

**Damascus Christian  
School**

***Faculty  
Handbook***  
***2010-2011***

***The Heart of Education is Education of the  
Heart***

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## PREFACE

### To Those Who Teach At DCS

*A wise teacher's words spur students to action  
and emphasize important truths (Eccl. 12:11).*

A simple sentence declaring a complex concept - a wise teacher's instruction will accomplish at least two things. First, it will motivate students to do something with what they have heard. It will cause them to ponder and question, do further research and study, experiment and create. They will wrestle with the ideas and mull them over and over – meditate, if you will, long after that particular lesson is over. In the process, they may discover other areas of interest that will spin off the original lesson. A wise teacher will spur students to action.

Secondly, a wise teacher will emphasize important truths. They will focus on what is really critical to know. Before presenting the lesson to their class, they will have sifted through the information, picking out the gems and nuggets and discarding or setting aside the dross and fluff. Inconsequential information will be relegated to the shelf while the foundational facts will be examined, expanded, and organized in a systematic, sequential manner.

These two elements deal primarily with the preparation of the lesson to be taught and are fundamental to a wise teacher's anticipated outcome. A third component however, is necessary to make the first two come alive - that of presentation. This is an equally if not more important ingredient. It is what Dr. Bruce Wilkinson calls, *style*. He states the teacher's main job is to overcome student boredom and infuse the content with excitement and dynamics. Style is the link between paper and people. Style is the responsibility of the teacher and is within their control; the teacher determines whether to bore students or not, by their presentation style. It is true that style is influenced by personality but is controlled by the role the teacher selects; if a teacher is just doing "what comes naturally," Wilkinson contends that their students will be bored 100% of the time. Another ingredient to teaching with style is adjusting to the variables of a class – the subject content, class size and setting, and age of the students. Style must be fluid and adjusted according to the response of the students; watch the body language of your class. Finally, style is a learned skill and can be significantly improved through understanding and practice. In summary, it is *how* you get the *what* to the *who*. A wise teacher uses words that spur students to action, they emphasize important truths, and they purposefully teach with style.

The Lord has called you to this place for such a time as this. Moment-by-moment, we must ask our heavenly Father to strengthen and prepare us for His work in the lives of our students and families. Dependence upon the Holy Spirit is an absolute if anything of value for eternity is to be accomplished at DCS. Ecclesiastes 12 goes on to say, "Indeed, the teacher taught the plain truth and he did so in an interesting way." As teachers at DCS, that is your assignment – teach in such a way as to spur students to action, emphasize important truths, and teach with style.

Welcome to a new year and new opportunities to assist Christian parents in the Biblical training of their children spiritually, intellectually, socially, emotionally, and physically, to help prepare them to be faithful followers of Jesus Christ for God's glory and the building of His Kingdom.

For His cause,

Tim Oakley  
Administrator  
2009-2010

## **RULES VS. RELATIONSHIP – A DAILY CHOICE**

The mission of DCS is to assist Christian parents in the biblical lifestyle training of their children. This cooperative effort begins first and foremost in the home and is reinforced through regular family participation in a local Bible-teaching church and alignment with Damascus Christian School. We are not interested in imposing a set of rules that, if a student (or adult) follows them, he or she will be considered a “good Christian.” That is legalism and counter productive to lifestyle discipleship. Life transformation is our goal which means being drawn closer and closer to a personal relationship with the Lord resulting in inward changes of attitudes and desires, as well as outward behaviors.

So why have rules? Most people understand that a certain degree of guidelines and policies must be in place to promote and ensure safety, security, and orderliness. Problems in the Christian community develop when rules are equated to appropriate lifestyle and behavior, i.e., if you act this way (or don’t do those things), you are seen as a virtuous Christian. Jump through the hoops, say the right things, act a certain way, and you will slip under the radar and pass the “good Christian test.” There may be a bitter spirit, a gossiping tongue, a critical, judgmental attitude, lustful thoughts or actions, but as long as the outward public behavior passes muster, all appears well.

Scripture tells us of a radically different (and much more effective and satisfying) way to live – walk in the Spirit (Eph. 5:22, 23). In other words, quit faking it. Stop trying to do it on our own and simply allow Jesus to live His life through us by faith in the power of the Holy Spirit. The results? Over time, we manifest more and more of the fruit of the Holy Spirit – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. That’s life transformation. How cool is that?!

The concept is really pretty simple. It’s a matter of deliberate, daily choices. Grow in your knowledge of God’s Word (Psm. 119:9, 11). Obey Scripture (I Jn. 2:5). Live in fellowship with Christ, i.e., walk in the Spirit (I Jn. 2:28, 3:19). Confess sin (I Jn. 1:9). Love one another (I Jn. 3:11). Speak well of each other (Eph. 4:29b). Serve one another (John 13: 14). Make allowances for each other’s faults and forgive the person who offends you (Col 3:13). Give thanks in all things (Phil. 4:6-7).

So what about all those school rules? Rather than list a bunch of does and don’ts, think in terms of these principles:

**Stuff that is criminal/dangerous** – stay away from illegal drugs/narcotics, alcoholic beverages, tobacco, sexual involvement, weapons, stealing, harassment, reckless driving, and things like these.

**Stuff that interferes with the educational process** – lack of effort and cooperation, poor attitude, spotty attendance, use of electronic devices/cell phones during school hours (8:25 AM – 2:55 PM), inappropriate dress, etc.

**Stuff that hinders relationships** – such as cliques, lack of respect for others, negative attitude, bullying, stealing, vandalism, inappropriate language, and so forth.

**Stuff that sidetracks your walk with the Lord** – could be what you listen to, read or watch, where you hang out, who you hang out with (those who tend to drag you down), who you don’t hang out with (those who have a genuine walk with the Lord), unconfessed sin, lack of focused time spent in the Word, an “it’s all about me” attitude, et cetera.

Bottom line: **rules** are in place to promote safety, security, and orderliness, not as a checklist for spirituality. **Life transformation**, i.e., walking in the Spirit, is the goal for students of Damascus Christian School. **Be careful not to confuse the purpose of the two.**

## **Why A Christian School?**

### **A History and Rationale**

You may question why Damascus Community Church established a Christian school. After all, that is what the public system is for - to educate our children. Some would reason - church is for the spiritual side of man, school is for the training and nurturing of the intellect. Let's not mix the two.

However, if you look back in history, the first schools were in the home and church for the express purpose of teaching children to read and write and know the Scriptures. Our first colleges, Harvard, Yale, Dartmouth and others, were established specifically to train young men to be proficient in God's Word.

Damascus Community Church leadership made the decision in 1974 to establish a Christian school in order to provide an educational alternative for our people. Not as a protest against public schools but rather, as a creative option for families desiring an education that more closely supported the values and principles they were striving to teach and train at home. Thus in 1975, Damascus Christian School opened its doors, pre-school through ninth grade. In subsequent years, a full high school program was implemented.

Our mission statement, the reason why we exist, reads, "Damascus Christian School's mission is to assist Christian parents in the Biblical training of their children spiritually, intellectually, socially, emotionally and physically to help prepare them to be faithful followers of Jesus Christ for God's glory and the building of His Kingdom."

DCS is an extension of the Christian home in an academic setting. Not as an escape from the "real world" nor as a shelter for families "who need that sort of thing," but as preparation for a world that desperately needs to see genuine Christianity lived out day-by-day. It is not a 5 Day Bible Club, but rather a training ground for equipping young believers for spiritual battle and social responsibility.

Do all of our graduates become fruitful and vital witnesses? Unfortunately, no. Like the local church, our purpose is to help equip and prepare. Each student, like each church attendee, must decide how and if they will utilize the tools they have been given to enhance God's glory and extend His Kingdom.

