly for student reflection.
- **FLEx** – At least 2 formational learning experiences (following all FLEx characteristics) are incorporated into planning and teaching. FLEx is shared with colleagues, parents, and others in the school community.
- **Reflection** – Planning and teaching includes regular reflection on learning using Tft protocols connected to deep hope, storyline, throughlines, FLEx, and learning targets. Reflection is shared among students and is displayed/shared with student permission.
- **Learning Targets** – Learning targets are posted using student-friendly language and are used in all content areas for planning and teaching.
- **Telling the Story** – Student learning is obvious and evident in the classroom and hallways through posted learning targets and student artifacts displayed, minimal "mass produced" items on the walls, teacher communication regularly highlights student learning (storyline and throughline connections)

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.

Sioux Center Christian 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.

Colors

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

Mascot

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

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 140 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.

Board of Trustees

The Sioux Center Christian School Board of Trustees is a body through which the society puts its aims and purposes into practice. It is a deliberative, policy-making body, having duties specified in the society's constitution and bylaws.

The single purpose of the Sioux Center Christian School Board of Trustees is to maintain and advance a Christian school.

The Sioux Center Christian School Board of Trustees is responsible to God, the source of all wisdom, and will seek His divine will in all matters coming before it. The board shall govern with an emphasis on biblically-based integrity and truthfulness in all methods and practices, proactively pursue the mission, encourage expression of various points of view while seeking unity of spirit, and engage in strategic leadership while maintaining a clear distinction of board and head of school roles. Trustees shall reflect the love of Jesus Christ in all official relationships.

Authority for the school's governance lies with the board of trustees. The board's decisions are binding in all matters, except as otherwise specified in the articles of incorporation, the bylaws, and/or the board policy manual. The board of trustees is the final authority for matters of belief and conduct.

The board will act as the final arbiter in any grievance brought between employees or society members and the head of school. The board of trustees will act in such a capacity only after the grievance procedure outlined in the school's handbooks has been satisfied.

The Sioux Center Christian School Board of Trustees also has many discretionary powers involving the use of independent judgment in promoting the objectives of the society. The board of trustees must make decisions which are in accordance with the Word of God and therefore in the best interest of constituent members.

The Sioux Center Christian School Society establishes and empowers the board of trustees of Sioux Center Christian School to govern and represent all aspects of the school on behalf of the Sioux Center Christian School Society, unless otherwise limited or directed by the covenant, to ensure that Sioux Center Christian School achieves results consistent with its mission.

Sioux Center Christian School is organized and operated as a nonprofit organization. It is a Christian school adhering to the laws of the State of Iowa and many of the rules of the Department of Education. The board of trustees will, whenever possible, seek and maintain state approval and certification by way of full accreditation through an independent accrediting agency, namely Christian Schools International.

Duties of the Board of Trustees:

- Maintain and promote Reformed Christian discipleship education
- Determine policies for the vision and goals, personnel, operation, accountability, and all other aspects of Sioux Center Christian School.
- Make decisions as outlined in policies or as circumstances prevail.
- Announce and prepare for an annual Sioux Center Christian School Society meeting.
- Report to the Sioux Center Christian School Society if the board of trustees or school is out of compliance with any articles of the covenant, the circumstances, and the efforts and expectations to be in compliance.
- Submit a proposal for approval of an annual budget to the society for the next school year.
- Submit for approval by the Sioux Center Christian School Society qualified candidates for open positions on the board of trustees.

- Recommend for approval to the society the rationale for Sioux Center Christian School Society consideration of the sale or purchase of land or buildings more than 2% of the general operating budget.
- Recommend for approval to the society the rationale for the Sioux Center Christian School Society to approve additional debt beyond 10% of the annual budget, excluding previously approved debt for general operating budget or debt for building and capital projects.
- Recommend for approval to the Sioux Center Christian School Society consideration of changes to the covenant or dissolution of Sioux Center Christian School.
- Organize itself to determine officers, meeting occasions, agendas, and processes of operations.
- Select a head of school, the board of trustees' only employee, qualified to carry out the educational program and all policies of the school.
- Supervise the instruction of the children through the head of school.
- Devise ways and means of obtaining the necessary funds for operating the school, maintain accurate records, determine how these funds shall be distributed, and care for the property belonging to the society, all through the head of school.
- Appoint task forces as it deems necessary for the performance of its duties.
- Selecting and retaining the finest administrative leadership in the head of school is a main purpose of the Sioux Center Christian School Board of Trustees. The board's sole connection to the school's operational organization, its achievement, and its conduct will be through the head of school. All authority and accountability of faculty and staff, as far as the board is concerned, is considered the authority and accountability of the head of school.
- The board will not evaluate, either formally or informally, any faculty/staff other than the head of school. The evaluation of the head of school will occur within the formal operations of the executive team of the board.

All trustees must confess Jesus Christ as their only Savior and Lord and shall personally believe, adhere to, and support the infallible and inerrant Word of God as expressed in the standards of the Reformed faith (the Heidelberg Catechism, the Belgic Confession, and the Canons of Dort), exhibit a lifestyle consistent with that confession, and be a member of and regularly attend a church that adheres to these stated creeds and confessions.

Each trustee must be a member of the Sioux Center Christian School Society and meet the requirements for Sioux Center Christian School Society membership.

Each trustee is to sign a statement that he or she will support and promote the school's covenantal task, and not seek to redirect the school from:

- Educating children of families with at least one parent who confesses Jesus Christ as their only Savior and Lord and who is a member of and regularly worships with a Christian church that holds in preaching and practice all articles of the Apostles Creed.
- Articles I, III, and IV of the bylaws
- Ownership of Sioux Center Christian School to be held by the Sioux Center Christian School Society

Additional trustee qualifications:

- Has no conflict of interest with employees or other trustees
- Is not a near relative to an employee or near relative to a trustee of Sioux Center Christian School (a near relative is defined as having a connection between persons by blood, marriage, adoption, domestic partnership, or other close personal relationship)
- Is not an employee of Sioux Center Christian School (except in a part-time, non-supervisory role such as an occasional substitute teacher or coach)
- Is not a near relative of a trustee with whom there would be an overlapping term of service
- Gives signed agreement to the Sioux Center Christian School Trustee Code of Commitment and Ethics

The longest period a trustee may serve is six years at a time (two consecutive three-year terms), followed by three years off, and then the possibility of six more years (two consecutive three-year terms), with this pattern having the possibility of being repeated indefinitely.

Mission Directed Governance

The Sioux Center Christian School Board of Trustees Policy Manual contains all policies specifically related to the board operation.

The SCCS board of trustees has adopted the mission directed governance model for the following reasons:

- Several symptoms and indicators led to the change: CSI accreditation site team interviews and subsequent reports and improvement plans, board self-evaluation, and a desire for long-range planning and seeking models to get there.
- The board connected with Len Stob and read his book *Mission Directed Governance* and attended two trainings while entering into a consulting relationship with him. The board desired to adapt his ideas and plans to make them work for SCCS.
- The governance model identifies a clear decision-making structure and process and clear accountability, processes, roles, and authority. It provides consistency.
- The governance model allows and encourages the board to focus on long-term vision and the mission statement, with all areas of the school working to reach the ideal. The board determines the directions and the priorities of the school.
- We move forward as a community of believers, protecting our foundational beliefs.
- The board as a whole (not standing teams) establishes policies and sees the big picture.
- The board is more informed about the operations of the school.
- The governance model assists the board and school to be proactive versus reactive, not allowing situations to dictate decisions, but wanting plans to drive the future of the school.
- There is consistency even though the board membership changes (vision, direction, and mission stay the same). A high level of continuity occurs.
- The model respects administrators, faculty, and staff and provides them room to do their work, empowering without redundancy.
- Administrators can think of the board as a resource, leveraging trustees to build a better organization and using talents and gifts of trustees.
- When governance goes well, Christian faith can be deeply woven into the mission and fabric of the school. We believe that the mission directed governance system does this for us.
- This model allows us to move forward with confidence, vision, and hope in a way that encourages education that is faith nurturing, academically excellent, and effective.

Mission Directed Governance Board of Trustees/Head of School Roles

The Board of Trustees

- protects and advances the mission statement, vision, core values, graduate characteristics, and nonnegotiables
- writes and sets policy, establishes a list of items that are to be brought directly to the board of trustees
- promotes mission directed governance that focuses on the big picture
- functions and governs as a unit, a group of trustees focused on advancing the school
- completes work at the team and board of trustee level
- sets and communicates the strategic direction of the school, seeking measurement of initiatives and providing adequate time, funding, and people to fulfill the vision
- sets goals for each standing team and any possible task force
- learns from spotlight reports and makes decisions based on those reports
- adjusts the board of trustees policy manual as needed, governing through written policies, reviewing the board of trustees policy manual regularly

- evaluates its only employee, the head of school, providing accountability and authority, conducting the evaluation by following board procedures outlined in the board policy manual
- empowers the head of school to complete his/her work through task forces or other means
- redirects parent/constituent concerns and questions to the proper parties
- makes decisions based on the mission statement, board of trustees policy, and the strategic plan
- intentionally recruits trustees to fill vacant spots
- evaluates programs through review of spotlight reports, the school improvement plan, and the strategic plan
- evaluates their work on a yearly basis
- fulfills the board code of ethics
- is led by the board of trustees president

Area	Board of Trustees	Head of School
Long-term goals (more than 1 year)	Approves	Recommends and provides input
Short-term goals (less than 1 year)	Monitors	Establishes and carries out
Day-to-day operations	Advises	Makes all decisions

The Head of School

- leads the school in advancing the mission, overseeing all parts and operations, assigning authority to others as needed and organizing task forces
- completes tasks either directly or indirectly through assigning authority to others
- serves as the chief operating officer, chief executive officer, educational leader, and organizational leader
- provides the board of trustees with draft policy, procedures, and suggested directions for approval
- fulfills leadership goals and priorities established by the board of trustees
- is accountable to the board of trustees for every aspect of the school to ensure student learning and faith nurturing
- is a non-voting member of all standing teams
- provides information to the board of trustees through written/oral reports or through inviting faculty/staff to board of trustees meetings
- provides for the evaluation, supervision, support, and growth of all school employees
- carries out the strategic plan, the school improvement plan, and directives of the board of trustees
- operates the school in consistent alignment with school policies
- writes administrative policies and procedures to carry out the work of the school
- initiates visionary proposals and projects
- promotes accountability by establishing clear goals, criteria for measurement, and timelines
- serves as spokesperson for the school

Parent, Employee, or Society Member Conflict with the Head of School

Interpersonal conflict is expected as part of the normal process of living in community. Conflict can be difficult to deal with, but it must be addressed. Conflict among any of us affects all of us. We can use it to make SCCS a better place. Unresolved interpersonal conflict between any individuals and the head of school is disruptive to the purpose of SCCS and must not be allowed to continue without proper resolution. This policy covers disagreements between a parent, employee, or society member and the head of school. Note that this policy shall not be used to challenge practices, protocols, and decisions made by the head of school within his or her authority, such as personnel matters (including placements, hiring, and full-time equivalencies), routine student discipline, school operations decisions, class placements, and others. The policy shall be used when a party believes that the head of school has acted outside of his or her authority or outside the policies of the school or when a party believes the head of school has acted unethically. The policy may be applied in the following situations:

- A society member and/or parent may wish to appeal any decisions and/or actions made by the head of school
- An employee may wish to express an ethical dissent regarding the head of school
- An employee, society member, or parent may have a grievance regarding what they feel is a wrongful condition being created by the head of school

The following steps must be taken (in the order listed) to work through the conflict:

1. Conflicts must be promptly discussed between the parties in conflict. All parties are responsible for helping this happen. Every attempt should be made to resolve the conflict directly between the parties of parent, employee, or society member and the head of school through a face-to-face meeting. The head of school is responsible for scheduling the meeting. The director of learning will be involved in the meeting as a potential facilitator of discussion.
2. If the conflict is not resolved after the first step, the parties of parent, employee, or society member, along with the head of school, shall participate in a meeting with the board president. The head of school shall be responsible for scheduling the meeting, and the board president shall facilitate the discussion.
3. If the conflict is not resolved after the second step, the board president shall refer the conflict to the executive team of the board. The parties of parent, employee, or society member, along with the head of school, shall participate in a meeting with the executive team. The board president shall be responsible for scheduling the meeting and shall facilitate the discussion.
4. If the conflict is not resolved after the third step, the board president shall refer the conflict to the board of trustees. The parties of parent, employee, or society member, along with the head of school, shall participate in a meeting with the board of trustees. The board president shall ensure that the issue is scheduled on the upcoming board meeting agenda or may choose to call a special meeting. The board president shall facilitate the discussion. The board will act as the final arbiter in any grievance brought between employees, parents, or society members and the head of school. The board of trustees will act in such a capacity only after the grievance procedure outlined has been satisfied, with all steps having been followed in the proper order, manner, and spirit. The decision of the board of trustees on all matters will be final.

At each stage, all parties should be heard together and allowed to respond to avoid polarization and mistrust.

Some parameters that must be employed throughout all steps are:

- Has the party gone (biblically) to the alleged offender to resolve the matter?
- Is this a current matter (historical issues should hold far less relevance than those less than a year old)?
- Has it been heard by the board president?
- Has the board president heard both sides together and tried to reach a mutually beneficial solution?
- Have all steps been followed in the proper order, manner, and spirit?

SCCS Society

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

Within the Sioux Center Christian School Society, all instruction and operations given in its school are based on the infallible and inerrant Word of God as expressed in the standards of the Reformed faith (the Heidelberg Catechism, the Belgic Confession, and the Canons of Dort).

The Sioux Center Christian School Society is the legal ownership body of Sioux Center Christian School.

Duties of the Sioux Center Christian School Society

- Affirm nominees to the board of trustees
- Determine whether to approve the annual operating budget of Sioux Center Christian School, as proposed by the board of trustees
- Determine whether to approve the sale, purchase, construction, or alteration of land or buildings valued at more than 2% of the general operating budget
- Determine whether to approve any debt beyond 10% of the annual budget, excluding funds for building and capital projects
- Determine whether to approve covenant changes or dissolution of the Sioux Center Christian School Society, as proposed by the board of trustees

Sioux Center Christian School Society Membership

- Membership in the Sioux Center Christian School Society is available to those who meet 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 18 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 Articles, I, II, or IV of the Bylaws

Article I - 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.

Article II - Name

The name of the organization is Sioux Center Christian School.

Article IV - Non-Negotiable Founding Principles

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.

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.

Multi-Cultural, Gender-Fair Policy

Sioux Center Christian School seeks to reduce and eliminate stereotyping and bias on the basis of race, national origin, gender, disability, and age. Our educational program will motivate students and staff to examine their own duties, responsibilities, and rights in a multicultural, nonsexist society. If the respect and appreciation for the diversity in our country and the awareness of the interdependency in our

world is to emerge, this commitment in theory must be accompanied by an even greater commitment in practice.

It must be realized that a multicultural, nonsexist education does not benefit just one group of students at the expense of others. All students, regardless of their race, national origin, gender, age, or disability, need to see themselves reflected in the curriculum in a realistic and positive way if they are to develop strong, healthy self-concepts.

The educational program will assist staff and students to examine their prejudices, clarify their values, and change their behavior, where necessary. All students should graduate from our school with a healthy respect and appreciation for diversity, rather than with a fear of it.

Our Christian status as a member of God's family transcends all other distinctions among believers. In Christ, we are one family with no walls of racial, economic, or political differences separating us. (Phil. 16; Eph. 2:14-22)

Non-Discrimination

It is the policy of Sioux Center Christian School not to discriminate on the basis of race, color, national origin, sex, disability, age (for employment), marital status (for programs), and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the school's Equity Coordinator, Josh Bowar, Head of School, 630 First Avenue SE, Sioux Center, IA, 51250, 712.722.0777, jbowar@siouxcenterchristian.com. SCCS reserves the right to institute hiring and enrollment practices based on the school's mission statement and philosophies.

Sioux Center Christian School reserves the right to use religion and creed as hiring criterion for all positions, due to the mission and nature of Sioux Center Christian School as a faith-based institution, with all jobs necessary to further Sioux Center Christian School's religious mission. All employees are responsible for complying with the school's equal employment opportunity policy.

The school reserves the right to use sexual orientation and gender identity as hiring criterion for all positions, due to the mission and nature of the school as a faith-based institution. All employees are responsible for complying with the school's equal employment opportunity policy.

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. 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.

A special enrollment process is used to enroll students with identified special needs. Contact the head of school for more information.

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.

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.

Tuition Payment, Tuition Collection, and Delinquent Tuition

The fiscal operation and financial health of Sioux Center Christian School is heavily dependent upon the prompt payment of tuition. We are thankful for the overwhelming majority of parents who pay tuition in a timely manner because it assists the school in faithfully continuing its mission. 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 (paying employees and bills, etc.).