For those DCS students and families who say yes to whole-life discipleship, it is an opportunity to immerse themselves in an environment that is spiritually user-friendly and supportive of their desire to grow in faith and practice.

For over thirty-four years, Damascus Christian School has sought to provide a strong, well-balanced school program centered upon the Word of God. Our teachers, the *Living Curriculum*, seek to assist school families in the process of developing productive and fruitful Christian young people.

Our prayer is that God will continue to place His hand of blessing upon the efforts of those involved in Damascus Christian School - students, parents, faculty and staff.

### **Damascus Christian School Employee Lifestyle Statement**

Damascus Christian School, a ministry of Damascus Community Church, is a religious, nonprofit Christian school representing Jesus Christ throughout the evangelical Christian community. DCS requires its employees to be born-again Christians, living their lives as Christian role models (Romans 10:9-10, I Timothy 4:12, Luke 6:40). Employees will conduct themselves in a way that will not raise questions regarding their Christian testimonies. A Christian lifestyle should reflect the biblical perspective of integrity and appropriate personal and family relationships, business conduct, and moral behavior. An employee is expected to

demonstrate a teachable spirit, a choice to love one another, a willingness to live contentedly under authority, a willingness to work as a team, and a commitment to follow the Matthew 18 principle when an issue arises with fellow employees or management.

The DCC/DCS Statement of Faith expects employees to maintain a lifestyle based on biblical standards of moral conduct. Moral misconduct, which violates the bona fide occupational qualification of employees to be Christian role models, includes but is not limited to promiscuity or homosexual behavior – or any violation of the unique roles of male and female (Romans 1:21-27, I Corinthians 6:9-20). DCS believes that biblical marriage is limited to a covenant relationship between a man and a woman.

DCS employees will maintain a lifestyle based on biblical standards of conduct. Failure to do so may result in a reprimand or, in some cases, dismissal from employment. It is the goal of DCS that each employee will have a lifestyle in which “He might have the preeminence” (Colossians 1:18, KJV).

## **DCS Mission Statement**

*Damascus Christian School’s mission is to assist Christian parents in the Biblical training of their children spiritually, intellectually, socially, emotionally, and physically to help prepare them to be faithful followers of Jesus Christ for God’s glory and the building of His Kingdom.*

## **DCS Philosophy of Ministry**

### **Philosophy of Christian Education**

Even though the terms “Christian School” or “Christian Education” are not found in the Bible, Scripture gives explicit principles on moral and spiritual instruction of believers in general, and of children in particular. High value is placed upon knowledge and wisdom and the application of that knowledge and wisdom to all of life (Deut. 6:1-9; Proverbs 1:1-7; Colossians 1:9-14; Titus 1:1-2, 2:1, etc.).

We view Damascus Christian School as a part of each child’s Christian education in cooperation with the Christian home and church. God has revealed Himself to man through His Creation (John 1:1; Hebrews 1:2; Romans 1:20, etc.). His self-revelation is the substance of Christian belief. What we call “Biblical Christianity” is the application to life of the basic truths that God has revealed. The goal of our educational philosophy is to provide a Biblical Christian worldview. Some of the foundational concepts of this worldview are as follows:

1. We begin with God’s Word, not with man’s wisdom or knowledge (I Cor. 1:18-25; Heb. 4:12; Is. 55:9; Ps. 119:105).
2. God is the source of all truth and wisdom (Proverbs 9:10; John 8:31-32, 14:6; Romans 11:33-36).
3. God is the Creator and Sustainer of all things (Gen. 1:1; John 1:1-3; Col. 1:15-17).
4. God is Sovereign over His entire creation (Acts 17:24-28; Rev. 4:11, 20:11-15).
5. God’s Word teaches that He created the world recently and purposefully, and that it was “very good” in its original state (Gen. 1:31; Ex. 20:11; Mark 10:6).
6. God created man in His Own image, giving human life unique value and sacredness (Gen. 1:26-27, 9:6).
7. The original “good” creation was ruined by the deliberate choice of man to rebel against his Creator (Gen 3:17-19; Romans 5:12-19, 8:20-21).
8. As a consequence of the Fall of man, we are entirely dependent on the Holy Spirit for the illumination of Truth (I Cor. 1:18-2:16).
9. Individual value and destiny can only be correctly ascertained in the light of the Person, purpose and works of God as revealed in His Word (I Peter 1:3-5, 18-29, 2:9; Phil. 1:6; I Cor. 1:26-31).

In summary, Christian education is the integration of Biblical truth in all areas of study, not merely adding Bible study to the standard curriculum. Teaching the whole child is only possible when Biblical truth is the very foundation and context for all subjects taught in the Christian school (II Timothy 3:16-17).

God has given the home and the church the responsibility to educate. Therefore, as an extension of these institutions, the Christian school has a Biblical mandate to educate. We believe the relationship between these three institutions to be as follows:

### **The Home**

The Bible makes it clear that education is to begin in the home (Gen. 18:19; Deut. 6:7; Prov. 22:6; Eph. 6:4; II Tim. 1:5, 3:15, etc.). These references show that it is the parents' responsibility to oversee the education of their children.

### **The Church**

The New Testament indicates that the responsibilities of the church include education as well as evangelism (Matt. 28:19-20; Acts 2:42; II Tim. 2:2). The Scriptural presentation of the church as a Body – an organism that grows and matures – implies a teaching function for this institution (I Cor. 12:12-28). Also, the recognition of the gift of teacher (Romans 12:4-7) assumes the necessity of teaching in local churches.

### **The Christian School**

In order to reinforce the educational ministries of the home and the church, Christian schools have been formed. Damascus Christian School is a ministry of Damascus Community Church for its families as well as Christian families of the greater Portland area. The work of our school is an extension of the Christian educational ministries of the Christian home and church.

Our purpose at DCS is to assist Christian parents, not to take their place. Parent should *not* enroll their children with the intent that the school will *reform* them. Our goal as a Christian school is life transformation into the image of Jesus Christ; this change is dependent on the work of the Holy Spirit and a willing submission to God's Word, to parents and authorities (Romans 12:1-2; Eph. 2:8-10).

We enroll students from families where at least one parent professes faith in Jesus Christ, and the student (especially grades 7-12) is also a professing believer. Parents and students must also be actively participating in a Bible-teaching local church, and be in full agreement with the mission, philosophy and standards of Damascus Christian School. The mutual support and cooperation of the Christian school, home and local church are absolutely essential for meeting our goal of *life transformation*.

*And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what the will of God is, that which is good and acceptable and perfect.*  
Romans 12:2 (NASB)

*And He gave some as apostles, and some as prophets, and some as evangelists, and some as pastors and teachers, for the equipping of the saints for the work of service, to the building up of the body of Christ; until we all attain to the unity of the faith, and of the knowledge of the Son of God, to a mature man, to the measure of the stature which belongs to the fullness of Christ.*  
Ephesians 4:11-13 (NASB)

*Therefore, if any man is in Christ, he is a new creature; the old things passed away; behold, new things have come.*  
II Corinthians 5:17 (NASB)

## STATEMENT OF FAITH (Copy in Office)

### WHAT DOES OUR CHRISTIAN PHILOSOPHY OF EDUCATION LOOK LIKE IN PRACTICAL TERMS? – DAMASCUS CHRISTIAN SCHOOL CORE VALUES

The Christian philosophy of education is based on a proper relationship between the family, the church, and the Christian school. The family is the basic unit of Christian education. Scripture makes it very clear (Prov. 22:6; Deut. 6:7) and continually stresses the responsibility of the parents (particularly the father) to teach and train their children. If our philosophy of education causes us to take the role and the responsibility away from the parents, we are clearly in violation of the plain teaching of God's Word. The church and Christian school are simply extensions of the educational process of the home, providing reinforcement, support and encouragement to the family in its basic responsibility.

Christian education is fundamentally built on the premise that the non-believer is incapable of teaching effectively the truth of God's Word as it applies to every subject and principle of life. The Christian viewpoint, therefore, insists on the family's Biblical right and responsibility, supported by the church and Christian school, which is composed of families who are gathered together in the "family of God." Thus, the school must foster and encourage the Biblical priority of the responsibility of the family and the church in its education process.

#### **I. To equip each student to understand, believe and personally apply the following truths:**

##### *1. God is the Creator and Sustainer of the universe and of man.*

By this statement we recognize that the careful design of all material things and the human race was originated and is continued by God of the Bible. Therefore, the philosophy of education is based on the sovereign right of God to rule in all affairs of men throughout all history. Additionally, it is based on the creation of man in the image of God apart from any so-called evolutionary process.

In more precise terminology, God is revealed through the One Infinite and Eternal Being. He is purely spiritual, the Supreme Personal Intelligence, the Creator and Preserver of all things, the Perfect Moral Ruler of the universe; He is the only proper object of worship; He is the tri-personal - the Father, Son, and Holy Spirit - constituting one Godhead (Gen. 1:1; Exodus 34:14; Psa. 90:1,2; 139:7-12; Job 26; Jer. 23:2-4; Matt. 3:16, 17; 28:19; John 4:24; I John 4:16, etc.). These verses do not represent fully the contents of revelation concerning God. They are, however, sufficient for the purpose of making the distinctions between the Scriptural or Christian doctrine of God and the anti-theistic theories.

##### *2. The Lord Jesus Christ is the Son of God who came to earth to die for our sin.*

We affirm that Jesus Christ is the eternal Son of God, and the virgin-born Son of Man, having come into the world to save men from the guilt and condemnation of sin. He is both fully God and fully man. He offered His perfect life on the Cross as a payment to God for the sins of all mankind (Rom. 6:23). There is no other method or means by which man can have peace with God apart from the Cross of Jesus Christ. As He Himself said, "I am the way and the truth, and the life; no one comes to the Father, but through Me," (John 14:6). Not only did He die, but He was raised again on the third day (I Cor. 15:3-4). This resurrection was literal and bodily. Thus, we do not serve a dead sacrifice, but a living Savior and Lord (John 1:1-4; Hebrews 1:3; Luke 1:26-35; Acts 4:12; Romans 3:20-26; Galatians 6:14; Matthew 26:28).

##### *3. The necessity of being born again by the Spirit of God by receiving the Lord Jesus Christ.*

Man was created innocent. By disobedience to the command of God, he fell, thereby losing his innocence, becoming subject to death and to eternal displeasure of God. Indeed, spiritually speaking, man apart from Jesus Christ is declared dead in trespasses and sin (Eph. 2:1). Therefore, merely adding good deeds or even religious activity to this lost condition is not enough to save man from the sure and eternal punishment of his sin. Jesus said that what was necessary was for the one dead in sin to receive a new life altogether. He referred to this as being "born again" (John 3:3). This new life begins the moment an individual, by an act of the will, makes a heart acceptance of Jesus Christ as an all-sufficient Savior. Such a heart acceptance results in the salvation of the one who believes (John 1:12). The fruit of this salvation is the forgiveness of sins and

justification, through which we are declared righteous, and are brought into a state of peace and favor with God (Eph. 2:8-10; Titus 3:5-7; Romans 3:21-26; 5:1; 8:1).

4. *Growth in the Christian life depends upon fellowship with God through Bible reading, prayer, yielding to God's Spirit moment-by-moment, service and fellowship with the body.*

We believe the Christian life is an ongoing process which begins the moment we receive salvation. It is necessary that we grow and mature as Christians and this can only be accomplished as we commit ourselves to study God's Word, communicate frequently and consistently with God through prayer and allow His Holy Spirit to use us for service. Studying God's Word should not be limited to the classroom but should be a personal commitment of looking for guidance and direction from daily Bible reading (II Tim. 3:17). Prayer is to God (Matt. 6:6-8). Service is not to be something we choose, but it is allowing God to direct us through His Spirit, to an area of service where we can grow and be used by Him (Js. 2:14-17; Col. 3:16; Heb. 11:6).

5. *The necessity and urgency of proclaiming the Gospel both to our neighbors and around the world.*

We believe the Great Commission found in Matt. 28:19 is not an option but a necessity; a direct command of God. We realize that people are dying each day without Christ and recognize that it is our responsibility and privilege to be sharing the Gospel message with those we have direct contact with and to support missionaries both in prayer and finances. Therefore, in our educational process, we will train the students both to share their faith in Christ and support the world-wide testimony of the Gospel (Js. 5:16; Luke 24:47, 48; Acts 1:8; I Pet. 2:9, 3:15; I Thess. 1:8).

6. *The Bible as the only Word of God is practical and important for today.*

We believe the "...authority, authenticity and reliability of the Bible as the complete and final revelation of God." It is the "infallible point of reference" for every area of our lives and its teachings are vibrant and applicable, both in our daily routine and special circumstances (II Tim. 3:16, 17; I Pet. 1:20, 21; I Thess. 2:13; Heb. 4:12).

7. *The Christian life requires a commitment to be distinctly and attractively different from non-Christians.*

We are committed to a lifestyle, both public and private, that is unique. This encompasses every aspect of our lives - spiritual, intellectual, social, emotional and physical. We are to look and act different because we are different. The Christian is called to a life that is set apart for God in every aspect of conduct and behavior (I Pet. 15, 16). However, that difference should not be a critical or obnoxious one, but one that demonstrates the love and grace of Jesus Christ (II Cor. 2:14-16, 3:2,3; Matt. 5:14a, 16; I John 2:15).

## **II. TEACHER EXPECTATIONS REGARDING OUR CHRISTIAN PHILOSOPHY OF EDUCATION**

1. *Teach the application of Biblical principles to every part of daily life.*

God's Word was given for us to not only know God, but also to live in such a way that is pleasing to Him (Js. 1:22; Matt. 7:24-27). God wants to change us into His image (Rom. 8:29). This will only happen as we apply God's Word to every aspect of our lives. In this day of confusing moral uncertainty, we do not need to be uncertain - God has spoken (II Tim. 3:16, 17). Students must carefully examine all facets of their lives in light of God's revealed Word (Psa. 36:9). Values, actions and attitudes must all be subject to the Scriptures. As students learn God's truth, they must then, on a moment-by-moment basis, practice God's truth. Knowledge and action must go hand-in-hand.

2. *Integrate subject matter to the Word of God.*

The Bible is the foundation upon which all knowledge is based (Psa. 119:160). God has revealed Himself and His will through the Scriptures (Psa. 19:7, 8). Therefore, Christian education must begin with the Bible (Deut. 6:6, 7). All disciplines must subject themselves to the truth of Scripture. As the Bible is to guide our personal behavior, it must also guide our thinking. Students need to see the relevance of God's Word in math, history, language, science, fine arts, and other subjects. Each class should be designed to teach

information that students need to know and help each student to further understand God and his relationship to God.

3. *Teach the student to submit to authority.*

In today's self-centered generation, submission to authority is neither a popular concept, nor a practiced principle. By nature, we do not want others to tell us what to do. God has called us to submit to those in authority (Rom. 13:1; I Pet. 2:13-17; Eph. 5:21). Therefore, it is incumbent upon our students to learn to obey teachers and others in authority. Students must accept and follow rules whether being monitored or not (Col. 3:23). This submission must be done with a positive attitude toward the situation. Students who have learned to be submissive to authority will please God and have a skill that will serve them well in life.