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

1. The first month's payment for a school year must be paid at registration. Exceptions to this first month of payment must be approved by the finance team before the dates of registration. A child may not be enrolled at school until the first payment has been received, unless an exception has been granted.
2. Tuition payments are due on the 10th of each month in the months of October, November, December, January, February, March, April, May, and June. Tuition accounts that have a balance 60 days old shall be charged a \$10 late fee per child each month that the balance continues to be 60 days old. This fee may be waived if a family has an approved payment plan in place.
3. Parents with outstanding tuition of two or more months will receive written notice from the director of finance.
4. Parents with outstanding tuition of three or more months will have a support team formed from the finance team. A member of the finance team will be in contact with parents in order to formulate a payment plan.
5. Parents with outstanding tuition are expected to contact their deaconate and request assistance. If assistance is not available through the family's deaconate, the director of finance 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 team to work with the family if a financial need does indeed exist.
6. The head of school 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 any arrangements that have been made.
 7. The head of school 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 arises.
 8. 25% of a family's expense (not including NICSTO or Dordt payments) must be paid by December 31 for child(ren) to continue enrollment at school. Any exceptions must be approved by the finance team before January 1.
 9. Parents with a tuition balance remaining at the end of the school year must make contact with the director of finance 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 plan is agreed upon. If a plan cannot be agreed upon, enrollment will be denied. These contacts must be made by August 1 of each year.
 10. As a last resort, the head of school may choose to involve a collections agency or to use the services of a small claims court to collect delinquent tuition. The head of school may choose to do these things after the school has exhausted all means of collecting on a tuition account of a family that has left the school and two years have passed with no payment.

The following information is included on the annual enrollment agreement, which all parents must sign in order for their child to be enrolled as a student at Sioux Center Christian School:

- All previous years' tuition must be current in order to register. If there is a balance from the previous year, a payment plan must be in place in order to register children at the school.
- The first month's tuition must be paid at the time of registration for a child to be enrolled at school.
- Tuition is due on the 10th of each month. Tuition accounts that have a balance 60 days old shall be charged a \$10 late fee per child each month that the balance continues to be 60 days old.
- Delinquent tuition payments may result in special arrangements for subsequent school years.
- It is my responsibility to first contact my deaconate and then the director of finance if situations arise that will result in delinquent tuition payments.
- The head of school 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 any arrangements that have been made.
- I am ultimately responsible for the total tuition obligation for my children enrolled at SCCS.
- 25% of a family's expense (not including NICSTO or Dordt payments) must be paid by December 31 for my child(ren) to continue enrollment at school.

The tuition payment and delinquent tuition policy is based on the beliefs 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 the director of finance 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 the school is responsible, if necessary, for coordinating its discussion or decisions with the consistory.

Tuition Assistance

While it is hoped that those with children enrolled at Sioux Center Christian School value Christian education and the efforts of SCCS so extensively that they are able to prioritize finances in order to pay full tuition (our primary means of funding and significantly below the actual cost of educating a student), we know that some families simply need assistance. It is our goal to provide a Christ-centered,

safe, diverse, and academically excellent education to as many families as possible. With this in mind, families have the opportunity to apply for financial assistance, which is based on need.

Tuition assistance shall be provided by the finance team in the following order:

1. Families must make full use of NICSTO funding (if they qualify).
2. Families must approach their deaconate to request assistance.
3. Families can apply for tuition assistance from the school's tuition assistance fund. Families apply for this assistance by requesting it from the head of school or a finance team member. Information in the request should include the reason for assistance.
 - a. The head of school may provide up to \$500 of assistance without approval of the finance team.
 - b. The finance team must approve assistance over \$500, with requests being brought to the finance team by the head of school or members of the finance team. The finance team will consider the following topics when assigning assistance:
 - i. Size of the family
 - ii. Number of children enrolled in a Christian school
 - iii. Medical needs
 - iv. Adoption expenses
 - v. Employment issues
 - vi. Faithfulness of tuition payments, no matter the amount
 - vii. Use of NICSTO funding
 - viii. Use of deaconate support
 - ix. Dordt University funding
 - x. Other extenuating circumstances
 - c. As often as possible, the finance team should attempt to leverage matching gifts with the family. For example, if \$500 of assistance is provided, the family must match by paying \$500 toward their tuition.

All foster children will receive a credit for the first trimester for their first year of enrollment.

All tuition assistance agreements shall be in writing.

Enrollment Agreement Information

The following information is included on the enrollment form that parents sign at registration each year:

My signature indicates that I have read, understand, and agree with the following statements:

1. I have read the information below. 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(ren) in SCCS primarily because of my earnest desire that my child(ren) receive a Christ-centered education. I understand and acknowledge that my child(ren) will be taught from a Reformed, Christian perspective consistent with the philosophy, beliefs, and objectives of SCCS.
3. I understand and agree that I will support the philosophy of the school and will adhere to all school policies and procedures established in board and other policies and assist my child(ren) in doing so as well.
4. I understand that at least one parent/foster parent/guardian must have a clear testimony of personal faith in Jesus Christ as Savior and Lord, be a member or regularly worshiping in a local Bible-believing church, and not be participating in practices that would be considered illegal, or considered by the school as immoral or inconsistent with a positive Christian lifestyle, such as cohabitating without marriage or participating in a same-gender intimate relationship. I understand that students must reside with their parent(s), foster parent(s), guardian(s), or in a home

- approved by their parent(s), foster parent(s), or guardian(s). The school retains the right to deny continued enrollment to students whose living arrangements are, in the school's judgment, detrimental to the school body. By signing this agreement, I indicate that I am following or will follow the requirements listed in this item (number 4).
5. 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.
 6. I understand that field trips and other off-campus experiences are an important part of the school's educational experience. The students may walk off campus, or they will be transported by school bus or a smaller vehicle (personal or school-owned) driven by a school employee and/or parent and/or school supporter. The majority of these trips are extensions of units being studied, and they provide valuable learning experiences outside of the classroom. I give permission for my child(ren) to be transported in this manner and to participate, but if for some reason my child(ren) should not participate in a particular excursion with their class, I will contact my child(ren)'s teacher in advance. In the case of an accident or injury that requires medical attention, I will be notified as soon as possible. In the case of an emergency, I grant permission for school personnel to take my child(ren) to the local hospital or clinic or the nearest hospital or clinic for immediate evaluation, medical attention, and observation. I will not hold SCCS or any of its employees or volunteers liable in the case of an accident or injury, either on campus or off campus.
 7. I understand that the personal conduct of my child(ren) 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 and/or administration.
 8. I authorize the SCCS administration to use reasonable and proper discipline, as may be deemed wise and expedient for my child(ren).
 9. 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.
 10. I understand the following tuition-related issues:
 - a. All previous years' tuition must be current in order to register. If there is a balance from the previous year, a payment plan must be in place in order to register children at the school.
 - b. The first month's tuition must be paid at the time of registration for a child to be enrolled at school.
 - c. Tuition is due on the 10th of each month. Tuition accounts that have a balance 60 days old shall be charged a \$10 late fee per child each month that the balance continues to be 60 days old.
 - d. Delinquent tuition payments may result in special arrangements for subsequent school years.
 - e. It is my responsibility to first contact my deaconate and then the director of finance 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. I pledge to meet the financial commitment I have made.
 - g. The head of school 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 any arrangements that have been made.
 - h. 25% of a family's expense (not including NICSTO or Dordt payments) must be paid by December 31 for my child(ren) to continue enrollment at school.
 - i. Tuition will be prorated if a parent enrolls children after October 1. Parents who remove their children from Sioux Center Christian School must pay tuition in full through the month of withdrawal. If parents have paid tuition in full and remove their children, they will be reimbursed from the first of the month after removal. Fees will not be reimbursed.

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

The purpose of Sioux Center Christian School is to provide and promote a biblically-based, quality transitional kindergarten through eighth grade education that nurtures the covenant children of Christian parents to grow in God-centered discipleship, equipped with vision, understanding, discernment, and service in order to renew all relationships and culture to be under the authority of Jesus Christ. The 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 also called to provide a Christian nurturing and instruction for covenant children. In sending their children to Sioux Center Christian School, parents entrust the education of their children to the board of trustees, which operates the school through its head of school, who is qualified to carry out the school's 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 head of school's supervisory role and the board's authority over school policy and the head of school. Within the Sioux Center Christian School Society, all instruction and operations given in its school are based on the infallible and inerrant Word of God as expressed in the standards of the Reformed faith (the Heidelberg Catechism, the Belgic Confession, and the Canons of Dort).

Teaching for Transformation

Sioux Center Christian School has adopted the Teaching for Transformation (TfT) framework. 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. 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. 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, with the hope that every learning experience will become truly transformational for every student.

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. Every unit and every learning experience tells a story. The TfT framework tries, using the story discovered in each unit of study, to create a powerful and compelling image of God's Story. The TfT framework invites students to imagine his or her place in God's Story – now. It does this by connecting the story of each unit with opportunities to tangibly practice living in the grand narrative.

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." 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 and students – to understand what our roles are and what our calling is. They provide us with chances to practice, opportunities to develop discipleship habits. 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 worshippers, Word appliers, and image reflectors.

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.

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 person
- Empower every student to practice their life’s expression

It is the policy of Sioux Center Christian School not to discriminate on the basis of race, color, national origin, sex, disability, age (for employment), marital status (for programs), and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the school’s Equity Coordinator, Josh Bowar, Head of School, 630 First Avenue SE, Sioux Center, IA, 51250, 712.722.0777, jbowar@siouxcenterchristian.com. SCCS reserves the right to institute hiring and enrollment practices based on the school’s mission statement and philosophies.

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, director of inclusive education)
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. (director of inclusive education)
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. (director of inclusive education)
4. Review any documentation related to the child (IEP, 504 plan, etc.). (director of inclusive education, head of school)
5. Set up classroom visits to observe the child during his or her school day. (director of inclusive education, classroom teacher)
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 inclusive education)
7. The head of school makes a decision on whether to enroll the child. The director of inclusive education then meets with the classroom teacher to provide information about the incoming student. (head of school, director of inclusive education, classroom teacher)
8. Meet with the parent(s) to explain the enrollment decision. Provide information that was used during the decision-making process. Answer any questions they may have. (head of school)
9. If the student is to be enrolled, the director of inclusive education uses the checklist for enrolling students with special needs as a guide for potential next steps. (director of inclusive education)

Retention of Records

Should a family choose to unenroll their child(ren) from Sioux Center Christian School, all student records will be retained until all tuition and fees are paid in full.

For students graduating 8th grade, all student records will be retained until all tuition and fees are paid in full. The student will receive an unsigned diploma at graduation, and records will not be released to the high school until tuition and fees are paid in full.

Returned Checks

Sioux Center Christian School is happy to offer the option to pay with a check, both online and through the director of finance. The acceptance of checks is conditional upon the satisfactory collection of the check. The responsibility of the debt remains with the check-writer until the collection process is completed.

The return of a check (electronic or paper) issued to Sioux Center Christian School will result in a \$20 returned check fee being placed on the family's account on whose behalf the check was presented, for each returned check, no matter the reason.

Each account will be allowed two returned checks, after which payment by check will not be accepted. This includes returned electronic payments. Written notification on how to resolve the returned check will be sent to the maker of the check, and to the person whose account was affected (if applicable). All debts must be settled within 15 days of the notice being sent. A hold will be placed on the account affected, until the returned check has been redeemed. After two returned checks have been received by the school, the only acceptable forms of payments will be cash, money order, cashier's check, or credit card.

If the returned check has not been redeemed within the stated time frame on the notification, a late fee not in excess of 10% of the past-due amount, or \$250.00, whichever is less, will be applied, and the school may begin collection proceedings.

A returned check will automatically result in a hold on the account affected, which may preclude participation by students and/or families in any or all of the following activities: further check writing privileges, enrollment, receipt of grades, transferring records, and/or receiving diplomas.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, limits the disclosure of personally identifiable information from a student's educational records. Section 99.30 of the FERPA Regulations, in part, states: Except as provided in Section 99.31, an educational agency or institution shall obtain a signed and dated written consent of a parent or eligible student before it discloses personally identifiable information from the student's education records. FERPA defines education records as those records that are (1) directly related to a student and (2) maintained by an educational agency or institution or by a party acting for the agency or institution.

SCCS may disclose appropriately designated "directory information" without written consent, unless parents 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 a child's education records in certain school publications (graduation programs, drama productions, 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 September 15 of each school year.

Aftercare Program

Aftercare will be available from 3:05-5:30 each day school is in session (2:05-5:30 on Wednesdays). Through our aftercare program, we are seeking to continue our partnership with the parents of Sioux Center Christian School by working to provide the best supervision possible.

The purpose of Sioux Center Christian School's aftercare program is to:

- Act as an extension of the quality, Christ-centered educational experience offered by Sioux Center Christian School.
- Provide homework help, organized group games, and outdoor play to keep children active and engaged during their time with us.

- Provide a valuable service to parents.
- Continue to strengthen the partnership between the parents and school.

The program is established to meet the after-school needs of all current students of SCCS. Children will walk from their classroom to the program room. Students are encouraged to bring their own snack to eat, as the school will not be supplying a snack. Our program will also provide opportunities for children to get outside or engage in activities in the gym (when available), as well as board/card games, coloring, and Wednesday movie time.

There will also be aftercare available for certain professional development days. Aftercare will be closed the first day of school, all school breaks, and all of summer break.

Those wishing to enroll children in the Aftercare program may do so at registration each year or by contacting the school office.

Kindercare

Kindercare is an option for all TK/K students and is an extended play-based opportunity, meeting 8:00-3:00 every Friday that school is in session. Those choosing to attend will have bus transportation to and from school, three scheduled recesses, and an option for school lunch. It should be noted that Kindercare is not a 5th day of kindergarten; rather, it will be hands-on, child-led, play-based learning supported by the preparation, encouragement, and facilitation of the teacher.

Each Friday will consist of 5 key components:

1. Play is the defining feature of the day.
2. Kindercare will engage children as unique people and nurture their needs, likes, and interests.
3. Play activities will be fostered upon a child's prior knowledge and life experiences.
4. Kindercare will see everything as a learning opportunity and glean from it.
5. Kindercare will provide an atmosphere in which the child will feel loved, trusted, and nurtured.

Registration for Kindercare is open to all TK and K students. This is a full-day program, but TK parents may choose to have their students stay for a half day (but the cost is the same so that we can provide adequate staffing).

LIVING IN COMMUNITY

Trailblazer Behavior Plan/Student Discipline

We exist as a school to serve students. Part of serving students is guiding, enabling, and equipping them for discipleship, which leads to discipline. Discipline is the process by which one learns to live consistently according to the demands of Christ. Discipline leads to discipleship, the call to serve. The goal of discipline is one of nurturing, encouraging, and enabling children to live in accord with God's will. All children are created in the image of God and must be respected accordingly. Christian discipline begins with a common goal – service to God and neighbor – and is dependent upon directives that enable the child to move toward the goal. The goal of this policy is that students learn to become self-disciplined in order to accept the responsibilities of citizenship in the Kingdom of God and the society in which they live.

The school is interested in and responsible for promoting values and behaviors that are consistent with the Kingdom of Christ. The school has obligations both to the individual student and to the school community. The school is interested in both preventing problems as well as helping those who may need help in dealing with problems.

Discipline is an act of love, and Sioux Center Christian School loves students enough to discipline them when needed.

The school promotes self-control in living according to biblical principles and encourages students in conducting themselves in a manner that promotes the witness of their Lord and Savior, Jesus Christ.

As Christians, we live in a community. It is necessary that each person helps and is helped by the community in maturing as a disciple of Christ.

The school has the right to discipline or to require a student to withdraw for any reason. A student's failure to comply with expected standards of conduct will subject the student to potential disciplinary action, up to and including expulsion or dismissal.

In order to train and support our students in the developing of Christian character and to provide opportunities for discipline and growth, SCCS follows the Trailblazer Behavior Plan. This plan outlines expectations for shared spaces and includes procedures for celebrating positive choices as well as correcting negative choices. A schoolwide behavior support plan will also guide decisions regarding behavior concerns that arise. Classroom teachers are asked to create their own behavior plan for the classroom that builds from the shared expectations and behavior support plans.

A Trailblazer...

1. Shows respect to God, others, self, and things.
2. Obeys noise levels and expectations in shared spaces.
3. Strives to give his or her best always.

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. Students are expected to show dignity and respect to all students, faculty, and staff members. To help everyone live in such an atmosphere, teachers and administrators will instruct, model, and discipline as needed.

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, restore the situation, 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 punishment is needed for discipline to occur. Punishment 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

Children are made by God to reflect Him, and God calls them to be His disciples. Students are responsible under God to obey and to show respect for faculty and staff members as they should their parents, and they are responsible for helping to maintain the learning environment for themselves and others (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.

Our main goal of character education is to invite students to grow in their understanding of biblical characteristics (throughlines) that help each of us to be a part of God's Story, moving from head knowledge to heart commitment and living actions. Together, we should all model and practice these characteristics in every situation. We seek to restore brokenness when it occurs by resolving conflict directly, protecting the dignity of all parties involved. Each situation is unique. Consequences will not be the same for every student/situation in order to foster empathy and ownership of choices.

All students are unique and have varying needs. Understanding, abiding by, and responding appropriately to classroom management structures and general behavior expectations is an important part of learning in a school environment. Some students may need additional behavior support in order to thrive in the school setting. Students will be supported by teachers, administrators, paraprofessionals, the behavior specialist, and the school counselor. Parents will be contacted if behavior interventions/supports are needed.

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 faculty and 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, families, and colleagues
3. Demonstrating Christian professionalism
4. Communicating effectively according to biblical standards
5. Building Christian community within and outside the school

Promote and maintain an atmosphere in which children can be disciples – ones who learn and reflect this learning in their relationships with others. Set clear and high expectations at the start of the year so that each child is able to learn, grow, and thrive. Involve students as much as possible in determining and setting expectations using positive language. Correct and encourage students with respect and gratitude. Provide kind, specific, and helpful feedback, reinforcing positive behavior whenever possible. Help all students to take responsibility for their behavior and to restore brokenness with others, practicing empathy and ownership of choices. Model resolving conflict directly, protecting the dignity of all parties involved. Each situation is unique. Consequences will not be the same for every student/situation.

Carry out all school policies and procedures with fidelity as a member of a strong collegial team.

Promote and enforce the shared space expectations.

Communicate concerns, interventions, and progress with parents regarding students you are working with. Limit the sharing of this information to faculty/staff working directly with the student involved.

Expect that students address you and refer to colleagues with titles of courtesy: Mr., Mrs., Miss, Ms. Build relationships with students, but do not be overly “chummy”. You are a mentor and guide to your students and should not be seen as a friend. Students should be redirected when seeking to interact as a peer.

SUPPORT STAFF

All employees have an equal and contributing part in the teaching of responsibility and discipleship at SCCS. Our rules and guidelines include all students and all employees. 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 faculty, 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 faculty and staff 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 needed on a case-by-case basis, the head of school and director of learning will initiate interventions, recovery spaces, parental communication/meetings, alternate learning environments, in-school suspension, out-of-school suspension, contacting the appropriate authorities, or other severe consequences, such as expulsion.

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 live out our part in God’s Story.

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 growth through conferences, report cards, phone calls, notes, and other forms of communication.

Trailblazer Behavior Plan - Shared Expectations and Behavior Support

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. Throughlines are ways to identify and practice biblical characteristics in everyday interactions. Faculty and staff members are encouraged to recognize and praise students when throughlines are being lived out.
- b. When a student displays a throughline that deserves recognition, faculty and staff members may also choose to 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.

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, self, and things.
 2. Obeys noise levels and expectations in shared spaces.

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.
3. Strives to give his or her best always.
- b. These expectations will be posted in shared spaces and classrooms.
 - c. We need everyone's help to enforce and follow through with these shared expectations, which includes all faculty and staff members.
 - d. Classroom expectations will support and coincide with shared expectations.

3. Behavior Support

Trailblazer Character Contract

- 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 take ownership for their actions and then make 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. The administrator will then place the pink copy in the student's cumulative file and return the white and yellow copies to the classroom teacher.
- vii. Colors for each person:
 1. Home/parent = white
 2. Teacher = yellow
 3. Administrator/student file = pink

Interventions

- Should emphasize modeling and practicing appropriate behaviors, while emphasizing restoration and prioritizing the safety of all students. For example: practice walking in the hallway, if running.
- Are learning opportunities. For example: if a student violates dress code, talk directly with the student about the violation to ensure that they understand the violation. Respect the dignity of the student by addressing the violation privately and emphasizing that the violation is a learning opportunity.
- Teachers and staff members are encouraged to promote positive behaviors by showing gratitude and genuine praise when students are demonstrating appropriate behaviors, especially during the restoration/correction process.
- During the time of suspension, academic credit is normally awarded for schoolwork that is completed according to the regular class schedule. The teacher will not demand assignments that require the student's presence. The teacher may require alternative assignments.

Referrals

- Referrals will be made by teachers and support staff to the behavior specialist, director of learning,

- and school counselor as needed.
- The behavior specialist will determine next steps in the process, which may include teacher interventions, counseling support, administrative support, parent meeting, and/or creating an intervention plan.

Restraint and Use of Physical Force- Please see the Iowa Department of Education Code- chapter 103. <https://educateiowa.gov/sites/files/ed/documents/Chapter%20103%2C%20Administrative%20Rules%20on%20Seclusion%20and%20Restraint.pdf>

- Students who exhibit overt and clear disrespect toward school personnel or fellow students will be removed from the classroom or school setting and escorted to the office.
- Students who create an unsafe environment for peers or school personnel will be removed from the classroom or school setting and escorted to the office.

Student Behavior Outside of School

Sioux Center Christian School is to be a living example of a Christian learning community. Sioux Center Christian students take upon themselves the responsibility of defending and promoting the ideals of the school through their actions and words, both while at school and during out-of-school time. Students are to behave at all times in a manner consistent with that expected of a Christian and to conduct their lives so as to bring honor and respect upon themselves and their school. The school may take disciplinary action, even though the behavior was not at school or at a school-sponsored activity, in cases in which there is a serious immoral and/or illegal behavior that is opposed to the philosophical, religious, and organizational standards of the school and that will negatively affect the school community. The school may take disciplinary action if student conduct brings public reproach to the name and honor of the school, whether the student conduct occurs at school or outside of school or a school-sponsored activity.

Serious behavior includes that which is illegal (excluding minor traffic or similar offenses) or behavior such as follows:

Students who use online tools and social media at school or in private are subject to school discipline if, in the opinion of the head of school, the communication promotes behavior that is seriously immoral and/or illegal or that is opposed to the philosophical, religious, or organizational standards of the school and that the communication will negatively affect the school community.

Students who use online tools and social media at school or in private are prohibited from posting, in the head of school's opinion, unflattering, character-defaming information, or a false profile that degrades or harms Sioux Center Christian School or a Sioux Center Christian School student, family, or employee.

Misuse of such media is considered more serious if the student is identifying him/herself or others as members of the Sioux Center Christian School community.

A negative effect on the school community may be one that creates an environment that gives approval of unacceptable behavior to other Sioux Center Christian students, for example, by participating in the unacceptable behavior in the presence of another Sioux Center Christian student, by communicating with another Sioux Center Christian student of the unacceptable behavior without remorse for the breach of the moral aspect, by the unacceptable behavior becoming known to the school community through the media, or by the unacceptable behavior becoming broadly known in any way. A negative effect on the school community may be one in which the student who has participated in the unacceptable behavior is identified as a Sioux Center Christian School student to the public.

The student is expected to tell the whole truth concerning situations and behaviors that break school policy and/or are not in line with the school expectations, philosophy, and/or learning environment.

Voluntary disclosure of violations by the student and/or the parents genuinely seeking to permanently correct conduct will be dealt with on an individual basis by the administration. This is still considered an offense and merits disciplinary actions, but the administration may consider a reduction in the penalty.

If a student lies during the investigation or enforcement process, a significantly greater penalty could result.

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), 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. All parties must follow the Covenant of Communication.

Therefore, the head of school has adopted the following procedure for effective communication and working through any issues that may occur.

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 head of school.
3. If the problems are not resolved after the first two steps have been taken, the head of school may bring the issue to the executive team of the board.

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.

Covenant of Communication and Support

Parents are required to sign the covenant of communication and support during the registration process. Faculty and staff members are required to also follow this covenant of communication and support, which includes the following information:

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. Partnering with parents is a huge part of fulfilling this mission. In order to partner well, the entire school community must commit ourselves to the following promises of communication and support (faculty and staff are also held to these):

1. Before I talk to anyone about any issue, I will speak to the Lord first about the issue. (James 1:5)
2. I will speak the truth in love, and trust that you will do the same for me. (Ephesians 4:15)
3. When in doubt about an issue, I will ask the appropriate people to achieve clarity. (Proverbs 18:15)
Be careful about how you interpret me. I'd rather help you interpret me. In turn, I will be careful about how I interpret you. (1 Peter 3:8-12)
4. If I have a problem with another person, I will go to that person privately. If individuals have a problem with me, I want them to come to me privately, and I will be open when they come. (Matthew 18:15)

If I discover that someone has a problem with me, I need to go to them. (Matthew 5:23-24)

If someone has a problem with me, and goes to you, please send the person to me. I'll do the same for you. (Matthew 5:23-24)

5. The following schoolwide norms (faculty and staff are also held to these):
 - a. Communicate regularly (face-to-face is best).
 - b. In conflict, seek direction through prayer and wise counsel (seek guidance versus gossip).
Focus on solutions. Follow Matthew 18.
 - c. Assume positive intent; trust, but verify.
 - d. Put student needs first.
 - e. Provide and seek kind, specific, and helpful feedback.
 - f. Celebrate and support each other.
 - g. Take healthy risks.
 - h. Remain flexible, focused on growth.
 - i. Face reality boldly.

Above all, "Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen." Ephesians 4:29

Ground Rules for Conversations

Sioux Center Christian School believes in the power and necessity of healthy, biblical, face-to-face conversation, even in stressful and/or difficult situations.

In an effort to be Christ-honoring during difficult conversations, we commit to using the following ground rules:

1. We will communicate respectfully, without interrupting each other.
2. We may take notes, if needed.
3. We will ask for clarification when needed.
4. We will speak the truth in love.
5. We will focus on our own responsibilities.
6. We will not assume motives.
7. We will maintain confidentiality.
8. We will address new offenses quickly.
9. We will take breaks, if needed.
10. We may choose to end the conversation and seek the help of a third party, if needed.

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. Email addresses for our faculty and staff can be found on the SCCS website. You may email 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.

Parent/Teacher Conferences

Conferences with parents/guardians and the teacher are scheduled both in the fall and in the spring for personal dialogue between parents/guardians and teachers. Parents/guardians 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. The purpose of the conference is to discuss a child's progress in learning and to exchange support for one another in jointly caring for the child.

School to Home Communications

- RenWeb is the school's information system for all student data and records.
- All teachers will use the designated school communication tool (Bloomz) for newsletters, picture/story sharing, and other information.
- 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 and posted on the designated school communication tool 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 newsletter sent to all supporting churches and constituents.
- Classroom newsletters are posted weekly by TK-4th grade teachers to the parents of their students. Teachers in grades 5-8 will post newsletter information and assignments on the designated school communication tool and also support students in using an assignment notebook and organizational tools.
- An events calendar is available by e-mail and also available on the school communication tool to help keep parents informed of upcoming games, concerts, practices etc.
- School lunch menus are posted on the website.

Noncustodial Parents

Divorced and separated families are realities of contemporary life.

Ordinarily, the school will not limit or restrict a 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 permit access to a child, to school-related activities, or to school records, if such access is prohibited by a court order or comparable legal document.

If the actions of parent(s) become disruptive to the operations of the school, the school has the right to restrict access by such parent(s) and to take other reasonably necessary actions.

Concerning student activities that require parental consent, the school will not accept consent from a parent if the school has been provided with a court order or comparable legal document that indicates such parent lacks such authority.

Parent-teacher conferences will be scheduled for all parents, at their request, and report cards and records of other assessments will be sent to all parents, at their request, unless a court order or comparable legal document indicates a different arrangement.

Tuition statements will also be provided to all parents, unless a court order or comparable legal document indicates a different arrangement.

Every effort will be made to enhance communication between the home and school.

Class List Procedures

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

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.

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 – See page 98 for the recommended snack list of appropriate treats to share with students. (Some students have allergies to certain foods).

Grandparent/Special Friend Day will be scheduled yearly on a Friday in the fall. This day is a great opportunity for everyone to share the joy of Christian education with visitors and to thank everyone for supporting SCCS. If a child does not have a grandparent to invite, they may invite a special family friend or mom or dad to visit.

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.

DAILY EXPECTATIONS

Student Arrival

Students may enter the building at 8:00 AM. Students who arrive early should wait outside until the 8:00 bell rings, unless invited to wait in the entryway, due to inclement weather. At the bell, the students may proceed to their classrooms and ready themselves for the day. 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 (3:08 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.

School Attendance

The head of school, or designee (director of learning or school counselor), will deal with all matters relating to school attendance. What is excused or unexcused is determined by either the head of school or the director of learning. With either type of absence, parents/guardians must officially contact the school through written note or via a phone call. See page 48 for the full Student Attendance/Absence Policy.

Telephones and Electronic Devices

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

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.

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 welcome 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 Cancellations/Late Starts/Early Dismissals

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. Parents are also encouraged to sign up for the school's Remind service. When there is a late start, before-school activities are canceled as well as AM TK. 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.

- To sign up for Remind:
 - If you have a smartphone, get push notifications: On your phone, open your web browser and go the following link: rmd.at/sccsinfo. Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.
 - If you don't have a smartphone, get text notifications. Text message @sccsinfo to the number 81010. If you are having trouble with 81010, try texting @sccsinfo to (801) 758-7056.

Recess Information

Recess Schedules

Morning Recess:

Tk-2- 9:45-10:00
3-4- 10:05-10:20
5-8- 10:21-10:34

Afternoon Recess:

Tk-2- 1:25-1:40
3-4- 1:45-2:00

Lunch/Recess:

- K-11:00-11:55
- 1-11:15-12:15
- 2- 11:25-12:20
- 3- 11:35-12:25
- 4- 11:45-12:30
- 5-6- 11:55-12:40
- 7-8- 12:25-1:05

Whenever possible, the head of school and director of learning will have students outside for recess, as this break is very important in the learning process.

The website www.weather.gov is our source for determining wind chill.

- If the wind chill is above 0, we will go outside for recess. If the wind chill is between -10 and 0, we will shorten the outdoor time. If it is below -10, we will stay inside for recess.
- If the temperature is below 30 degrees, all students are required to wear a coat and are encouraged to wear hats, mittens, etc. to cover exposed skin.
- If the temperature is between 30 and 50 degrees, a student can choose between a coat and another second layer (coat, jacket, or sweatshirt) and must wear pants outside.
- If the temperature is above 50 degrees, a second layer is not required (t-shirts and shorts are permitted outside).
- **Shorts are permitted indoors throughout the school year but must meet dress code requirements.**
- Grades TK-4
 - Boots in TK-4th Grade: Students are required to have boots to wear outside when the grounds are wet. Boots need to be put on and taken off by the outside door.
*Snow pants are required to use the sledding hill or to play in snowy areas.
- Grades 5-8
 - Boots in 5th-8th Grade: Students are expected to wear extra shoes or boots if they choose to play off the cement, rocks, or wood chips when the ground is wet or snow-covered.
*Boots are required to use the sledding hill or to play in snowy areas in the winter.
 - The use of snow pants is at the students' discretion in grades 5-8.
- Additional Information
 - **Students who do not have appropriate clothing for recess will be sent to the office to call home or may borrow clothing from the nurse's office.**
 - Students may leave their boots at school during the week. On the last school day of the week, boots must be taken home.
 - Teachers and students will be informed about recess decisions through the use of electronic signage in the main hallways: "Outside Recess" (green), "Shortened Recess" (yellow), "Inside Recess" (red), and "Stay on Cement, Rocks, and Wood Chips" (blue).
 - Shoes/sandals must be worn by all students and employees at all times inside and outside of the school building. Slippers are not acceptable.

Sledding Policy

We want everyone to have a fun and safe experience, so please follow these expectations:

- Boots are REQUIRED for all sledding and snow activities.
- Sleds will be provided by the school. No sleds from home.
- One rider per sled.
- Riders must remain seated while riding sleds.

We have 1 sled bin that will be monitored by the person on duty. He or she will hand them out at the start of the recess. Students should line up on the sidewalk and wait for the next available sled. When they have taken a turn, students should bring the sled back up the hill and give it to the next person in line. Students who choose not to follow the sledding expectations will not be allowed to continue sledding, which is at the discretion of the person on duty.

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.

Busing

Sioux Center Christian School partners with Sioux Center Community Schools to provide busing to all students who qualify. Only children assigned to a particular bus are to ride that bus.

A bus permit is required if a student is to ride a bus other than their regularly assigned bus. Such permits are granted when a child needs to go to childcare or is temporarily residing with friends or relatives because his/her parents are not home. This permit must be requested by a parent from office personnel. This signed permit must be presented to the appropriate bus driver.

Students are expected to abide by the same rules for respecting adults and peers on the bus as they do at school. Students who are disrespectful in words or actions will be referred to the director of learning. Offenses may result in loss of busing 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.

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

Student Dress Code

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.

- Clothing worn to school and to school activities must be neat, clean, modest, and appropriate for the classroom atmosphere or the activity.
- Clothing should not be too tight, too short, or too revealing. Tank tops, bare shoulders, bare midriffs, bare backs, and low necklines are not appropriate. Undergarments should not be visible.
- Shorts should not be tight and must be longer than the longest finger of the wearer.
- Jeans/slacks should not have holes or tears with skin visible.
- Clothing should be appropriate for the weather (see page 46). All children are expected to go outside for recess.
- Students may have tattoos, but they may not be visible.
- Students may have piercings in the ear only.
- Hair styles must not be a distraction to others, as determined by the head of school and director of learning.
- Caps and hats are not permitted for daily wear in the classroom (except during special theme days).
- 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.
- 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.
- Students are to dress in conformance with one's biological gender. Students must use the restrooms, locker rooms, and changing facilities conforming to one's biological gender.