4. *Teach the student to apply himself to his work and to fulfill his various responsibilities.*

The Bible teaches that whatever endeavor we undertake, we are to do our best in the name of Jesus (I Cor. 9:24-27; Col. 3:17). Therefore, Christians are obligated to strive for excellence to honor Him. Students must learn the value of hard work and doing well (Prov. 6:6). Hard work is not in our basic nature so we teach our students to be disciplined (II Tim. 1:7). As a student develops self-discipline, he will be able to expend the necessary effort to not only meet his God-given responsibilities, but excel.

5. *Teach students to work independently and cooperatively.*

The students are given various assignments and offered extra-curricular activities to develop their ability to work independently (Gal. 6:5). We also teach our students the importance of cooperation in working together as a team by providing opportunities in team sports, choirs, bands, classroom projects, etc. (Gal. 6:2).

6. *Teach the student to think for himself and to stand up for his personal convictions in the face of pressure.*

At DCS, we challenge the students to establish their own convictions based upon the teaching of the Word of God. And once established, we encourage them to stand firm in their convictions so that they may have confidence in their relationship to Jesus Christ and they may be able to resist the worldly influences all around them (I Cor. 16:13).

7. *Teach the students to use the Christian social graces.*

Throughout all of the instruction at DCS, we emphasize the importance and responsibility students have to Christ to use acceptable social behavior. We desire that our students will always be striving to be more Christ-like, that is, being more considerate, more forgiving, more modest, compassionate, and more gracious to one another (Eph. 4:32; I Pet. 3:3).

8. *Develop the students' creative skills and an appreciation of the fine arts.*

We recognize the need to help develop the gifts and talents that the Lord has given us in the areas of music, art, and drama. Music and art are means of expression for worship and thanksgiving. In Exodus 15, Moses and the sons of Israel sang a beautiful song that exalted the greatness of the Lord. In Judges 5, Deborah and Barak sang about God's victories. Psalm 105:1, 2 tells us to "...sing to Him, sing praises to Him." God created man with the ability to produce and appreciate beauty. In Exodus 31, we are told of all kinds of craftsmanship, "...to make artistic designs for work in gold, silver, and in bronze."

Whatever we do in music, drama or art, i.e., what we produce, hear or see, should help us please God and delight more in Him. "Let the words of my mouth... be acceptable in Thy sight," (Psa. 19:14). "Set your mind on the things above, not on the things that are on earth," (I Col. 3:2). God is worthy of our best in music and art, "...and whatever you do in word or deed, do all in the name of the Lord Jesus..." (Col. 3:17).

9. *Develop effective communications skills of the student.*

Communications is one of the most precious gifts that our Lord has given us. Our speech and writing can be a wonderful tool to be used for the Lord if it is used properly. In James 3, the Lord instructs us on bridling the tongue. Eccl. 3:7 tells us that "...there is a time to be silent and a time to speak." Therefore, we should beware of too much talking. We strongly feel that an ability to speak and write well determines our

effectiveness for God. Our young people should also be taught not to praise themselves. “Let another praise you, and not your own mouth,” (Rom. 10:14, 17). What we say to God should be taken seriously (Prov. 27:2a). “Do not be hasty in word...” (Ecc. 5:2, 4, 5).

*10. Teach the knowledge and skills required for future study or for occupational competency.*

We want our students to be taught basic facts, discipline, study and communication skills so they may work with their own hands (I Thess. 4:11, 12). A man is to learn to provide for his own (I Tim. 5:8), and if he does not work, he does not eat (II Thess. 3:10). We also want our students to be educated so that they will know how to study to show themselves approved unto God, rightly dividing the Word of Truth - God’s own Word and our guidebook for life (II Tim. 2:15).

*11. Develop a desire pleasing to God for wholesome physical and mental activities.*

Our students need to know that we are each personally responsible to God for our actions (Col. 3:17; Rom. 14:12), and are not to do anything (recreational, mental, physical) that would offend Him or that would cause our brothers to stumble, be offended or made weak (Rom. 14:21). We are to follow after things that make for peace and things by which we may edify one another (Rom. 14:19). We want our students to follow the example of Christ who did not live to please Himself (Rom. 15:1-3).

*12. Teach our American heritage and the current issues facing our country and the world.*

Our nation is one nation under God and our American heritage must be taught so that our students may see that our country was founded by Godly men who used the Bible as the guidebook for our Constitution and government. “Blessed is the nation whose God is the Lord” (Psa. 33:12). God rehearsed Israel’s history over and over so that future generations could benefit. We can trust God in the present world crisis because He is sovereign and His Word gives us values that needs to be brought to bear on current issues. God’s Word and His past guidance and faithfulness assures us of the future and His soon return.

*13. Show the student his civic responsibilities and prepare him for adult responsibility as a Christian citizen of our nation.*

Orderly government is part of God’s provision even in a wicked world. No ruler exercises control unless God permits it (Dan. 4:17), and Christians are to be honest and obedient to the leaders and to the laws of the land, unless those leaders or laws are immoral or anti-Biblical. In these cases, we are to obey God rather than men (Rom. 13:1-7; Acts 5:29). We want our students to see their responsibility as Christian citizens to pay taxes (Matt. 22:21), to vote, and to not only oppose evil, but to know Biblical teaching regarding such evils (I Pet. 2:11-15; Phil. 2:15). We also teach our students to pray that God will give guidance to our leaders (I Tim. 2:1-3).

## **Some Thoughts On Living Curriculum**

The Christian school is more than utilizing Christian curriculum, being well organized, handling finances with integrity, involving parents and students, adequate and sufficient buildings and grounds, and quality chapel and worship programs. The underlying purpose of the Christian school is that of changing lives. God reaching into lives, through the work of the Holy Spirit and His Word, and transforming them into useful vessels for His design. That is where the all-important ingredient of the teacher and staff, the Living Curriculum, comes in. Lives touching other lives.

How best can a child learn forgiveness or love? By us telling him all about it, or reading all the Scripture verses relating to it? No - a student or, for that matter, anyone, learns these attributes because he or she experiences them in the lives of others.

The late Dr. Roy Lowrie put it this way, “The best spiritual teaching is a living demonstration. Our children will learn to do what parents and teachers do, not what they say. The example of our lives will count most. Our children will discern any difference between our talk and our walk. They can tell whether or not we are teaching them one standard while living another.”

Some suggested areas of Living Curriculum to consider:

1. **Love** - Do we really love the children to whom we minister? Not in a gushy, superficial way but in a Scripturally honest way. Can we accept them the way they are with all their faults, misconceptions, and immaturity, and love them the way the Lord Jesus would and does love them?
2. **Forgiveness** - Do we actually practice forgiveness in a realistic way? Do we show children by how we live and react that we know what forgiveness is? Or do we take offense at what children say and do and hold it against them for weeks, months, or even years? Do we actually practice forgiveness with each other as members of the DCS staff?
3. **Joy** - Sometimes we are overcome by our responsibilities and assignments and respond with frustration and anger. At other times we are able to overcome the anger, but respond with that well-known pouting spirit so prevalent among our children. Joy is a gift from God. By fellowship with Him in prayer and in His Word, He can give us joy. Our students have the right to see true joy lived before them in our lives. But this cannot be our motivation - just to be joyful to better teach our children. We must find that perfect joy in our relationship with Jesus Christ. As He worked in our lives, the resultant joy will spread to those around us.
4. **Longsuffering** - This doesn't mean that we just overlook the misbehavior of our children or that we continue to allow students to misbehave without doing anything about it. Webster defines longsuffering as "long and patient endurance; enduring something, as an offense or sickness, long and patiently."

Longsuffering is a matter of the spirit. It is a quality of life, a way of responding to frustration. Can we calmly handle misbehavior without taking personal offense? Can we continue to help students improve their behavior (by use of discipline, if necessary) and expect them to improve? Sometimes we almost dare students to misbehave and act as if we expect them to continue their negative patterns. If we can practice some truly Biblical longsuffering we may teach them more about positive Christian behavior and actual "living."