Students in grades 5-8 will adhere to the following additions to the dress code:

- No leggings worn without a skirt or dress that meets the shorts requirement for length.
- Dresses and skirts worn without leggings may be no higher than just above the knees.
- No pajama pants (except during special theme days).

Dress code violations may be referred to the office to call home or borrow clothing from the nurse's office.

Students are responsible for their own belongings, and all clothing should be labeled.

Please see the lost and found table for missing items. All unclaimed items will be donated at the end of each season.

Parents will be contacted in the event of a dress code violation.

Gym Uniform

All students in physical education classes need a pair of good fitting tennis shoes. Students in 4th through 6th grade also need to provide an elastic waist pair of shorts labeled with the child's name. Students in grades 7-8 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.

STUDENT ABSENCE/ATTENDANCE POLICY

The head of school, or designee (director of learning or school counselor), will deal with all matters relating to school attendance. What is excused or unexcused is determined by either the head of school or the director of learning. With either type of absence, parents/guardians must officially contact the school through written note or via a phone call.

Excused Absences/Unavoidable Circumstances:

1. Evidence that the student is not in proper physical or mental condition to attend school or an educational program; a medical note may be requested (medical, dental, chiropractic, optometry, psychological, or other valid medical appointments)
Every effort should be made to schedule appointments during non-school hours.
2. A court appearance or legal procedure
3. A quarantine as imposed by a public health officer
4. Approved school activities during class time
5. Family situations that show good cause

Unexcused Absence/Avoidable Circumstances:

Examples of unexcused/avoidable absences include, but are not limited to:

1. Missing the bus
2. Leaving the building without approval
3. Working
4. Shopping
5. Vacations
6. Haircuts and/or other appointments pertaining to grooming
7. Oversleeping
8. Absence without prior notification from parent/guardian

Daily SCCS Procedures and Policies:

1. All enrolled students between the ages of five (5) and fifteen (15) must be in attendance full-time at SCCS.
2. The school shall determine daily which students enrolled in the school are absent from school and whether that absence is excused in accordance with this policy.
3. When a parent/guardian knows that their child will be absent, parents should give the school **prior notice of the upcoming absence**. When it is necessary for a student to be absent due to illness or emergency reasons, a parent/guardian is requested to call SCCS at 722-0777 or email sccsoffice@siouxcenterchristian.com before 8:30 AM on the day of the absence to indicate the reason for the student's absence so that the school can maintain accurate records. Absences are unexcused until parent/guardian contact is made. All absences must be excused within 24 hours of the initial absence.
4. Students with an absence have the obligation to **obtain assignments** and understand, retain for future reference, and use all materials presented during their absence. Make-up work must be completed within the same number of days absent.
5. Students who arrive late to school must report to the office upon arrival at school.
6. Students must be in class and on time or excused in order to practice or participate in an activity that same evening.
7. Credit will be given for classwork completed during an excused or unexcused absence. All students with an absence will be permitted to make up an examination missed during an absence.
8. Teachers are required by law to take daily attendance, maintain a record of absences, and inform the main office of absentees.
9. Teacher(s) are not obligated to remind students of make-up work and need not give credit for overdue work.
10. Teacher will keep records of tardies. Tardiness will be recorded on the student's permanent record.

SCCS Procedure for Dealing with Unexcused Absences:

1. Only excused absences will be permitted. For five (5) unexcused absences, a letter of warning will be sent to the parents/guardians stating SCCS policy and that future occurrences will result in head of school involvement.
2. For seven (7) unexcused absences, the matter will be brought to the head of school. This head of

- school will determine what actions will be taken with parents or if habitual truancy needs to be filed with the appropriate county officials.
3. For any subsequent unexcused absences that occur, habitual truancy may be filed with the appropriate county officials. A consequence for habitual truancy is at the discretion of the appropriate county court.
 4. Truant students will be dealt with according to legal procedures and the laws of Iowa.
 5. The head of school will determine if summer school will be mandatory for students with unexcused absences or an excessive amount of excused absences.
 6. More than ten (10) unexcused absences will result in a child failing a particular course or grade level. This decision will be made by the head of school.

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.

Home-School Program for Students with a Long-term Illness or Necessary Absence

The school shall provide, to the extent practical and necessary (as determined by the head of school), a home-school program for students with a long-term illness or necessary absence. The director of learning, in cooperation with the director of inclusive education, shall design and oversee the program. Full tuition rates shall apply during the entirety of the program. The home-school program must be approved by the head of school.

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, and all other medical issues pertaining to the student.

Medications Policy

Prescriptions

Any student needing prescribed medications at school must have a signed Medication Authorization form on file. Medications shall be stored in the original container, with all the correct administration data intact. A medication administration record will be kept by the school nurse. Students are responsible for remembering to take their medications. Parents are responsible for restocking the medications. The school nurse is responsible for informing parents when refills are needed. All prescribed medications will be kept secure in the nurse's office, unless otherwise stated.

Prescribed emergency medications are used for seizures, anaphylaxis, asthma, or any other considered emergency. Directions for administration of medicine shall be stored with the container. Emergency plans for emergency medications must be implemented by the school nurse, with approval from parents and reviewed by faculty and staff. Emergency medications may be secured in the individual classrooms. Students are allowed to carry and administer their own emergency medications with parental consent.

Students approved for self-administration of any prescribed medications must have a parent's consent for the student to self-medicate as needed. The student shall inform the school nurse or faculty/staff of administration. Medications for self-administration will be kept secured in the nurse's office or the classroom.

Prescribed medications of any kind will only be administered by the school nurse or by faculty/staff proved competent by passing the Iowa Medication Administration course. A record of course completion is on file in the nurse's office and shall be updated as needed.

All student medication information is confidential.

Over the Counter Medications

Written or verbal parental consent for any OTC medications must be obtained before any administrations. The school nurse shall be the only faculty/staff member allowed to give OTC medications and will document all medications given. Any medications that can be harmful if repeated too soon require communication to inform parents of administration time and dosage. It is the responsibility of the school nurse to contact parents if students request OTC meds more frequently than needed. All OTC medications shall be secured in the nurse's office.

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.

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.

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.

Allergy Aware

At SCCS, we have many students with many different needs. At SCCS, there are students with nut allergies. Any exposure to nuts or nut products, including peanut butter, can cause a life-threatening reaction requiring immediate hospital treatment. To protect our students with nut allergies, our school has implemented an Allergy Aware policy. We have removed all nut products from our cafeteria and require all students to avoid bringing food with nuts as an ingredient. Lunches from home may not contain any nut products. Nut-free substitutions such as sunbutter are OK.

Nuts and nut products are commonly found in processed store-bought foods. They are also a big part of homemade recipes. Faculty and staff should do everything possible to avoid nuts in the classrooms and/or work areas by reading labels on snack foods and class treats and avoiding using nuts in any crafts or games.

Celebrations are a fun part of the school year. We don't want to minimize them, but we do want every student to be able to participate safely. There are many treat options that don't involve nut products. Better yet, treats can be something students need at school. Glue sticks, erasers, band-aids, and a book signed by the birthday child and donated to the classroom all make great party treats. Kids may also enjoy tattoos, stickers, balls, and many other little toys.

Concussions

All coaches and the school nurse are trained in identifying concussions.

Purpose:

Sioux Center Christian School is committed to providing a safe environment for our students. SCCS will comply with Iowa Code 280.13C requirements for managing concussions.

Background:

Any blow to the head or body can cause a concussion. Common symptoms may include headache, dizziness, nausea, or other signs. A student with a concussion is also at risk for a condition called Secondary Impact Syndrome. This condition occurs when a person receives a second injury to the head while still recovering from a concussion. Most concussions are short-lived and do not cause permanent injury. However, symptoms may last from a few days to several months or longer and may interfere with school, work, sports, and social life.

Education:

1. SCCS will distribute to all faculty, staff, and coaches annual communication regarding responding to possible student head injuries, communication of events, and students' potential need for accommodation during recovery.
2. SCCS will distribute to all students and parents annual education regarding prevention of, recognition of, and recovery for concussions.
3. Prior to the beginning of each athletic season, each coach will complete the free, online training at <https://headsap.cdc.gov/>. Certificate of completion must be turned into the director of athletics.
4. Athletes and their parent/guardian will be required to read and sign the CDC Concussion Information Sheet. This signed form will need to be returned to school before the student can participate in extra-curricular, competitive sports.

Procedures:

The following is our procedure for students who receive a blow to the head during school day activities, including recess and physical education:

1. The student will be removed from any ongoing physical activity, including recess or physical education. Ice can be applied to the affected area of the body.
2. The student will be evaluated for signs or symptoms of concussion. Evaluation will be performed by the school nurse, if available. If the nurse is not available, another staff member will evaluate the student. The student should be observed for a minimum of 30 minutes.
3. If the student shows no symptoms, the Instructions for Parents Following a Student's Head Injury form and CDC Fact Sheet for Parents will be sent home with the student so parents may observe for any developing symptoms. The student may return to classroom activities the same day. If the student develops no symptoms, he/she may return to physical activities the following day.
4. If the student shows symptoms, parents will be contacted and encouraged to have a healthcare provider evaluate their child for concussion. If symptoms appear to be worsening, parents should be encouraged to seek immediate medical attention for their child. Instructions for Parents Following a Student's Head injury instructions and CDC Fact Sheet for Parents will be sent with the student.

The following is our procedure for students who receive a blow to the head during an extra-curricular, competitive sport practice or game:

1. If the coach suspects a player may have received a concussion due to a blow to the head or body, the athlete will be removed from play.
2. The coach will assess the player for any signs or symptoms of a concussion using the Concussion Recognition Tool 5.
3. Even with no symptoms, the player should not return to play on the same day.
4. If the athlete has any symptoms, they may not return to play until evaluated and released by a healthcare provider. If symptoms are worsening, medical attention must be sought. The coach or delegate will notify parents as soon as possible to have their student evaluated.

5. The coach will fill out the Instructions for Parents Following an Athlete's Head Injury form and give it to the parents along with the CDC Fact Sheet for Youth Sports Parents and the IHSA Release for Return to Athletic Play Following a Concussion or Injury.
6. The coach will communicate these events with the school nurse and the director of athletics to ensure student receives appropriate medical release before returning to other physical activities such as physical education or recess.

Documentation:

For students who receive a blow to the head during school-day activities, the school nurse will enter a record of events on RenWeb. For students who receive a blow to the head during an extra-curricular, competitive sport practice or game, written documentation of events will be written by the coach on the Instructions for Parents form and sent home with the student. A copy of this documentation must be provided to the school nurse.

Return-to-Learn: Students may require individualized support as they recover from the injury and return to the learning environment. If a student demonstrates difficulty returning to the learning environment, it may be necessary to have a collaboration between the student, parents, and educators to consider adjustments suggested in the Concussion Management Guidelines for Iowa School, produced by the Iowa Department of Public Health and the Iowa Department of Education.

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.

Immunizations

Sioux Center Christian School will meet the standards set by the Iowa Department of Public Health. Children enrolled must comply with the immunization laws of the State of Iowa, or their parents are required to sign a statement if immunization is contrary to their religious convictions. It is the responsibility of parents to do all within their power to maintain the health of their children, for the welfare of others at school. The head of school will not allow a child who is not compliant with the required immunization schedule to attend classes or any other school activities. School personnel will complete, coordinate, and maintain the records required by the State of Iowa in regard to prevention, control, and containment of communicable diseases in schools. Sioux Center Christian School offers several services, including immunization records, hearing screening, and vision screening.

Students with medical or religious exemptions on file may be excluded from school and school activities during an epidemic or emergent outbreak of communicable disease, as determined by the head of school or the state board of health.

When a student becomes ill or injured at school, the student's parents will be notified by the office personnel, school nurse, teacher, or the head of school as soon as possible after these individuals are made aware of the incident. While the school is not responsible for the treatment of an ill or injured student, it will have authorized school personnel present to administer emergency or minor first aid, if necessary. An ill or injured student will be turned over to the care of the parents, designee, or qualified medical personnel as quickly as possible.

For those students requiring medication during the school day, medication shall be administered only by qualified designees, who have been trained and certified by the State Department of Health guidelines. No medication will be administered without written authorization from the parent and the child's physician. A written record of the administration procedure must be kept for each child receiving medication. Medication on school premises shall be kept in a locked storage space, which shall be accessible only to appropriate personnel.

Immunization records will be audited within the first 6 weeks of school. Parents will receive notification if their students do not have the required immunizations. A provisional form will be granted, giving parents 60 calendar days to fully immunize their students or to begin a series of immunizations, as needed. If, after the 60 calendar days, documentation has not been provided to the school, the students will be excluded from school and all school activities.

Seizure Procedures

Sioux Center Christian School does have students who experience seizures. The school nurse and applicable faculty and staff are trained in responding to student seizures. Please contact the school nurse for more information

Some Sioux Center Christian School students have a type of seizure that makes them look dazed. They might even still be standing or sitting up. These students need to be protected from falls. Their seizures only last a few seconds, but the school nurse should be notified regarding how long and how often the seizures occur.

Students you find seizing on the playground or in the hallway or other common areas might have a history of seizures or might have hit their head hard enough to cause one. When a child has a history of seizures, it's not considered an emergency unless the seizure lasts longer than 2 minutes. A new onset seizure on a child who has never had one before is considered an emergency immediately.

If you respond to a child seizing, make sure they are on the ground so they cannot fall. Try to keep their airway open by turning them a little to one side. They will be drooling and might vomit, so secretions need to be able to drain out of the mouth. Most children don't breathe very deeply during seizures, so they might become a little pale, especially around the mouth. If they stop breathing, start rescue breathing for them. It is very rare for a student to stop breathing during or after a seizure. If you believe the seizure might have been caused by an injury, try to move the student as little as possible, keeping especially the head and neck still.

Some students at school have seizure medications, which are to be used only if the seizure hasn't stopped after 2 minutes.

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.

Screenings

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

Communicable Diseases

Students with acute or chronic health problems will be supported on an individual basis. However, if such a condition exists or develops, school personnel should be informed in writing from a physician explaining the medical condition, medication used, and emergency procedures that may become necessary. This and additional pertinent information will be kept in the student's file at school.

Sioux Center Christian School will work cooperatively with local, county, and state agencies to enforce and adhere to health codes for prevention, control, and containment of communicable diseases in the schools. Notification from parents to the school regarding communicable diseases should be through the school nurse, who will report to the head of school. The head of school will notify only those

necessary to assure optimal management. Notification will be via a process that maximizes confidentiality.

Students who are suspected or diagnosed to have a communicable disease, or whose exposure to a communicable disease may threaten the wellbeing of a student or those with whom he/she comes into contact, may be suspended from attending school and/or school-sponsored activities by the head of school. The decision to close school due to a communicable disease outbreak will be made at the discretion of the head of school.

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.).

Homework

Homework is an integral part of the learning process at SCCS and is vital to a student’s education. Homework in grades TK-4 is primarily limited to reading, Bible memory work, and test preparation, with occasional project tasks to be completed. Grades 5-8 may assign daily work to be completed outside of the school day, in addition to reading, memory work, and test preparation, but daily work is limited to necessary skill development and specific learning outcomes. Learning activities, tests, and projects are typically included in weekly communication from teachers.

As students progress through the grades, they will be responsible for more work and should be learning more efficient methods of organization and study. Students are expected to take responsibility for completing assignments on time. An alternate time to complete the work may be arranged by the teacher, if needed. 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.

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, or
- 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 by the classroom teacher.

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

Promotion: Students are automatically promoted to the next grade unless concerns arise regarding a child's readiness for the next grade. Parents will be informed of these doubts by their child's homeroom teacher no later than spring parent/teacher conferences. The homeroom teacher must also communicate the concerns with the director of learning.

Retention

Students will not be retained unless there is reasonable evidence that doing so will benefit the child. Teachers must gather appropriate assessment data and observations to share with the director of learning, who will lead the process for exploring the possibility of student retention. The director of learning will meet with the teacher and parents to review the information regarding the student, will share with parents potential steps forward, will analyze the information, and will do everything possible to guide the group toward a consensus decision. If a consensus cannot be reached, the head of school shall make the decision. Only in the rarest of circumstances will a child be retained after they have completed kindergarten. All retention decisions must be made by April 30 of each academic year.

Acceleration

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

Requirements for Graduation

Eight graders must pass all courses (with a grade of D- or better) in order to graduate from SCCS. Students must also have returned all school materials (including library books, textbooks, uniforms, and more). Parents must complete payment of all tuition, lunch charges, and any other fees in order for their child(ren) to graduate. Students must also demonstrate appropriate behavior and not be under suspension or expulsion in order to graduate. More than ten (10) unexcused absences will result in a child failing a particular course or grade level and will require summer school in order to graduate. The head of school may also require summer school for certain situations (including credit recovery, for students with unexcused absences, for students with an excessive amount of excused absences, and more). If a student does not qualify for graduation, they may walk during the ceremony but will receive an unsigned diploma. The diploma will not be signed and records will not be released until all

requirements for graduation are met. The head of school shall make all decisions regarding student graduation.

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 programs, 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 the CLC Network and NWAEA.

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.

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.

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.

Library Learning Commons

The library learning commons 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. Students are expected to enter and leave the library learning commons quietly. Students should push in their chairs and take their items with them as they leave. All materials must be checked out before they are taken from the library learning commons.

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.

Off-Campus Learning and School Outings

Off-campus learning opportunities are arranged by the classroom teachers. Parents will receive information prior to the trip.

Middle School Athletics

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.

All students must have a current athletic physical, following the requirements outlined by the school nurse, in order to participate in any practices or games. The school nurse will provide the appropriate form to use.

Middle School Athletic Handbook

Athletic Program Deep Hope:

The deep hope of the athletic program at SCCS is to provide students an appreciation for the talents and gifts of themselves and others while further developing the SCCS throughlines.

SCCS Throughlines:

- God worshiper
- Word applier
- Image reflector
- Truth finder
- Earth keeper

- Beauty maker
- Justice seeker
- Creation enjoyer
- Servant worker
- Community builder
- Order discoverer

Objectives:

1. To provide all seventh and eighth grade students who attend SCCS the opportunity to participate in and enjoy team sports.
2. To provide all seventh and eighth grade students the opportunity to develop personal skills through their participation in the school's interscholastic sports program.
3. Membership on teams will be open to and inclusive of all students who commit to all scheduled practices, team meetings, and games.
4. All students who commit to scheduled practices, team meetings, and games will be given opportunity to play.

The Trailblazer Way

At Sioux Center Christian School, we strive to continue moving forward in connecting the mission of SCCS to our athletic programs. The Trailblazer Way is a keystone that will continue to shape the purpose and direction of athletics at Sioux Center Christian School. The Scripture that supports the target areas of The Trailblazer Way is Corinthians 12:4-5:

There are different kinds of gifts, but the same Spirit distributes them. There are different kinds of service, but the same Lord. There are different kinds of working, but in all of them and in everyone it is the same God at work.

- We are committed to the fulfillment of the SCCS mission through athletics.
- We are committed to the academic development of all student-athletes.
- We are committed to the pursuit of growth – spiritually and physically – for each athlete.

Fulfilling 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. All academic and athletic programs are an extension of the mission of SCCS and must be intentional about fulfilling the expectations established within it. Coaches will demonstrate and establish a culture within the teams that focuses on equipping students with knowledge and understanding of how they can reflect the image of Christ as a teammate and a competitor.

Academic Development:

As we strive to be distinct in our approach to athletics, we must acknowledge a holistic approach toward being student-athletes. Student-athletes are first called to fulfill their expectations as a student. At SCCS, we are committed to creating a Christ-centered academic experience through a partnership with families that will nurture the mind, heart, and hands of every student. This is our primary calling and commitment to the students at SCCS.

Growth in Athletics:

We are a peculiar people. At SCCS, we strive to be distinct in everything that we do, including athletics. Coaches will strive to be peculiar through creating an environment that is conducive to faith development and skill in the sport. Each coach will establish a deep hope for the season that will drive their preparation. This deep hope will drive how the coaches lead in practices and games, along with how they intend to integrate a faith deepening experience for the student-athletes involved. Athletes will strive to be peculiar in how they approach practices and games. Their focus on developing the gifts

and talents that God has blessed them with should lead them to a culmination of praise on the court and field.

Team Structure and Organization:

- The number of students opting to participate in a particular sport will determine the number of teams needed to provide optimal playing time for each child. The decision to add another team will be made by the director of athletics and head of school.
- Team membership may change from game to game, with students moving between the teams.
- Every effort will be made to provide adequate playing time for all the students. If a student dresses for a competition, they play.
- Every effort will be made to provide appropriate competition when scheduling games.

The interscholastic program is completely voluntary, and any eligible student is invited to participate. Involvement does, however, require extra effort and extra time in addition to the regular school day. Those choosing to participate in the program represent Jesus Christ, their families, their church, and their school in all activities. Therefore, high standards of citizenship, sportsmanship, conduct, and attitude must be maintained. The standards of SCCS are also reflected by those participating on and with the athletic teams, including athletes, parents, and coaches.

The interscholastic contests are competitive. The level of competition increases with the grade levels. In addition to teaching skills, teamwork, and sportsmanship, the goal of each game, match, or meet is more than simply winning on the scoreboard. At SCCS, “winning” can look different than what the world may consider winning. For us, a win might be achieving a personal goal, improving on a specific skill, playing better as a team than the previous contest, etc. The athletic program is committed to training athletes to compete at the highest level of their ability. While we do not operate on a “win at all costs” mentality, there is also not a guarantee that all athletes will have equal playing time once participating at the 8th grade level.

Description of Programs:

Seventh Grade

Emphasis in seventh grade is on participation and skill building.

- Student understanding of the relationship between a coach and players is developed during seventh grade.
- If the seventh grade needs to field more than one team, the teams will be divided as evenly as possible regarding skill level.
- Every effort will be made for all seventh grade teams and team members to be able to have an equal amount of playing opportunities.
- As the season progresses, a coach might, for the sake of balance or because of illness, rotate players from one team to the other.
- The length of season and amount of games will be determined by the number of students on the team and the availability of competitive teams to play against.

Eighth Grade

Emphasis in eighth grade continues to be on participation and skill building, as well as good team play.

- Developing a good understanding of the relationship between a coach and players continues to be a goal in eighth grade.
- Eighth grade teams will be formed according to the interest and skill level of all participating students.
- Participating students may be divided into an “A” team and a “B” team. Team membership may change from game to game, with students moving between the “A” and “B” teams.
- Whether on the “A” team or the “B” team, every effort will be made for the students to have adequate playing time (as even as possible).

- The length of season and amount of games will be determined by the number of students on the team and the availability of competitive teams to play against.

Tournament Participation:

- SCCS sports teams will only participate in tournaments sponsored by the Christian coach club, local Christian high schools, and local Christian colleges.
- SCCS will not enter an “elite” team in other tournaments.
- SCCS will enter double elimination and round robin tournaments only. Single elimination tournaments, which emphasize winning at all costs, are developmentally not appropriate for the middle school adolescent.

Student Eligibility:

- Participation in all extracurricular activities at SCCS is a privilege, not a right. Students, as representative of the Christian school community, must demonstrate the Lordship of Jesus Christ in their daily lives.
- Students who commit to participation on SCCS teams will be expected to put their participation on the school team ahead of their participation on AAU teams. A team cannot practice and play with team members absent.
- Students may lose the opportunity to participate in extracurricular activities for the following reasons:
 1. Lack of respect for fellow students
 2. Lack of respect for authority
 3. Demonstrating poor attitudes
 4. Doing academic work below their level of ability
 5. Becoming involved in behaviors that diminish Christ’s Name
 6. Being absent because of participation in AAU or other activities
- Students will be notified by their teacher, coach, or the head of school when any of the above occur.
- A suspension from participation in any extracurricular activity will be a minimum of one week in duration; permission to participate again will not be granted until improvement is obvious.

Coaches:

- All those who coach at SCCS will need to be able to work within the framework and guidelines of the athletic policy of SCCS. All applicants will be given a copy of this athletic policy.
- Those who will coach will be interviewed by the director of athletics, who will address Christian commitment, past experience, and personal goals as they relate to the coaching position and the applicant’s ability to work within the guidelines of the SCCS athletic policy.
- Coaches who are not personally known by the director of athletics or who may not be familiar with the stated athletic policy may be assigned a mentor. The mentor will be a member of the SCCS professional staff and will be in regular communication with his/her assigned coach.
- The coach and/or director of athletics will review the goals and objectives of seventh and eighth grade interscholastic athletics with team members throughout each sport season.
- The coaches will be expected to plan adequately so that, as much as possible, students can expect playing time in both practice and games.
- Coaches will at all times maintain a high level of self-discipline.
- Coaches will at all times be supportive of the athletic policy of SCCS.
- Coaches are responsible for working with the director of athletics and other appropriate school personnel to accomplish the goals and objectives of the SCCS interscholastic sports program, as well as the goals for SCCS.
- Coaches will be supportive of student discipline matters requiring long- or short-term suspension. Teachers need to be in communication with the director of athletics or/and the head of school, who will inform the coach if a suspension from participation is needed.

- The coach's first concern must be the wellbeing of the children with whom they have been entrusted. This implies a holistic approach to coaching. Team members need to be seen as spiritual, emotional, social, and intellectual beings, as well as athletic beings. They are in the process of growing and maturing and developing their relationships and understandings of themselves as well as their friends, parents, and society. They, in all their being, are image bearers of God. The children are God's disciples today, in all things, including interscholastic sports. Practice and team meeting times are the best places to evaluate, discuss, and establish team and personal goals. Being a disciple of Christ in interscholastic athletics cannot be reduced to a "good luck" prayer before a game but should be seen in the interactions, actions, and participation of both the coach and team in their participation in practice and games in the interscholastic sports program.
- There must be 2 adults present in the locker room when occupied by athletes. If locker room behavior becomes a concern, locker room privileges will be removed from groups in order to improve that behavior. All pre- and post-game team discussions will take place in an available classroom.

Code of Conduct:

The **athlete** is:

- To always remember that he/she represents the Lord, self, family, team, and school.
- To respect the officials and their decisions.
- To act in accordance with all the rules of eligibility and standards in the SCCS athletic policy.

The **coach** is:

- Responsible for a growing relationship with Jesus Christ.
- To live on and off the court/field with godly character, serving as a role model for athletes.
- To inspire in the athletes a love for Jesus Christ, a love for the game, and a desire to do his/her best.
- To teach the team Christian characteristics such as fair play, honesty, respect, integrity, good sportsmanship, and loyalty.

The **parents** are:

- To encourage their child to try his/her best.
- To help their child stay on top of assignments and get help if/when needed.
- To set examples of sportsmanship, conduct, respect, and godly character.
- To accept the decisions of coaches and officials.
- To support the school and its standards.

"Out of School" Sport Programs

Out-of-school/AAU sports programs have increased significantly. It is not the intent or desire of the school to administer these types of activities. However, since our students become involved as participants, we believe it is important for the organizers to work closely with the school.

1. School programs must have priority over activities of this type. School programs include regularly scheduled athletic events, music programs, plays, homework, chapel set-up, chapels, speech contests, etc.
2. All teams seeking use of the gym must pay a rental fee, as determined by the head of school.

The organizers of these teams form their own organization that will assume the responsibility of administration/policing itself.

If a non-school event conflicts with a school event, the non-school event will be "bumped" from the rental schedule.

No AAU team, parent-organized team, or other team and/or organization may use the name of Sioux Center Christian School, any school logos, any other identifying marks, or the Trailblazer mascot without the permission of the head of school.

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.

FACILITIES

Asbestos Notification

In compliance with the US Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response (AHERA), an original inspection of our school building for asbestos-containing building materials was completed in 1988. The inspection findings and asbestos management plans have been on file in the school since that time. The EPA requires us to perform reinspections of the asbestos materials every six months by in-house trained personnel and every three years by an accredited outside source. An accredited Inspector/Management Planner from Survey Management and Design conducted a reinspection in 1992 and every three years thereafter. The report indicates that all asbestos material has been abated except for pipe insulation in the tunnels and possible asbestos in some of the original floor tile that needs to be properly maintained. Anyone is welcome to view our asbestos management documentation any time during regular school hours.

Rental of Facilities/Equipment

The gym/auditorium and lunchroom are available for rental. Contact the school office 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.

No activities may be scheduled on Sundays, except for worship.

All student activities must be completed by 5:30 pm on Wednesday evenings.

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**Curricular Goals and Graduate Characteristics***Curricular Goals*

Sioux Center Christian School assists Christian parents in equipping students with the vision and skills for bringing positive change to culture and all relationships, for the advancement of the Kingdom of God. The school is to be an effective instrument of God with and on behalf of Christian parents to train their children to become mature Christians, desirous and capable of developing the relationships and perspective established by God. The Christian school calls students to personal faithfulness to Jesus Christ as Savior and Lord. Students are invited, nurtured, and empowered to see God's Story and live God's Story.

The biblical truth that resounds in our Christian school's curriculum is that all things in the world belong to God. 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. 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.

While the curriculum is typically organized around the academic subjects, Graduate Characteristics give the overarching philosophy that the subject matter is to support and advance. Additional curricular strands and experiences are to ensure the student is growing in understanding and applying each Graduate Characteristic. Therefore, the school deliberately designs the following Graduate Characteristics to ensure learning experiences effectively nurture the student to grow in mature discipleship with the following characteristics:

Vision: The student is to grow to be mature and unique within the family of God, and to accept deliberately and joyfully his or her special responsibilities. The student, as an image bearer of God and a member of a community, is to discover and develop his or her individual worth, talents, gifts, and responsibilities. The student is to comprehend that every aspect of learning, including understanding, decision-making, and serving, is an extension from a Christian commitment and biblical worldview. The student is to exhibit an understanding of the behavior of discipleship, and, with piety, resolve to be obedient to Jesus Christ, exhibiting Christian character and the fruits of the Spirit.

Understanding: The student is to develop a biblical perspective to know God, self, others, and all of creation. The student is to understand what the proper relationships were created to be, what they became through sin, and what they can become through restoration in Jesus Christ. The student is to exhibit growth in knowledge, in a clear understanding of what things are like, and in identifying observations, concepts, and generalizations. The student is to grow in abilities to analyze, synthesize, apply, create, and interpret.

Decision-making: The student is to respond appropriately and to apply knowledge in forming relationships, as directed in the Bible. The student is to grow in right choosing, discernment, critical thinking, appreciation, right attitudes, and the making of appropriate judgments and commitments.

Serving: The student is to act, respond, and apply biblical principles in establishing God-glorifying relationships. In order to promote a positive impact in the world, there must be growth in applying and implementing these biblical principles.

Graduate Characteristics

God Worshiper: Students understand that worshiping God is about celebrating who God is, what God has done and is doing, and what God has created. It is literally about standing in awe and wonder of Him and His promises. Students see this worship as a way of life and appreciate God's all sufficient grace and their faith journey. (Deut. 6:4-9)

Word Applier: Students weave God's Word into all areas of life and apply the stories of Scripture, seeing God's faithfulness in the lives of His people, including their own. They will understand the summary of creation, fall, redemption, and restoration. They are reminded that every square inch we explore, learn, discern, or encounter in education and life is informed by a strong understanding of the Bible and will discern and inform decisions with Scripture. (Col. 3:16)

Image Reflector: Students bear the image of God in their daily lives. Being an image bearer isn't something we do. It is something we are. We learn to see God's image in others. The more Christ-like our actions are, the more clearly Christ's light shines in a dark world. Students are nurtured in the characteristics of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. (Gen. 1:27)

Truth Finder: Students will understand that when other "things" are more important to us than our relationship with God, those things become idols. Students learn to analyze a worldview by asking questions about what is being portrayed regarding culture, values, and belief systems. Students will be challenged to identify, understand, and discern the idols of our time and times past and then to respond as modern-day prophets. (Rom. 12:2)

Earth Keeper: Students will respond to God's call to be stewards of all of creation, including mankind. They will reclaim and relearn how to respectfully treat the world/universe and all things contained in it, which respects God. (Ps. 24:1)

Beauty Maker: As image bearers of a creative God, students will glorify and praise God by creating that which is beautiful and pleasing to Him. This offering of creativity isn't optional – it's a joyful duty that students offer as a sacrifice of praise. Creation shouts that our God is a God who loves diversity, complexity, and creativity. (Col. 1:16)

Justice Seeker: Students will act as agents of change by identifying and responding to injustices. The world is not as God intended it to be. Everything is tainted by sin. We need to respond to God's call to act as agents of restoration, His disciples, respecting the stories and hurts of others. (Mic. 6:8)

Creation Enjoyer: Students will discover, understand, and celebrate God's beautiful creation and give testimony to the presence of God in creation. Ordinary things become extraordinary when seen in new ways. We see joy in the interrelated creation. (Ps. 65:8)

Servant Worker: Students will work actively to heal brokenness and bring joy to individuals and to culture. Being an image bearer means having the ability and responsibility to discover, respond to, develop, use, and improve the world God has placed us in. Students cultivate the desire and ability to offer hope, healing, and restoration to the world and its people, using their talents and gifts to serve God and others. (1 John 3:16)

Community Builder: Students will be active pursuers and builders of community in their classrooms, their neighborhoods, and in the global village they are part of. Our classrooms will be communities of grace where students will walk and work together in peace. We seek to be loving and joyful in our work and play. (1 Cor. 12:12)

Order Discoverer: Students see God's fingerprints all over creation. God has created order out of chaos. There is purpose, and we are able to discover the order. God has a plan, and we are part of that plan. (Ps. 19:1-4)

The curriculum will ensure students are able to distinguish religions, philosophies, and worldviews. Students will be given opportunities and will gain skills in being able to distinguish a Christian perspective from non-Christian religions and philosophies, distinguish Christian views from views that determine truth only by currently accepted scientific reason, and distinguish Christian views from views that assume truth is relative to the individual.