5. **Honesty** - Christian school staff may be tempted to stretch the truth or avoid telling all the truth. Children usually know when this is being done. We may tell children they need to be honest but teach them otherwise by what we do in our own responses to other teachers, to students, to parents, and to administrators. Christian school staff must cultivate an open honesty in all dealings with others if honesty is to be effectively taught.
- Our Living Curriculum must agree with our subject curriculum. What we say and teach must agree with who we are. Our goal is to model the attributes we are attempting to pass on to our students. We can't be perfect, but we can acknowledge when we have failed to act or respond as we should, and take appropriate steps to make everything right.

## **FACULTY-RELATED DETAILS**

### **Contracts – Copy in office**

Contracts are issued by the school on a year-to-year basis. In early spring, each teacher is given the opportunity to indicate their plans for the upcoming school year. Those who desire to teach at DCS the succeeding year, have proven themselves capable, *and* where a specific need exists, will be issued a new contract. Terms, expectations, conditions and benefits are spelled out on each contract (see Contract). Salary increase is usually based on teaching experience and education or on a cost-of-living increase.

### **Accreditation/Certification**

Each faculty member will be expected to participate in this school-wide endeavor, by maintaining established accreditation standards. This effort will require full support of each staff person. In addition, each teacher is required to obtain and maintain *ACSI Teacher Certification*.

## **Payroll Schedule –**

Staff members may elect to receive their salary on a 9, 10, 11, or 12 month basis. Payday is the fifth and twentieth of each month. If an advance in salary becomes necessary due to unanticipated circumstances, request may be made through the bookkeeper. The withdrawn amount will be deducted from that month's scheduled salary.

Before the first salary check can be issued, W-4 and *Employment Eligibility Verification* forms must be completed, declaring the number of dependents claimed, etc., and submitted to the school bookkeeper. In the event you wish to change the W-4 status, please notify the bookkeeper at least 10 days in advance of the salary issuance. Payroll deductions are:

1. Federal and State withholding taxes
2. Health, life, and/or long-term disability insurance (over the premium cap) - optional
3. Social Security (FICA)

## **Ministry Description –**

Each teacher is issued a ministry description outlining job performance, character expectations and chain of command. This is sent at the same time as contracts. The ministry description is the basis on which teacher observations and evaluations are made during the course of the school year.

## **Outside-of-School Employment –**

Although Damascus Christian School recognizes that time away from work is your own time and is to be used at your own discretion, we expect that outside employment will not:

- Conflict with your work schedule, duties, and responsibilities at school, including but not limited to, faculty meetings and parent-teacher conferences.
- Create a conflict of interest or incompatibility with our mission.
- Create a detrimental effect upon your work performance at DCS.
- Involve conducting business during hours you are employed at Damascus Christian School.

## **Keys –**

Each teacher will be issued the appropriate key to enable them access to the main building, classrooms, the school supply room, teachers' workroom, office and the gym building/classrooms. **Keys are not to be duplicated nor loaned out.** A lost key is to be reported to the Facility Coordinator immediately. At the conclusion of a teacher's career at DCS, their key is to be returned to the Facility Coordinator.

## **Parking –**

DCS staff are to park in either the upper or lower parking lots. Parking across from the main building entrance doors (by the grass area) is reserved for visitors. If there are special church or school events where guests will be on campus, teachers and staff are to give up their customary parking spots in order to better accommodate our visitors.

## **Teacher Orientation –**

Prior to the beginning of a new school year, the teachers and staff gathers for Teacher Orientation. It is during this time that new teachers are introduced to the philosophy, policies and procedures for the school and returning teachers are brought up-to-date on any changes. It is also a time of allowing the Holy Spirit to knit our hearts together and prepare us for another year. Orientation generally runs from 8:30 AM until noon. The afternoons may then be spent preparing rooms, meeting for departmental details or other needed preparations.

## **Attire & Appearance –**

Attention to the inner person is always a first priority, however, we do want to maintain a sense of professionalism in our attire.

Men - Slacks, shirt and tie, suit, or sports coats are expected. The tie may be deleted if a sweater or turtleneck is worn. Hair is to be neatly trimmed and clean. Beards and/or mustaches should be kept likewise. Nose, cheek, body and/or ear piercing or tattoos are not appropriate.

Women - Modesty is the key. Care should be taken to dress appropriately within the parameters of our student and faculty dress code. Dresses, skirts, slacks, and pantsuits shall be acceptable attire for female staff members during the school day and at most school functions. Slacks outfits are to be both tasteful and professional in look and spirit. Slacks shall be of a cut and fit described as dressy-casual to dressy, with jean-cut pants and form fitting stretch pants not being acceptable; jeans are not appropriate. All tops are to be modest in appearance, not drawing undue attention to the wearer. As per our student expectations, you should be able to hold at least 1 inch of loose fabric at both side seams under your arms. Neck lines are to be high with no cleavage showing at any time – sitting, standing, or bending. No undergarment is to be visible directly by outline or color. All outfits must observe the NO SKIN ZONE. Special care should be taken to avoid the “worn, comfy-cozy, Saturday-at-home” look.

P.E. Teachers - Appropriate sweats and/or modest shorts are for gym use. Warm-ups or slacks should be worn if teaching in a classroom.

A word about student dress - helping monitor students’ dress is part and parcel of teaching. The main responsibility for appropriate student dress falls on the parents and students, however, there will be those times when students arrive in inappropriate dress. Care should be taken first thing in the morning to spot check dress. We want to deal with this issue in grace. If after a reminder and warning the problem persists, a detention and instruction that the inappropriate attire is not to again be worn to school.

Fresh breath is appreciated by students, parents, and colleagues. Be aware of “COFFEE BREATH”! Breath mints or spray are an essential part of the teacher’s inventory (no gum, please).

## **Hours –**

Teachers are expected to arrive on campus no later than 7:50 AM (in order to participate in morning devotions at 7:55 AM) and to stay until 3:30 PM. Faculty meetings, etc. may, on occasion, necessitate arriving earlier or staying longer.

## **Bell Schedule –**

The elementary daily schedule is determined by agreement among the teachers and administration. Elementary classes begin at 8:30 AM with dismissal at the following times:

Kindergarten – 11:45 AM

1<sup>st</sup> – 3<sup>rd</sup> Grades – 2:40 PM

4<sup>th</sup> – 6<sup>th</sup> Grades – 2:50 PM

The DCS secondary program runs on a 7 period day (with the exception of 0 Period) with class dismissal at 2:55 PM. The class is not dismissed until the teacher (not the bell) excuses the class. Teachers should respect the following class period time by dismissing promptly according to the schedule. Classes are to remain in session until the bell rings.

### ***Secondary Bell Schedule***

7:45 – 8:25 – 0 Period

7:55 AM - DCS Devotions

8:15 AM - Outside supervision

8:25 AM - Warning bell

8:30 AM - Classes begin

8:30 - 9:15 AM - 1<sup>st</sup> Period (45 minutes)

9:20 - 10:10 AM - 2<sup>nd</sup> Period (40 minutes)

10:20 - 11:05 AM - 3<sup>rd</sup> Period (45 minutes)

11:10 – 11:55 - 4<sup>th</sup> Period (45 minutes)

11:55 - 12:30 PM - Lunch (35 minutes)

12:30 - 1:15 PM - 5<sup>th</sup> Period (45 minutes)

1:20 - 2:05 PM - 6<sup>th</sup> Period (45 minutes)

2:10 – 2:55 PM - 7<sup>th</sup> Period (45 minutes)

***Elementary Chapel Schedule***

8:35 - 9:10 AM - Wednesday

***Secondary Chapel Schedule***

8:35 – 9:15 AM - Friday

**Devotions –**

Each weekday morning from 7:55 until 8:15 AM, the staff gathers at designated locations for a time of praise, prayer, Scripture discussion and brief communication updates. All full-time and morning part-time staff are expected to be on time and participate.