Curriculum Standards

SCCS has adopted curricular standards from national standards and/or the Iowa Core Curriculum (depending on the curricular area), with all teachers being expected to work toward meeting the assigned standards in their grade levels and subject areas. Teachers should know the curriculum they are expected to teach and should not stray from that approved curriculum. If you have questions, please ask the director of learning.

Curriculum

Process of Curriculum Review and Revision

1. Review the **foundational statements** key to all curricular areas:
 - philosophy of education
 - statement of purpose
 - mission statement
 - Teaching for Transformation
2. Review/revise the **purpose or role of teaching the specific area** at Sioux Center Christian School, the **biblical truths** in the curricular area, and the **philosophy** for teaching the curricular area, making sure all statements are in alignment with the board policy manual.
3. Review/revise the **TK-8 standards** for the curricular area, making sure they align with chosen national standards and/or the Iowa Core Curriculum.
4. **Survey teachers** to see what they are actually teaching in this curricular area.
5. Research and share current **best practices for teaching and learning** in the curricular area.
6. Review/revise our **scope and sequence**, aligning it with our standards and suggested current best practices in the curricular area.
7. Review **textbook and/or other support materials** that will help teach the concepts of the curricular area.
8. Select **textbook and/or support materials** for teaching the curricular area.
9. Provide **professional development**, if necessary, to assist teachers with implementing the updated curriculum.

10. 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.)
11. Implement the **updated scope and sequence** using the materials selected. Review and revise after one year.

Curricular areas will be reviewed and revised at least every 7 years.

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.

Classroom and Library Learning Commons Materials

All materials used by students shall contribute to the advancement of the school's mission, academic educational goals, graduate characteristics (throughlines), and Teaching for Transformation framework. Materials include textbooks, workbooks, audio-visual materials, technology, and other supplemental classroom materials.

In selecting materials, the following will serve to focus and guide the selection process and should be considered goals to be met each time the use of materials is considered. Faculty and staff are required to ensure that materials meet the following goals, with the head of school and director of learning overseeing the faculty and staff in this area:

- To provide materials that help students explore all of creation.
- To provide materials that help students explore how humankind has responded obediently or disobediently to that creation. This will include Christian authors and materials as well as non-Christian authors and materials.
- To provide materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of students.
- To provide materials that reflect a variety of genres that support student recreational reading.
- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- To provide materials of the highest quality.
- To provide materials that meet the educational standards adopted by the school.
- To provide materials that are current, relevant, and applicable to the curriculum adopted by the school.

Curriculum selection (textbooks, workbooks, technology, online resources, and other materials) is overseen and approved by the director of learning and head of school. Material selection for the library learning commons is the responsibility of the teacher librarian and is overseen by the director of learning. Supplemental classroom materials are selected by the faculty and staff and overseen by the director of learning and head of school. All videos and other audio-visual materials are selected by the faculty and staff and overseen by the director of learning and head of school.

The following criteria will serve as a guide when selecting materials. Consideration should be given to all of the following, as appropriate:

- Educational significance
- Age appropriateness
- Alignment with school policies, perspective statements, philosophies, and views

- Alignment with adopted school curriculum standards
- Contribution the material makes to the curriculum and to the interests and abilities of students
- Favorable reviews found in professional selection tools
- Factual accuracy
- Favorable recommendations based on preview and examination of materials by professional personnel
- Reputation and significance of the author, producer, and publisher
- Valid, relevant, current, and appropriate material
- High degree of potential user appeal
- High artistic quality and /or literary style
- Quality
- Complements existing materials, providing variety
- Lasting value

Gifts or donated materials will be subject to the same selection criteria as purchased materials. These materials will be accepted with the understanding that, if not suitable, they will be returned or disposed of, at the discretion of the faculty, staff, director of learning, and/or head of school.

Challenged Materials

Occasional objections concerning the appropriateness of some of the classroom and library learning commons materials may emanate from parents, faculty members, staff members, or society members, despite the care taken to select the materials. No parent has the right to determine the materials for students other than their own. If a complaint is made, the parent must contact the director of learning and outline his or her complaint in writing, including the following information:

- Parent name
- Parent contact information (phone number and email address)
- Title of the material
- Author (if applicable)
- Confirmation that he or she has read or observed the entire material
- Reason for objection (with specifics)
- Requested actions to be taken by the school

The director of learning shall handle all complaints as he or she sees appropriate.

Curriculum Offerings

Transitional Kindergarten	science, math, handwriting, phonics, social studies, Bible, reading, music, art, physical education, library, social and personal development, fine motor skills, speaking, listening, health, financial literacy
Kindergarten	science, math, spelling/vocabulary, grammar, handwriting, writing, social studies, art, Bible, reading, music, physical education, library, health, financial literacy
1st Grade	science, math, spelling/vocabulary, grammar, handwriting, writing, phonics, social studies, art, Bible, reading, music, physical education, library, health, financial literacy

2nd Grade	science, math, spelling/vocabulary, grammar, handwriting, writing, phonics, social studies, art, Bible, reading, music, physical education, library, health, financial literacy
3rd Grade	science, math, spelling/vocabulary, grammar, handwriting, writing, phonics, social studies, art, Bible, reading, music, orchestra, Internet safety and use, physical education, library, health, financial literacy
4th Grade	science, math, spelling/vocabulary, grammar, writing, social studies, art, Bible, reading, music, orchestra, physical education, library, keyboarding, health, financial literacy
5th Grade	science, math, spelling/vocabulary, grammar, writing, social studies, art, Bible, reading, music, band, orchestra, computer, physical education, choir, health, financial literacy
6th Grade	science, math, spelling/vocabulary, grammar, writing, social studies, art, Bible, computer, reading, music, band, orchestra, physical education, choir, health, financial literacy
7th Grade	science, math, spelling/vocabulary, grammar, writing, social studies, art, Bible, reading, choir, band, orchestra, jazz band, music, physical education, exploratories, health, financial literacy
8th Grade	science, math, spelling/vocabulary, grammar, writing, social studies, art, Bible, reading, choir, band, orchestra, jazz band, music, physical education, exploratories, health, financial literacy

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

- Resource teachers
- Academic interventionist
- Paraprofessionals
- Sensory specialist
- Behavior specialist
- Behavior interventionist
- School counselor
- School nurse
- Teacher librarian
- Co-curricular teachers (music, physical education, art)
- Discovery room (talented and gifted)
- Reading Room (Title I Reading)
- Occupational therapist
- Speech therapist
- CLC Network and/or NWAEA support

Extracurricular opportunities include the following:

- TK-4 musical
- Jazz band
- Honor orchestra

- Chapel leaders/helpers
- OPUS state honor choir
- Honor band
- Honor choir
- Middle school musical/play
- Middle school athletics: girls' volleyball, girls' and boys' cross country, girls' and boys' basketball, girls' and boys' track, girls' and boys' soccer
- Middle school enrichment/exploratory courses/service learning
- Math bee
- Geography bee
- Destination Imagination
- Spanish Club

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 framework. All services and activities of the inclusive education framework fall under the supervision of the head of school and the director of inclusive education.

Philosophy of Inclusion

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. A large part of fulfilling this mission statement includes involving students with varying needs.

Even though all children could benefit from Christian education, our school cannot meet the needs of all children. Therefore, we deeply hope to include as many children with varying needs as we possibly can.

The goal of inclusive education is to include, support, and challenge our diverse learners to reach their potential as servants in God's world. Inclusive education is not a program; rather, it is a philosophy, a desire.

We desire to be a school that provides a home for each student in the general education classroom and equips all students with the necessary support for academic and social success. An inclusive school strives to put people and programs around children whose parents desire a Christian education for them. This philosophy applies to all children in our school.

We believe:

- All students are unique image-bearers of Christ and should have their needs met, learning and growing so they can serve as effective covenant members of God's Kingdom.
- A child's value comes from being created in God's image. Because of this belief, all students belong.
- Everyone can and should learn and develop academically, socially, emotionally, physically, and spiritually.
- In the success of all students by providing challenging content, effective instruction, and meaningful assessment. We are committed to all learners.
- In a strong partnership between the school, church, and home. We believe in collaboration inside and outside the school building.
- In nurturing the God-given gifts and talents of all students for His purpose and glory.
- Intentional community and social relationships are key to serving each student well.
- Not all students need to learn all things, but all students need purposeful learning activity.

- Teachers and school staff working together, communicating, and differentiating leads to the success of all students.
- In setting high, attainable expectations and in meeting students where they are.
- In providing supports that are determined by the individual gifts and needs of each student.
- Each student’s primary classroom is the general education classroom. Students will be included in their general education classroom as much as possible, determined by what works best for all students in the classroom.
- We are one in the Spirit and one in Christ.
- We are interdependent and all called to discipleship.

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.

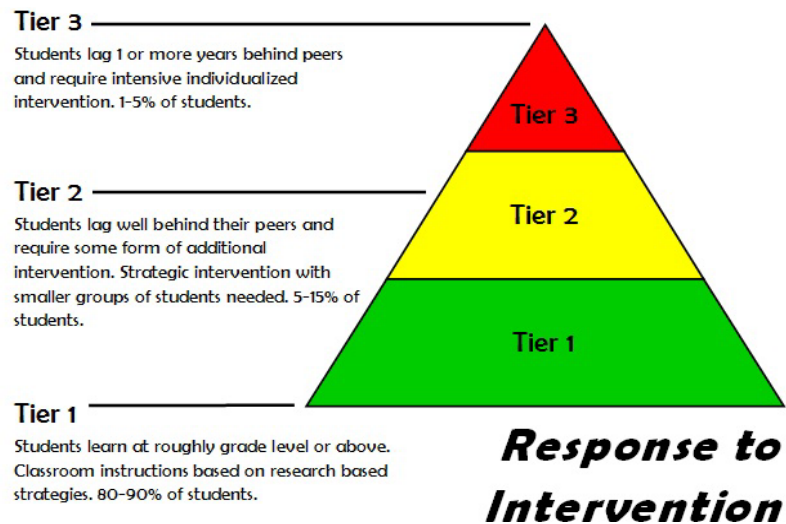
What It’s Not:

- 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.

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: can target resources on effective interventions, increased student achievement, indicators to help focus priorities

The graphic below explains the three tiers of RtI. RtI supports apply to both behavior and academic needs.



Guiding Principles

- Centralized Leadership and Team
- Culture of Collaboration and Accountability
- Prevention and Early Intervention
- A Flexible Process, an Approach, a Framework
- **All** Students Benefit
- Use of Data and Teacher Wisdom
- Integration into Classroom Life

Essential Components

- Universal, Research-Based Curriculum and Instruction in State and National Standards
- Screening of All Students Several Times a Year
- Interventions at All Levels (Academic and Behavior)
- Progress Monitoring Guides Decisions
- Data-Based Decision Making Leading to Increasingly Intensive Interventions
- Directly Matching Interventions with Need

<p>Tier 1</p> <ul style="list-style-type: none"> ○ CORE ○ 80-85% of students (per grade level) ○ 40th percentile and above ○ In the classroom 	<ul style="list-style-type: none"> ▪ All students receive research-based, high quality, general education instruction and curriculum that uses universal screening and progress monitoring at least 5 times a year. ▪ Proactive interventions are oriented toward whole-group instruction. ▪ Includes ALL students. ▪ “Good Teaching” ▪ Case manager = no ▪ Parent meeting = no 	<ul style="list-style-type: none"> ✓ Re-teaching and review ✓ Iowa Core Curriculum ✓ National standards ✓ Best practices teaching strategies ✓ Sensory ✓ Guidance services ✓ Direct skill instruction ✓ Differentiation ✓ Medical needs ✓ Common accommodations ✓ Change in environment (seating, schedule, breaks, materials, etc.) ✓ Teacher and/or para support ✓ Behavior plans and supports
<p>Tier 2</p> <ul style="list-style-type: none"> ○ TARGETED ○ 10-15% of students (per grade level) ○ 17th-39th percentile ○ In or out of the classroom 	<ul style="list-style-type: none"> ▪ In ADDITION to Tier 1, interventions are provided to students who generally fall below the 39th percentile on universal screening or are not successful in Tier 1. ▪ Interventions are put in place for the student’s area(s) of deficit or areas of behavior that interfere with learning. ▪ These students are progress monitored frequently (about once a month). ▪ Case manager = as appropriate ▪ Parent communication = yes ▪ Academic and/or Behavior Support Plan, as appropriate ▪ 504 Plan, as appropriate 	<ul style="list-style-type: none"> ✓ Options from Tier 1 ✓ Alternative lessons for weak skill areas ✓ Targeted differentiation ✓ SOAR Club ✓ Title 1 ✓ Resource room ✓ Small group reading ✓ Common accommodations ✓ OT/PT/speech ✓ Directed study hall ✓ Academic support ✓ Summer school ✓ Para support ✓ Behavior support plan

<p>Tier 3</p> <ul style="list-style-type: none"> ○ EXCEPTIONAL ○ 3-5% of students (per grade level) ○ 16th and below percentile ○ Discovery Room criteria 	<ul style="list-style-type: none"> ▪ In ADDITION to Tier 1 and Tier 2, increasingly intensive interventions are provided to students who have not made progress in Tier 1 or 2 and are generally below the 16th percentile and/or meeting Discovery room criteria. Students may also qualify for Tier 3 behavioral services if school behavior interferes significantly with the student or their peers. ▪ These students are progress monitored frequently (about every 2 weeks). ▪ Interventions are provided by highly trained personnel. ▪ Case manager = yes ▪ Parent meeting = yes ▪ 504 Plan ▪ Behavior Support Plan or Behavior Intervention Plan (BIP) 	<ul style="list-style-type: none"> ✓ Options from Tier 1 and Tier 2 ✓ Alternate curriculum ✓ Life skills ✓ Social skills ✓ Intensive accommodations ✓ Discovery services ✓ Modified curriculum ✓ Functional behavior assessment ✓ Behavior support plan or behavior intervention plan
---	--	--

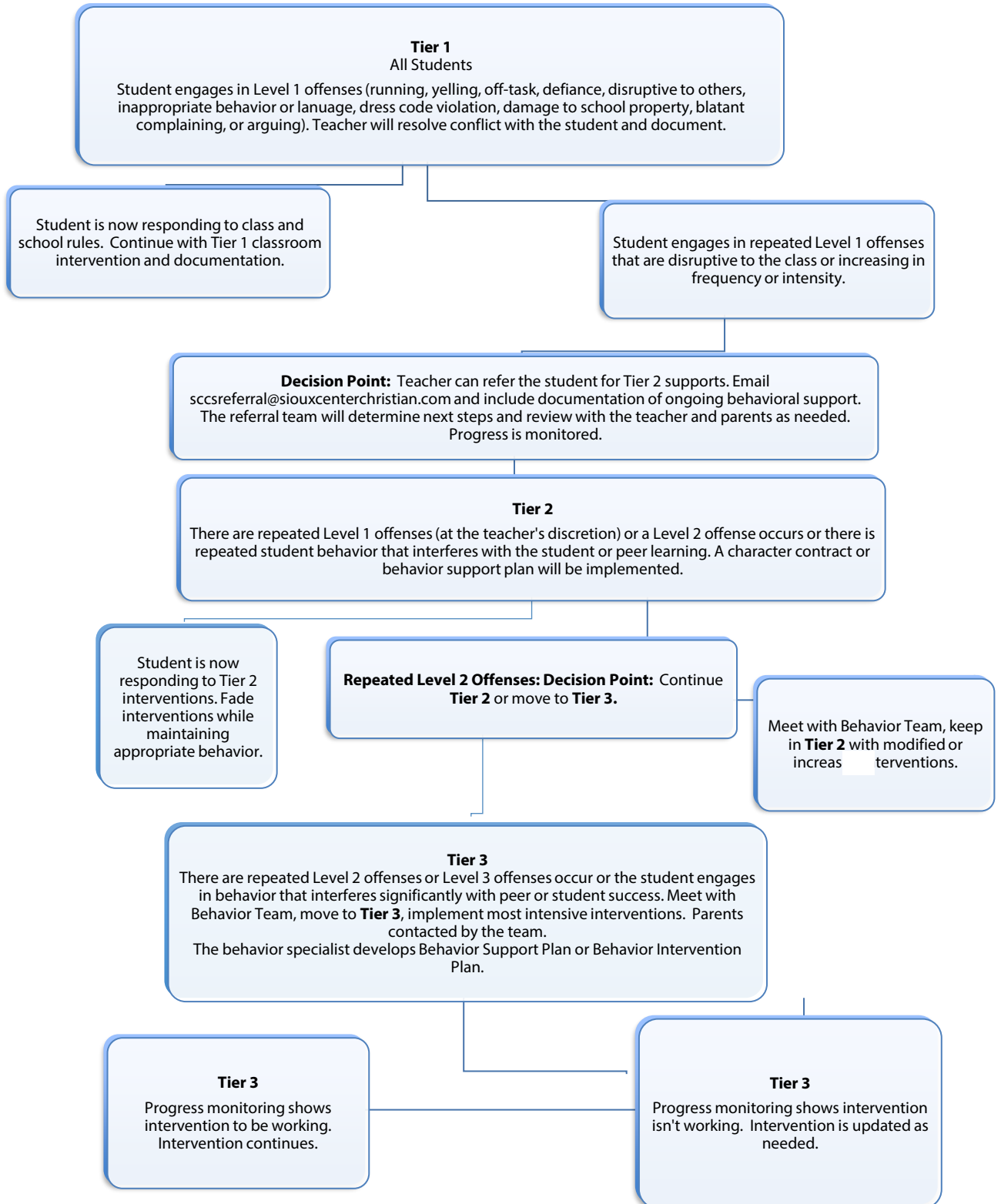
Support Plan vs. 504 Plan

Support Plan	504 Plan
An organized way to keep records of the interventions, student needs, and team meetings related to a student	An organized way to keep records of the interventions, student needs, and team meetings related to a student
Typically used for a student who is moderately discrepant from their peers	Typically used for a student who is greatly discrepant from their peers
A flexible document	A more rigid, legal document
Does not require parent consent, although SCCS always seeks it	Requires parent consent
Does not require a diagnosed disability or difficulty	Section 504 is an Act that prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who: <ul style="list-style-type: none"> • Has a mental or physical impairment which <i>substantially</i> limits one or more major life activity; • Has a record of such impairment; • Is regarded as having such an impairment
Available to all students	Available to students being regarded as having a disability or actually diagnosed with a disability
A general education plan	A general education plan
Referrals can be made by parent or teacher	Referrals can be made by parent or teacher
After a referral is made, the school team will meet to discuss the referral, analyze data, and come to a decision of whether a plan is needed. The parent will be invited to the team meeting.	After a referral is made, the school team will meet to discuss the referral, analyze data, and come to a decision of whether a plan is needed. The parent will be invited to the team meeting.

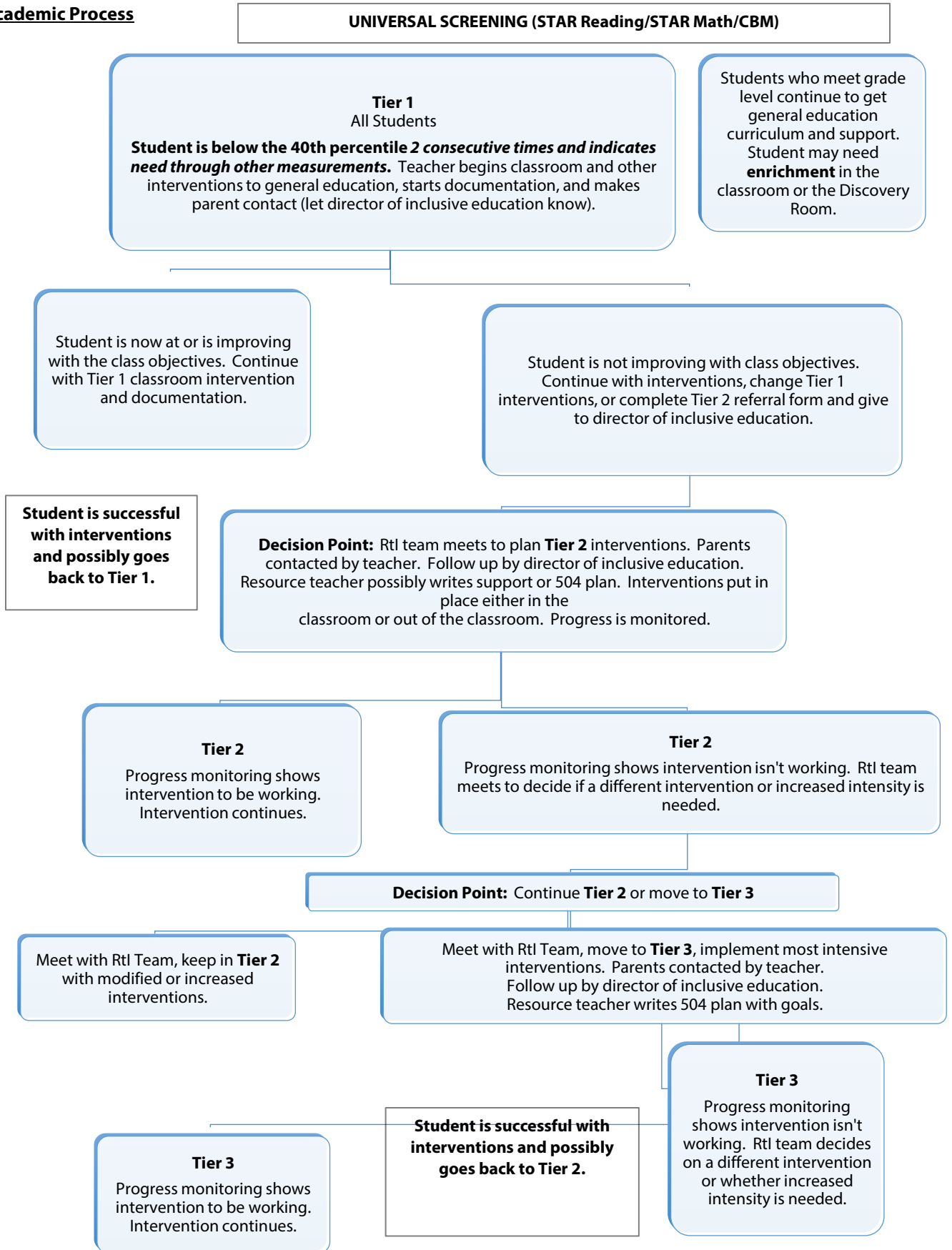
Team meetings are held as needed	Team meetings are held at least on a yearly basis
----------------------------------	---

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

Behavior Process



Academic Process



Title 1 Reading

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. 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 and Academic Interventionist

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. The academic interventionist supports the work of the resource room teachers by carrying out student plans and supports.

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 Rtl flow chart and consultation between the Discovery teacher and the classroom teacher.

Guidance and Counseling

The guidance program at SCCS provides regular learning sessions with each grade level focused on healthy relationships and life skills. Our school guidance counselor is also available to students, parents, and teachers to assist them in meeting the emotional, social, spiritual, and/or physical needs of students. Students are referred to the counselor by parents, teachers, administrators, classmates, and self-referrals. These referrals must be made before counseling is implemented. Concerns for which a child might be referred: 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 and Behavior Interventionist

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. The behavior interventionist partners with the behavior specialist to carry out student behavior plans and supports.

Sensory Specialist

SCCS employs a sensory specialist to support the sensory needs of our students. The sensory specialist partners with an occupational therapist to design sensory programs for students and then carries these programs out. Students qualify for services from the sensory specialist through both teacher and parent referral. The sensory specialist is an active member of the student's support team and also keeps documentation regarding sensory plans and student progress.

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. The teacher has primary responsibility for the class. The paraprofessional may be asked to minimally plan for groups, depending on the para's strengths and gifts.

Daily activities can include:

- helping children with decoding and comprehension skills
- assisting children who have difficulty with written work
- providing practice through the use of drills, learning games, etc.
- running a learning center
- working in the sensory room
- assisting in the resource room
- working with individual students and small groups as per teacher-designed lesson plan or lesson plans that are created in conjunction with the teacher
- correcting papers, on a limited basis, and discussing individual student needs which become apparent through that process with the classroom teacher
- monitoring student progress as per teacher- or teacher/para-designed plans
- journal conferencing
- working with individual students to administer basic skill assessments (sight words, math facts, etc.)

SOAR Club

The SOAR Club meets on Monday and Thursday from 3:00 PM- 4:15 PM each week. SOAR is an acronym describing the student needs that can be met through the club (S = social; O = one to one; A = academic achievement; R = recharge). The club is open to students in grades 1-8. Volunteer mentors from Dordt University help students complete their homework and study for tests and encourage organization skills and provide one-on-one attention. Students may participate in a "recharge" activity during the first 15 minutes of club time. Also, a 100% fruit juice is provided daily for the students. Once a month, American State Bank provides a snack and juice for the students.

Goals of SOAR Club:

- Support families by reducing the time required to complete assignments at home.
- Give students additional time and attention at school while they are completing their homework/assignments.
- Provide a supervised, structured environment for studying.
- Give feedback to students' teacher and parents regarding work accomplished by student.
- Encourage students in their development of organization and time management skills.
- Nurture student physical needs with social time/activities and refreshments.

To learn more, please contact the school guidance counselor.

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.

Goal:

The goal of the program is to prepare students for the upcoming school year in the areas of reading, math, and writing.

Enrollment:

- Students in grades TK-4 will be invited.
- In grades 1-4, summer school will be offered first to the students under the 60th percentile on the February STAR Reading and STAR Math tests. Starting with the lowest students and moving up the list, the first 15 students from each grade level will be invited. If parents do not wish to have their student(s) attend the program, the next student on the list will be invited.
- The TK and kindergarten teachers will make summer school enrollment decisions based on classroom observations and CBM results.
- Fifteen students is the maximum number accepted per grade.
- Even if room in the classes is available, students above the 80th percentile will not be invited.
- The summer school coordinator, with support as needed from the director of inclusive education, will oversee all items related to summer school, including creating student rosters, enrolling students, scheduling students, recruiting and assigning teachers, monitoring the summer school time on campus, and other duties related to summer school.

Logistics:

- Summer school will occur during the last 3 weeks of July from 8:00 AM to 11:00 AM, Monday through Friday.
- The director of custodial services will decide the location of summer school.
- Students will come in groups of 2-5 and will attend 1-hour sessions 5 days a week.
- A maximum of 4 teachers will be needed, depending on the number of students. Each teacher will be assigned a grade. He/she will need to discuss his/her assigned students with their teacher to see where their needs are and how they will best be met.

Northwest AEA and CLC Network Services

Both Northwest AEA and the CLC Network provide services for students, teachers, staff members, and families. These services include evaluations, observations, assistance in creating educational and behavioral support plans, and several other services.

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. Students are given specific instruction in Internet use and safety. Several technology tools are available to students.

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 can be found on page 85.

SCCS TEACHING STANDARDS

Our school follows eight standards that outline our definition of quality Christian teaching. The Iowa teaching standards form the basis for the eight standards. Sub-points listed below each standard provide example criteria for evaluating how well the teacher has met the standard.

Our school uses a rubric-based evaluation tool, The Living Curriculum, to set expectations and to provide accountability for teaching and learning. The head of school and the director of learning make regular and frequent walkthroughs, providing feedback. Teachers set annual growth goals in line with the stated expectations.

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 University 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.

SAFETY AND SECURITY

Crisis Plan and Emergency Drills/Emergency Procedures

SCCS follows a crisis plan related to school emergency and crisis procedures. Plans are in place in the event of the following: armed assault, assault, bomb threat, demonstration/student unrest, fire, hazardous materials, hostage, intruder, media inquiry, medical emergency, missing student, severe weather, sexual assault, suicide threat or attempt, suspicious package or mail, threat, utilities failure, weapons, evacuation/relocation, reverse evacuation, lockdown, severe weather shelter, shelter-in-place, student reunification/release.

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

All faculty and staff members are considered mandatory reporters, which means that they must report any suspected abuse of a child, as mandated by state law. Employees should report their suspicions to either the head of school or the director of learning. After that, the administrative team will investigate the suspicions and involve the faculty/staff members as necessary and appropriate.

In situations where there is suspected child abuse, parents or others may also report such suspected problems to the head of school.

Once reported, the administrative team may start an investigation using a trained Level I investigator. The purpose of an investigator is to conduct a preliminary investigation to determine if there is probable reason to believe that physical or sexual abuse may have occurred. If the investigator determines that this is a possibility, an investigation must be conducted by someone who is not a school employee, moving the situation to a Level II. The Sioux County Sheriff's Department will provide an investigator for this purpose.

SCHOOL POLICIES

Acceptable Use Policy

Sioux Center Christian School strives to carry out its mission statement in every program and curricular area. Thus, it is the policy of Sioux Center Christian School to:

- (a) Monitor user access over its technology network to prevent transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- (b) Prevent unauthorized accesses and unlawful online activity;
- (c) Prevent unauthorized disclosure, use, or dissemination of personal identification information of minors; and
- (d) Comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions:

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material:

SCCS employs hardware and software to block Internet access, or other forms of electronic communications, to inappropriate information for faculty and staff members and students. The hardware forms a firewall through which all Internet material must pass. The software includes a filter

list that checks for and blocks objectionable sites.

The hardware and software blocks access to visual depictions deemed obscene, child pornography, and to any material deemed harmful to minors. In addition, it produces a report (log file) showing specific sites users have tried to visit and been blocked from. Only the system administrators can allow staff or students (minors) access to sites which the firewall blocks if the material is deemed appropriate and necessary for legitimate research or other lawful purposes.

Inappropriate Network Usage:

To the extent practicable, steps shall be taken to promote the safety and security of users of the SCCS online network when using email and other forms of direct electronic communications. Email is provided for faculty and staff members. Students in grades 4 through 8 are provided managed email accounts in order to share documents and school-related communication only. Network administrators are responsible for the management and monitoring of these accounts. Social networking and instant messaging sites are blocked for students and will only be allowed for educational purposes.

As required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

- (a) Unauthorized access, including so-called hacking, and other unlawful activities; and
- (b) Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring:

It shall be the responsibility of all the members of the Sioux Center Christian School faculty and staff to supervise and monitor usage of the online network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Minors (students) are never permitted to have unsupervised technology access. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the network administrators.

Adoption:

The Acceptable Use Policy was adopted by the Board of Sioux Center Christian School on May 13, 2002. After review, it was updated in June 2015.

Internet access is available to students and employees at Sioux Center Christian School. We are pleased to have Internet access, as we believe it offers valuable, diverse, and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence in our school by facilitating resource sharing, innovation, and communication. We intend to use this tool to bring timely and useful information to employees and students. In summary, we want SCCS staff and students to use the Internet appropriately, thus bringing praise to our God and creator.

With access to the Internet, and the availability of large quantities of material, concern for the protection of Christian values is crucial. Families should be warned that some material obtained online may contain items that are illegal, defamatory, inaccurate, or offensive. In order to minimize the risk of contact with controversial materials, SCCS employs technology that blocks many of these objectionable sites for students and staff members. The technology is updated each week to keep pace with new sites that are continually being made available. However, no blocking system is perfect. Because of this, students are never allowed to use the Internet at SCCS unless they are under the direct supervision of an SCCS faculty or staff member.

The purpose of this AUP for the SCCS network and the Internet is to set guidelines for the use of these resources that are consistent with our school mission statement, educational goals, and biblical principles. The smooth operation of the network relies on proper conduct by students and employees. Since SCCS has different groups of technology users—students and employees—who use Internet

resources differently, the following guidelines are defined for each group:

Employees: Employees have Internet access through the SCCS network to obtain information that will enhance their work and help them grow professionally. Faculty and staff members' access will be limited by filtering. In addition, the network administrator will be allowed to check Internet history files and/or emails should the need arise.

Kindergarten through 3rd Grade Students (until 3rd graders have completed Internet training): Students in this category have not had formalized training on how to search Internet resources and keep personal information private. This formal training occurs as part of our 3rd grade curriculum. Students in these grades are only allowed to go to sites that have been specified by the SCCS faculty/staff member who is supervising the student's use of the Internet. This is usually accomplished by providing direct links from the teacher's website or the SCCS homepage. Students are not allowed to just search for information on their own. Students may search certain educational databases (such as the AEA Online resources) for information pertaining to an individual project since these sites are designed specifically for educational use. It should be noted that students are never permitted to "surf the web", since this is not a stewardly use of time.

3rd Grade (after obtaining Internet training) through 8th Grade Students: Since students in this category have earned their "Internet Driver License" by participating in specific instruction related to online safety and Internet research, they will be allowed to search the Internet and conduct individual research for projects that have been assigned by classroom teachers. Students are still not allowed to "surf the web". Also, students in this category must be under the supervision of an SCCS faculty or staff member when using the SCCS computer network.