**Morning Memo –**

Each Thursday at the teachers’ morning meeting, an information sheet detailing the up-coming week’s daily happenings, daily/athletic schedule changes, chapel programs, and any other information that pertains to the school will be distributed to all DCS staff. The staff will review the draft with any changes being made at that time. A final copy of the *Morning Memo* will be placed in all teachers’ baskets or emailed by Friday.

**Pledges**

*Pledge of Allegiance to the American Flag* - I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

*Pledge to the Christian Flag* - I pledge allegiance to the Christian flag and to the Savior for whose Kingdom it stands. One Savior, crucified, risen and coming again, with life and liberty for all who believe.

*Pledge of Allegiance to the Bible* - I pledge allegiance to the Bible, God's Holy Word. I will make it a lamp unto my feet and a light unto my path, and I will hide its words in my heart that I might not sin against God.

### **Faculty Meetings –**

Communication is essential in maintaining an effective school. Therefore, regular faculty meetings are held in order to facilitate the flow of information vital to all DCS staff. Day and time will be established by the staff. An Agenda Planner is available in the Teachers' Lounge for teachers wanting to include items of concern to be entered on the agenda. A definite starting and stopping time will be established and followed as closely as possible.

The meeting format is openness and integrity. Items discussed in the meetings are to be held in strictest confidence.

Because of the unique elements of lower and upper grade needs, elementary and secondary staff will convene in separate meetings unless otherwise specified.

### **School Support –**

Being a teacher at DCS involves more than in-class responsibilities. Certain non-teaching jobs are necessary for each staff member. Contact and relationships with parents and other faculty should be positive, healthy and non-exclusive.

Staff members are expected to support the philosophy and ethics of DCS. Obviously, we won't always agree on every issue or decision, but we must strive towards unity and a mutually supportive front before parents and students. Any disagreements are to be worked out between persons involved; complaining and divisive remarks have no place in the Christian school. We must be able to work through issues without allowing situations to fester and become packets of bitterness. When a decision has been determined, we are to speak with one voice. That is why spirited, open discussion is vital *prior* to decisions being made. Once a decision or direction has been established, it is to be supported by each staff person.

Attendance at grade level-appropriate DCS parent meetings is expected of DCS staff members.

### **Personnel Policy on Teacher Absence –**

Nine (9) days of sick leave with pay is given full-time employees annually. It seems best for teachers to line up their own sub and then inform the administrator. That way, they can detail plans and information directly. If that is not possible, contact the principal as early as possible and a substitute will be lined up for you. Each teacher must have a sub folder on file in the classroom which contains the following *current* information:

1. present seating chart
2. general disciplinary procedures
3. procedures for all routines: opening of class, flag salutes, prayer, passing out papers, collecting assignments, etc.
4. classroom rules
5. playground rules
6. schedule – including daily classes, recess, special classes, and lunch
7. where things are: lesson plan book, grade book, restrooms, teacher manuals, other things a sub will need in order to effectively fill in for you

If you need to be gone during a school day, check with the principal first. When the time you are to be gone has been confirmed, you then line up the sub and let the principal know who it is.

### **Substitutes**

A list of available substitutes will be given to each teacher during Teacher Orientation. This list will include names, phone numbers, and grade level preference for each sub.

Those on the substitute list will be given a current DCS *Policies and Procedures for Substitute Teachers Handbook*. In addition, they may be expected to participate in a training session given during Teacher Orientation week.

### **Leaving Campus During the School Day –**

If a teacher finds it necessary to leave campus during the school day, the office is to be notified in advance and approval must be granted. Necessary steps must be taken to ensure that personal school responsibilities are adequately covered during the time off campus. Students are never to be left unattended or supervised.

### **Faculty Lounge/Workroom –**

Room 111 has been designated as the DCS Faculty Lounge/Workroom. This room has been set aside for the DCS staff to use as a prep room, a place to relax, chat, pray, etc. It is *not* a place to meet students or to do counseling. Care is to be exercised that the lounge/workroom not be used for negativism toward students, parents, and/or staff.

The room is equipped with a desk, clock, computer and printer, letter-making materials, high-speed duplicator, copy machine, student record file cabinets, phone, laminating machine, and supply cabinet (please notify the office secretary when items run low or are out). Remember - this is to be available for all DCS staff; please do not consider it your personal space by monopolizing the desk, phone, etc.

Care is to be taken to keep the lounge/workroom neat and clean. **Please pick up after yourself - papers, pens/pencils, paper clips, staplers, etc. (also instruct your Student Aide to do the same)**. Personal items should be kept elsewhere. Please save your computer work on a thumb drive.

### **Faculty Baskets –**

Each DCS staff member is assigned a labeled basket in the staff workroom. Baskets should be checked first thing in the morning, last thing in the afternoon, and periodically during the day. Memos, phone messages, mail, etc. are placed in the baskets. Since this is a major source of communication, it needs to be checked on a regular basis. Please do not use your basket as a storage bin.

Since information placed in the baskets may be of a confidential nature, students do not have free access to baskets.

### **Telephone –**

Each room is equipped with a phone. Each teacher has voice mail. Be sure to check your voice mail at the first appropriate time when you see the red, blinking light on your phone. The phone in the workroom (room 111) is specifically for DCS staff. Be considerate and limit the use to school business as much as possible. Please do not use other church staff phones. Student use of the workroom phone is not permitted. They may use the office phone for emergency calls.

### **Classroom Assignments –**

Room assignments will be made by the administrator and should not be changed without first talking to the administrator. Each room will be equipped with a desk, chair, telephone, file cabinets, student desks, clock, book shelves, chalkboard, bulletin board, a ceiling-mounted projector, document camera, a computer with Internet access, and a printer. Care should be taken to keep the room appearance neat and uncluttered. Bulletin

boards are to be maintained and changed on a regular basis. Each teacher should strive for a distinctively Christian look to their classroom.

Student misconduct resulting in damage should be dealt with immediately. If equipment, desks, etc. are damaged, the student(s) responsible will pay for repair/replacement costs. The Facility Coordinator is to be informed by written notice of any needed repairs or maintenance.

### **Classroom Duties –**

**At the end of each day**, teachers are to be sure that desks are placed in order, all clutter and garbage is off the floors, chalkboards erased (except what you want saved), desk tops clear and clean, all windows and doors closed, and lights turned out.

Wednesday and/or Friday procedures may be different from other afternoons due to the need for rooms to be set up for church and Sunday school.

### **Monitoring Lunch Activities**

This is the responsibility of each teacher. Elementary students are to eat lunch in their rooms under the supervision of their teachers. Secondary students may eat in different classrooms but may not roam the halls with food nor eat upstairs in the main building except in designated classrooms. Secondary students are not to eat in the balcony, stair wells, auditorium, foyer, etc. When weather permits, lunches may be eaten outside as long as the litter is picked up. Floors are to be free of lunch debris before students are released for break. The garbage can liners are to be taken to the dump bin after lunch and a new liner placed in the garbage can.

### **Detention Period**

Noon detention needs a teacher present each noon. Detention teachers will receive a list of assigned students from the school office. The list is to be returned to the office after detention with absentees noted.

### **Supervision**

Occasionally assistance may be needed for extra-curricular activities. Attendance at these events is not required, but students note such interest when teachers are present and this volunteer support will foster school spirit.

### **Teaching Equipment –**

The **copy machine** in the Teachers' Lounge is for staff/school use only. The machine is to be used for **copying, duplexing, enlargement/reduction, stapling and collating**. Only personnel who have been instructed in the operation of the machine are to use it. Students are not permitted to use it for their personal use. If you experience a jam or malfunction, let the secretary know.

A **Risograph High Speed Duplicator** is located in the Teachers' Lounge. This is to be used for larger runs. It has no enlargement/reduction or collating capabilities, and limited duplexing means. This machine is capable of running 5,000 copies from 1 master at speeds up to 130 copies per minute. Again, only personnel who have been instructed in the proper use of this machine are to operate it.

A **laminator** is in the Teachers' Lounge.

Each classroom (except 225) is equipped with a ceiling-mounted projector and remote, a document camera, and Internet connection for the teacher's computer. All are inter-connected.

**The DCS Sound and Power Point equipment** is available for school use. Trained student-help is to be used in the operation of this equipment.

**TV's & VCR's** are available for classroom use. These are to be signed out on the check-out sheet in the faculty lounge cabinet as early as possible. Plan ahead and sign out the equipment well in advance of the needed day and time in order to avoid disappointment in finding the equipment already in use.

## **Play Equipment**

Each elementary room will be issued a tub of play equipment at the beginning of the school year. This gear is to be marked by your grade number. The equipment then becomes your responsibility. Teachers may want to appoint a student equipment monitor to make sure all gear comes in after recess.

Equipment should not be lent to children coming in from other grades. Balls, etc. which are left out after recess and disappear will not be automatically replaced. Equipment which dies a natural death will be replaced by the Athletic Director.

## **Church/School Audio-Visual Equipment Use Policy –**

In striving to be good stewards of the equipment God has provided and to make sure the equipment is ready for the next user, we require student and teacher equipment users to adhere to the following policies:

- 1) All DCC/DCS audio-visual equipment users must be trained and certified by a designated AV person.
- 2) There must be an adult present if a trained and certified DCS student operates any audio-visual equipment.

Certification and regular equipment-use checks will be required for all DCS student users. Upon successful completion of the training, the student's name will be posted on an approved-user list. Adults authorized to oversee equipment use will also be on the approved-user list. DCS staff is to utilize only those students trained and certified to operate the church/school audio-visual equipment.

Each time a certified DCS student uses any church/school audio-visual equipment, he/she must sign the log, designating date and time of use and what equipment was used. The on-site adult must also initial the log indicating their presence during the equipment use time. This log will be kept in the sound equipment cabinet. Failure to follow proper equipment-use protocol may limit or eliminate the privilege of future DCS student use of the equipment.

## **Teaching Supplies –**

Supplies such as construction, graph and drawing paper, paints and brushes, plus consumable materials are kept in the downstairs supply room located at the north end of the hall. Please keep this door locked. A supply of pencils, staples, tacks, rubber cement, etc. is kept in the cabinet in the Teachers' Lounge/Workroom. If there is an item you cannot find, check with the office personnel.

## **Purchasing Supplies and Equipment –**

DCS provides basic and essential school supplies at the beginning of each year. Additional supplies may be requested during the school year and will be given consideration by the office personnel based upon priority needs and budget. All purchases for the school (except for department budgeted items) require the prior approval and signature of the administrator on the *DCS Pre-Purchase Authorization and Check Requisition Form*. All receipts and invoices are to be attached to the form and turned in to the bookkeeper. All textbook purchases are to be discussed with the administrator before initial or supplementary texts are purchased.

## **Correspondence –**

What goes out from the school is a direct reflection of the school. All official school correspondence sent on school letterhead is to be marked by proper grammar and correct spelling. Anything dealing with school policy, calendar scheduling, etc. is to be run past the administrator to ensure proper communication and prevent possible scheduling conflicts prior to being sent out.

Correspondence to parents should be done on a regular and timely basis. Grades must be recorded in RenWeb a minimum of twice a week per subject. Mid-term reports will be printed by the school secretary using RenWeb.

### **School Calendar –**

The office maintains the official school calendar for all approved school activities and functions. The procedure for placing events (other than regularly scheduled events) on the official calendar is as follows:

- 1. The master scheduling and sports/gym calendars in the church office must be checked to ensure no conflicts in facilities or personnel.*
- 2. Proposed events/dates must be approved by the administrator prior to being placed on the official school calendar. Consideration will be given on a school-wide priority basis.*

Student-planned social or athletic events do not automatically qualify as an official school event. Although school sponsors or advisors may not be present at such unofficial gatherings, students are nevertheless representatives of the DCS ethical standards and their conduct should be exemplary.

### **Class Observation/Supervision –**

Regular observation and evaluation are healthy exercises for any school. The mutual sharing of ideas and strategies for improvement strengthen the overall ministry. Observations are to be times of encouragement, assistance and growth. The administrator or designated person will observe in a new faculty members' class within the first 3 weeks of school. This is to ensure that all is going well and to assist with any problems, potential or real.

Returning teachers will be observed throughout the fall season. All teachers will be observed at least once during the course of the school year. Informal, drop-in observations will be made at the discretion of the administrator and/or administrative assistant or at the request of the teacher. Peer observations may also be utilized through the year.

Following each formal observation, the administrator will schedule a time, preferably within 24 hours, to meet with the teacher to discuss the observation. The purpose is to review the teacher's presentation, noting strong areas and agreeing together on a strategy to strengthen areas which may need attention.

Parents and/or students who wish to visit the school and observe classes must have prior permission from the administrator. The teacher will be consulted ahead of time about an up-coming, scheduled visit. A chair should be provided for visitors. Drop-ins and those wanting a casual look at our classes will be accompanied by office personnel and teaching should continue unhindered.

### **In-Service Training – Graduate Degree Training and Assistance**

Teaching is a profession and being a part of the DCS staff requires regular attention to maintaining and enhancing professional skills. A well-developed and sound Christian philosophy of education is essential for all DCS staff. All are encouraged to seek out those opportunities in their fields to add to their expertise through participation in seminars, workshops, conferences and classes which enrich and strengthen their abilities.

Normally, school will be dismissed in the fall in order to allow all DCS staff to attend the *ACSI Teachers' Conference*. Expenses directly related to the conference (registration, food and transportation supplement) will be borne by the school. Alternative programs may take the place of the ACSI Conference, dependent upon budgetary constraints.

In addition, taxable graduate study assistance for full-time faculty may be available, as funds permit, up to one-fourth the cost for textbooks and one-fourth the tuition costs for up to four hours of graduate study with the prior approval of the Administrator.

## FACULTY-STUDENT DETAILS

### Some Thoughts on Responsibility, Student Behavior and Classroom Control

Effective discipline in the Christian school hinges upon the exercise of individual responsibility. Students must be brought to an awareness of the responsibility they bear for their actions. As they mature in Christ, their behavior should ultimately reflect the tempering effect of that relationship. Teachers and administrators, if they are genuinely called, soon become aware of their superhuman responsibility (James 3:1). However, accomplishing what is not humanly possible is precisely what power through Christ is all about.

*1. Responsibilities of the Administrator - The administrator is the chief administrative officer of the school and is the overseer, spiritually, educationally, and administratively. The effective running of the school is delegated to the administrator to carry out in accord with stated School Commission policies. Although free to delegate authority to others for various tasks and operations, he remains in every instance responsible.*

*2. Responsibilities of the Teacher - A list of teacher responsibilities is included below:*

- a. Teachers shall maintain a standard of student behavior which is consistent with school policy and standards established by the administrator and staff of the school.
- b. The responsibility and authority of each teacher extends to all students, including any student not under the immediate control of another teacher.
- c. Each teacher is expected to develop and maintain his own standards for student behavior which are effective in his own area and comply to the standards and expectations established by DCS. These shall relate to such matters as safety procedures and drills, dressing for special activities, and quality of student performance in special courses.
- d. The teacher is responsible for promoting respect for authority, prompt and regular attendance, student dress and personal cleanliness, and student conduct toward other students.
- e. Practices such as the following characterize the work of successful teachers and lead almost inevitably to good classroom control:
  - 1) Planned instruction that will be challenging, purposeful, appropriate, varied, and adapted to various ranges of abilities.
  - 2) Organized, efficient routines for classroom.
  - 3) Appropriate room environment.
  - 4) Good relationships with students based upon acceptance, friendliness, firmness, fairness, and consistency.
  - 5) A student behavior program based upon prevention and correction rather than threats, punishment or retaliation.
  - 6) The development of skills in solving group problems in a democratic manner.