General Terms and Conditions for SCCS Students

1. Students are responsible for good behavior on the school network and when using technology devices, just as they are in a classroom or hallway. General school rules for behavior and communication apply.
2. Students' Internet and technology use will be monitored by a teacher or staff member at all times.
3. Network access (including Internet access) is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege, not a right. Inappropriate use will result in a suspension or cancellation of Internet privileges. The following consequences will apply:
 - First offense: The supervising teacher will talk with the student to ensure that he/she understands the nature of the offense. Network privileges may be suspended for the remainder of the school day, and parents will be notified by the supervising teacher.
 - Second offense: The student will lose network privileges for one week. Parents will be notified by the supervising teacher.
 - Third offense: The student will lose network privileges for one trimester of the school year. Parents will be notified by the supervising teacher. Serious violations may result in immediate suspension of Internet privileges and may require the action and intervention of the head of school.
4. Users are expected to abide by universally accepted rules of network etiquette and conduct themselves in a responsible, ethical, and polite manner while online.
5. Users are not permitted to transmit, receive, submit, or publish any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive, or illegal material. Such offenses may be subject to the SCCS Anti-Bullying Policy, and action will be taken according to the guidelines that policy describes.
6. Physical or electronic tampering with computer resources is not permitted. Damaging devices, systems, or networks intentionally will result in cancellation of privileges.
7. Users must respect all copyright laws that protect authors, artists, software owners, and other owners of intellectual property. The SCCS Language Arts Curriculum explains how students will be instructed to properly document sources in grade-level appropriate ways. In accordance with this policy, staff members will both teach and model appropriate use of others' intellectual property.

- Plagiarism in any form will not be tolerated.
8. Security on any system is a high priority, especially when the system involves many users. If students can identify a security problem in the school's devices, network, or Internet connection, the students must notify the system administrator or their supervising teacher. Using someone else's password, or trespassing in another's folders, work, or files without written permission, is prohibited. Attempts to login to the Internet as anyone else may result in suspension of privileges in accordance with item #3 above.
 9. SCCS makes no warranties of any kind, whether expressed or implied, for the service it is providing. We assume no responsibility or liability for any phone charges, line costs, or usage fees, nor for any damages a user may suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions including those caused by user negligence, errors, or omissions. Use of any information obtained via the Internet is at your own risk. We specifically deny any responsibility for the accuracy of or quality of information obtained through Internet services.
 10. All communications and information accessible via the technology resources shall be regarded as private property. However, administrators may review all files and messages to maintain system integrity and ensure that users are using the system responsibly. Messages relating to or in support of illegal activities may be reported to the authorities by the head of school.
 11. Any violations of these guidelines may result in a loss of network privileges (as outlined in item #3 above), as well as other disciplinary or legal action that the head of school deems necessary. Users are considered subject to all local, state, and federal laws.

Advertising/Information Distribution Policy

Sioux Center Christian School is a proud supporter of several area schools, organizations, and churches. We seek to continue a strong partnership with others because we feel that it greatly benefits our students.

The school will not promulgate or allow distribution of information to the school constituency regarding programs from churches, other for-profit or not-for-profit organizations, or political causes and/or candidates, with the following exceptions:

- The head of school may allow the distribution of information for causes that may affect the political or legal status of Christian education or the services of Sioux Center Christian School.
- The head of school may allow a short blurb on the school website for various activities and programs. All blurbs need to be approved by the head of school.
- The head of school shall support advertisement and promotion of church events and fundraisers that support the fundraising efforts of The Legacy Plan.

As a supporter, we are happy to distribute information, advertisements, registrations, and other information in the following ways:

1. These items will be posted on the SCCS website. Groups that would like to have items posted should send an electronic document in PDF format to sccsoffice@siouxcenterchristian.com.
2. If organizations would like to have their information considered for inclusion in the Home Bulletin email that goes to all supporting families and constituents each Wednesday, they must submit it by 8:00 Wednesday morning during the school year.
3. We will not distribute paper flyers, forms, or other information through our school mailboxes. By posting information on our school's website and including it in our weekly Home Bulletin, all families will have access to the information and be able to find it easily.
4. We will not make announcements for weather-related postponements or cancellations or other announcements related to events not sponsored by SCCS. We encourage all churches, coaches, organizations, etc. to set up an email list that they can use to communicate with participants throughout the season, activity, etc.

5. All registration forms should be collected at the organization from which they came, either by having parents and supporters dropping off the forms in person or sending them through the mail.

The school will continue to hand out printed material for school-sponsored activities and events as it sees fit and appropriate.

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 head of school is to provide a work environment free of unlawful harassment, actual or perceived. The head of school is to prohibit sexual harassment and harassment based on age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability, ancestry, political party preference, political belief, socioeconomic status, or familial status. The head of school is to take all reasonable steps to prohibit, prevent, and eliminate harassment by or toward employees, non-employees, and/or students, or anyone who may have a job-related contact with Sioux Center Christian School employees. Harassment and bullying are construed to mean any electronic, written, verbal, or physical act related to the specified traits or characteristics and include student vs. student, student vs. staff, staff vs. staff, and staff vs. student.
- 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 in the director of transportation and facility's office. Anyone requesting information concerning these chemicals may have access to the information. 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. The director of facilities and transportation is charged with proper inventory and storing of dangerous substances, chemicals, and cleaning supplies in order to ensure compliance with all state laws and regulations. Students who will be working with hazardous chemicals as part of the instructional program will be properly instructed regarding the use of such chemicals prior to the activity.

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 work 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.

Investigators for Allegation of Abuse of Students by School Employees

Sioux Center Christian School students have the right to be physically safe when interacting with any school employee. If at any time a child feels uncomfortable because of inappropriate touching or comments, the Level I investigator must be informed.

SCCS's Investigators:

Level I Investigator

Leah Mouw - 562-746-6740

Alternate Level I Investigator

Lisa Mouw - 712-578-9130

Student and Employee 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.

The school reserves the right to search all vehicles, lockers, backpacks, purses, duffle bags, computers, computer files, accounts, and other school equipment/property (physical or digital) made available to employees and students, as well as any contents, effects, or articles that are in such lockers, desks, vehicles, or other equipment, other personal items, and persons for drugs, alcohol, and contraband of all types when on campus or in conjunction with a school-sponsored activity, including reserving the right to use professionally trained enforcement means, such as dogs or use of a breathalyzer. Inspection can occur at any time, with or without advanced notice or consent, and during, before, or after working hours by any person designated by the school.

Student personal property may be seized by school authorities if the items are illegal, stolen, or are reasonably determined to be a threat to the health, safety, or security of others. Items that are used to disrupt or interfere with the educational process may be temporarily removed from student possession.

School authorities may also search a student's person, in exercise of the duty to enforce school rules, if such authorities have a reasonable suspicion that illegal or stolen items are likely to be found on a

student's person or in their possession. All protocols shall follow the search and seizure procedures and principles outlined in Iowa law.

Tobacco, Alcohol, Controlled Substances

SCCS is a drug-free workplace. Employees, students, or others violating the drug-free workplace will 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.

All tobacco and nicotine products (such as dissolvable, spitless, snus, chewing, and electronic cigarettes), alcohol, vaping, and controlled substances are prohibited on the school campus and also on any off-campus, school-sponsored activities, including transportation vehicles.

Weapons and Dangerous Objects Policy

No one is allowed to bring, on school grounds or to any school activity or on any school bus or transportation, any firearm, dangerous weapon, or dangerous instrumentality.

A weapon includes, but is not limited to: firearms, BB and pellet weapons, knives (including pocket and decorative types), clubs, guns, chains, martial arts devices, and any other instrument that can be used to inflict bodily injury. Weapons and other dangerous objects cause material and substantial disruption to 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 under the jurisdiction of the school or from students who are within the control of the school.

Fires and Explosive Devices

Unless acting under the direct supervision and direction of a person authorized by the head of school, there shall be no setting of fires or use of open flames (e.g., matches, lighters, candles, etc.) by students nor shall a student be permitted to possess or use fireworks or other explosive devices, including bombs or bomb-like devices.

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.

Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have increased in adolescents, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, Sioux Center Christian School is committed to providing a school environment that promotes and protects student health, wellbeing, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of Sioux Center Christian School that:

- SCCS will engage students, parents, teachers, food service professionals, and other interested community members in developing, implementing, monitoring, and reviewing school wide nutrition and physical activity policies.
- All students in grades TK-8 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, SCCS will participate in available federal school meals.
- SCCS will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education, school meal programs, and related community services.

TO ACHIEVE THESE POLICY GOALS:

I. SCCS Health and Safety Team

Sioux Center Christian School will create, strengthen, or work within existing school programs to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The team also will serve as a resource. The SCCS health and safety team consists of a group of individuals representing the school and community and includes parents, students, trustees, school administrators, and teachers.

II. Nutritional Quality of Foods and Beverages Sold and Served - During School Day Hours (8:00 AM-3:05 PM)

School Meals Meals served through the National School Lunch Program will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer fruits and vegetables;
- serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- serve, as an option, whole grain bread.

Breakfast To ensure that all children have breakfast and enhance their ability to learn:

- SCCS will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-Priced Meals SCCS will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, SCCS will utilize electronic identification and promote the availability of school meals to all students.

Meal Times and Scheduling SCCS:

- will provide students 20 minutes for lunch;
- will schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- will not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- will take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

Qualifications of School Food Service Staff Qualified nutrition professionals will administer the school meal programs. As part of SCCS's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals.

Sharing of Foods and Beverages SCCS will discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Beverages and Foods Sold Individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, snacks, etc.) The school food service program will approve all food and beverage sales during the school day (8:00 AM-3:05 PM) to students. If available, beverages sold individually will meet the following nutrition standards:

Beverages

- Allowed: water or seltzer water without added caloric sweeteners; diet decaffeinated soft drinks; decaffeinated iced teas; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA)
- Not allowed: soft drinks containing caloric sweeteners; sports drinks; iced teas containing caffeine; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; energy drinks or beverages containing stimulants; beverages containing caffeine, excluding low-fat or fat-free chocolate milk and an employee-only coffee pot (which contain trivial amounts of caffeine)

Foods

- No food items will be sold individually.

Portion Size:

- Limit portion sizes of beverages sold individually to 12 fluid ounces for beverages, excluding water

Snacks Snacks served during the school day or in after-school SOAR Club will make a positive contribution to student diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. SCCS will assess if and when to offer snacks based on timing of school meals, student nutritional needs, student ages, and other considerations. The SCCS health and safety team will disseminate a list of healthful snack items to teachers, after-school program personnel, business partners, community supporters, and parents.

Rewards SCCS will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages, as recommended on the approved snack list. The SCCS health and safety team will disseminate a list of healthy party ideas to parents and teachers.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion Sioux Center Christian School aims to teach, encourage, and support healthy eating by students. SCCS will provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as taste testing and farm visits;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs (e.g. literacy week, storyline activities, etc.)

Integrating Physical Activity into the Classroom Setting For students to receive the nationally recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communication with Parents SCCS will support parents' efforts to provide a healthy diet and daily physical activity for their children. SCCS will send home nutrition information and post nutrition tips on the school website. SCCS will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the nutrition standards for individual foods and beverages. SCCS will provide parents a list of foods that meet the snack standards and ideas for healthy celebrations/parties.

SCCS will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day and support parents' efforts to provide their children with opportunities to be physically active outside of school.

Staff Wellness SCCS highly values the health and wellbeing of every faculty and staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. SCCS will maintain a staff wellness committee (AKA: food and fellowship team) who will outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) TK-8 All students in grades TK-8, including students with disabilities, special healthcare needs, and in alternative educational settings, will receive physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle school students) for the entire school year. This includes transitional times, recesses, and breaks. A certified physical education teacher will teach all physical education. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess All students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which SCCS will encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

SCCS will discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as indoor recess because of inclement weather, make it necessary for students to remain indoors for long periods of time, SCCS teachers will give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School SCCS will offer interscholastic middle school sports programs. SCCS will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special healthcare needs.

Physical Activity and Punishment Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

Safe Routes to School SCCS will encourage students to walk and bike to school using the safest possible routes. SCCS will promote safety through education and provide cross guards at the end of the school day.

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.

V. Monitoring and Policy Review

Monitoring The head of school will ensure compliance with the established school-wide nutrition and physical activity wellness policy. The SCCS health and safety team will annually report on the school's compliance to the head of school.

SCCS food service staff will ensure compliance with nutrition policies within school food service areas and will report on this matter to the head of school.

Policy Review The SCCS health and safety team will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of the assessment will be compiled and presented to the head of school.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the head of school will review nutrition and physical activity policies, provision of an environment that supports healthy eating and physical activity, and nutrition and physical education policies and program elements. The head of school and SCCS health and safety team will, as necessary, revise the wellness policy and develop work plans to facilitate their implementation.

Recommended Classroom Snack and Beverage List

In compliance with SCCS's Wellness Policy, the school provides a recommended classroom snack and drink list.

FRUITS

- All Fresh Fruit
- Dole Fruit Bowls
- Del Monte Fruit To-Go Cups
- Sun-Maid Raisins (not chocolate covered)
- Applesauce Cups
- Motts Fruit Blasters Applesauce Tubes

VEGETABLES

- All Fresh Vegetables, Including:
 - Carrots with Dip
 - Celery Sticks with Cream Cheese or Dip

GUMMY SNACKS

- Betty Crocker or Nabisco (No Brachs)
- Fruit Roll-Ups
- Fruit by the Foot
- Gushers
- Shark Bites
- Fun Fruits
- Hi-C Fruit Snacks

COOKIES

- Nilla Wafers
- Bisco Wafers
- Teddy Grahams
- Pepperidge Farm:
 - Milano, Shortbread, and Sugar Cookies
- Keebler:
 - Butter Cookies, Grasshopper Cookies
- Nabisco:
 - Barnum Animal Crackers, Oatmeal and Iced Oatmeal Cookies
- Cameo Cookies, Fig Newtons, Kool Strawberry Seas Bars
- Nutri-Grain Apple Cinnamon/Brown Sugar Twists

SALTY SNACKS

- Rold Gold Pretzels
- Snyders of Hanover Pretzels
- Popcorn (Pop Secret, Orville Redenbacher, Healthy Choice)

CRACKERS

- Honey Maid Cinnamon Grahams and Sticks, Honey Grahams and Sticks
- Ritz Crackers (plain only)
- Keebler Club Crackers (original only, not sandwiches)
- Nabisco Saltines
- Sunshine Cheez-Its
- Triscuit

- Wheat Thins
- Pepperidge Farm Goldfish (only plain, pretzel, or cheddar, not cinnamon)
- Sargento Mootown Crackers and Cheese Dip
- Keebler Townhouse Crackers
- Sportz Cheddar Crackers
- Kraft Handi-Snacks Cinnamon Graham Crackers with Applesauce Dip
- Kraft Handi-Snacks with Cheese Dip

JELLOS AND PUDDINGS

- Hershey Chocolate Pudding Tubes
- Kraft Handi-Snacks Wacky Gels, Vanilla and Chocolate Pudding
- Hunts Juicy Gels, Vanilla and Chocolate Pudding
- Jell-O Gelatin Cups, X-treme Jell-O Tubes, Vanilla, Chocolate, and Oreo Pudding
- Dole Fruit-n-Gel Bowls
- Del Monte Fruit and Gel To-Go Bowls

FROZEN TREATS

- Minute Maid Juice Bars, Fruit and Cream Swirls, Frozen Lemonade
- Tropicana Fruit Juice Bars
- Welch's Fruit Juice Popsicles

MISC.

- Cheese
- Yogurt (not soy brands)
- T. Mazetti's Carmel Apple Dip
- Pizza (Papa Johns, Dominoes, Flippers, Pizza Hut)

DRINKS

- Water or Seltzer Water without Added Caloric Sweeteners
- Diet Decaffeinated Soft Drinks
- Decaffeinated Iced Teas
- Fruit and Vegetable Juices
- Fruit-Based Drinks that Contain at Least 50% Fruit Juice
- Unflavored or Flavored Low-Fat/Fat-Free Milk

IMPORTANT: Due to continual changes in manufacturer packaging and processing, please read the ingredient label of your snack chosen to ensure that it doesn't contain any of the following: peanuts, nuts, peanut butter, nut butter, peanut oil, nut oil, peanut flour, nut flour, peanut meal, nut meal, or statements like "May contain traces of peanuts/nuts" or "Manufactured in a facility that also processes peanuts and/or nuts".

SUPPORT 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 Prayer 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.

PACE

As a parent or guardian 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 SCCS supporters participate in The Legacy Plan. The Legacy Plan is money gathered from church offerings and fundraisers that then gets sent to the school to assist with the costs of Christian education. All parents are encouraged to donate to The Legacy Plan program, as it provides up to 40% of the total

costs of schooling for one year. The Legacy Plan is a 501 (c) (3) non-profit organization, and all donations are tax-deductible.

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 the Director of Development and Promotions at SCCS (722-0777). You can also join on-line by going to the school website at www.siouxcenterchristian.com.

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 well established, 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 then a percentage of the purchase is placed into an account, to be used at a later time for tuition.

Moms in Prayer

Moms in Prayer 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.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

1. mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
2. fax: 202-690-7442; or
3. email: program.intake@usda.gov

This institution is an equal opportunity provider.

Iowa Non-Discrimination Statement

It is the policy of this CNP provider not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, disability, age, or religion in its programs, activities, or employment practices as required by the Iowa Code section 216.6, 216.7, and 216.9. If you have questions or grievances related to compliance with this policy by this CNP Provider, please contact the Iowa Civil Rights Commission, Grimes State Office Building, 400 E 14th St, Des Moines, IA 50319-1004; phone number 515-281-4121 or 800-457-4416; website: <https://icrc.iowa.gov/>.