*3. Responsibilities of the Parents - parents are expected to cooperate with the school authorities in maintaining and encouraging proper standards of behavior for their children. They are urged to work with the child's teacher to determine what, if any specific help may be needed. Parents are also expected to support the*

*school in the implementation of reasonable corrective measures and adherence to Modesty and Neatness policies. They are encouraged to notify the school of any unusual behavior on the part of their children which might lead to serious problems at school. Within God's perfect economy, parents bear the primary responsibility for the development of their children, but no one would deny that school teachers have a tremendous influence along the way. Parents within the Christian community usually demonstrate more interest in the affairs of their children than their secular counterparts. Furthermore, the vast majority of our parents are intelligent, successful citizens who pay tuition over and above their taxes in order to provide their children with an added dimension in education. Christian school teachers will find one trait common to most of their parents - they want all the information and communication about their children you can provide.*

## **Class Management Suggestions**

In order for a teacher to maintain effective classroom control, he must understand the objective of Christian principles and ideals while recognizing the inherent sinfulness of mankind. The teacher must develop self-direction and self-discipline based upon an understanding of the goal ahead in order to help each student to full maturity in Christ (Col. 1:28, 29). Education is a process; each teacher plays an important role in that journey.

The effective teacher seeks to understand the differences, not only in developmental stages, but in individuals as well. Adolescents, for example, vary greatly in their progress toward self-discipline. The teacher should expect all stages of behavior development among the students as he expects a wide range of physical development among the students in his classes. It is important also to keep in mind other characteristics of adolescents that may strongly influence their behavior. Some of these characteristics are physical restlessness, rapid physical growth, interest in appearance, an awakening interest in the opposite sex, a search for the facts of life, a loss of manners, little interest in the feelings of adults, but much interest in peer reaction.

Although they may be Christians, most will not express their Christianity comfortably. Because of these developmental tendencies, boys and girls of this age may create problems yet they are extremely interesting and likeable. Do not get discouraged when you discover they aren't sitting on the edge of their chairs waiting for your pearls of wisdom!

## **You As The Teacher – Some Common-Sense Thoughts...**

- 1. Prayerfully plan lessons carefully in advance. Teach your pupils something; they really want it. Have specific lesson objectives ready - "What do I want them to learn from this lesson?" Know where you are going and how you are going to get there.*
- 2. Have your plans ready when class begins; start on time.*
- 3. Give directions clearly and concisely. Say them distinctly and watch for individual pupil reaction. Have them written on the board underlining the parts to be noted particularly.*
- 4. Circulate freely in the classroom. Stalk the aisle. Take positions in the class that will give direct views of each pupil.*
- 5. Walk around, talk to individuals. Make it a point to speak to each student daily.*
- 6. Pray for each student daily. Come into your classroom early and "pray your way around the room."*
- 7. Be self-confident. These things will help: well-prepared plans, adequate sleep, and recreation in non-school circles.*
- 8. Keep an adult reserve formality. You don't have to be stuffy, but you don't want to be best buddies or chummy. Be careful of playing favorites. Don't side against other teachers. Insist on being addressed as Miss, Mrs., or Mr. Insist that other teachers be addressed in that manner also.*

9. *Use your voice effectively. It can soothe and quiet a class when lowered; it can enthuse and stimulate a class when the tones are rich and the range of pitch is wide. Never try to out-shout the class.*
10. *Be firm, friendly, and consistent.*
11. *Avoid sarcasm.*
12. *Keep a cheerful, attractive environment - change bulletin boards at least once a month. Display student work.*
13. *Maintain lighting and ventilation at proper levels; step out of your class occasionally and then step back in. Is it overly stuffy and close? Open a window and draw in some fresh air.*
14. *Seek advice from a seasoned veteran.*
15. *Watch your own personal appearance. Dress neatly and with taste; be well-groomed.*
16. *Retain your sense of humor.*
17. *Pray often for yourself and your students and their families.*
18. *Rely on the Holy Spirit to energize, motivate, give wisdom, direction and encouragement.*
19. *Purpose to speak well of others; give a good report. Encourage others to do the same.*
20. *Strive to use proper, careful English. Try to avoid “Yeh, What cha”, etc. in your conversations.*
21. *When asked a question and you do not know the answer, say that, and purpose to find the answer for the student/class as soon as possible.*

### **The Teacher and the Group - Some Thoughts...**

1. *Be on guard continually to detect the early signs of trouble before they have a chance to grow, especially signs of discontent, turbulence and misbehavior. Deal with these in their initial stages.*
2. *Give attention, if only by recognition, to minor offenses. This can be done by:*
  - a. *looking directly at the offender with perhaps a slight nod of the head*
  - b. *quietly but firmly speaking the name of the offender*
  - c. *walking toward the individual or group, saying nothing and continuing the work at hand*
  - d. *place your hand on their shoulder*
3. *Change the seating arrangement of those who are inclined to use whispering for social purposes.*
4. *Set the class to work and provide individual help as needed; avoid unnecessary disturbances such as across-the-room comments to individuals. Pupils find constant interruptions by the teacher distracting and irritating.*
5. *Try to be fair and help students recognize that you are fair. Don't play favorites.*

6. *Try to bring the class to the point where pupils will look with disfavor upon a breach of good conduct among their fellow members.*
7. *Prevent situations which allow pupils to receive satisfaction from annoying the teacher or other pupils in minor matters.*
8. *Avoid either too long and difficult or too easy and simple assignments. Keep the abilities of the group in mind, while being mindful of individual needs; have sufficiently challenging work for the more capable learners (not simply more!). Be careful to complete one unit before moving on to the next. That means all review and tests should be completed before starting the next unit.*
9. *Be reasonable in your expectations. Keep deadlines. Be consistent.*

### **The Teacher and the Individual - Some Thoughts...**

1. *Call upon the student who is not paying attention or who is beginning to be disorderly; ask him to perform some concrete task.*
2. *If there is a question about behavior or attitude, give the pupil an opportunity to present his side of an affair, but don't argue before a group. If it appears it will be a lengthy discussion, let the student know you will deal with it after class or another appropriate time.*
3. *Make some provision for personal, sympathetic counsel behind closed doors. Male teachers should counsel male students; female teachers, female students. Avoid settings which could compromise your reputation or that of the Lord or school.*
4. *Encourage the pupil who attempts to redeem himself by a good work after he has been found guilty of an offense; forgive and forget. Don't keep dredging up the past. Don't hold grudges.*
5. *Do everything that you can to encourage each pupil; jobs, honors, a kindly compliment, a smile - all of these count in the pupils' lives more than we realize.*
6. *Treat each pupil as an individual, using personal information to maximize advantage.*
7. *Remember that individuals may instigate trouble in which they do not personally get involved. They simply sit back and watch the fireworks.*
8. *Avoid making too big of a deal out of a small situation.*
9. *Remember, it's the act, not the individual, that brings on discipline.*

### **Some Factors on Good Classroom Management ...**

1. *Ask the Lord for common sense, wisdom and discernment and the ability to recognize the difference between a "situation" which can be handled and a "problem" which calls for information and assistance beyond the limits of the classroom.*
2. *Pray for consistency in attitudes, treatment and requirements from pupils.*
3. *Strive for the ability to be detached from the situation - to discipline for action, not the individual. If you are emotionally distraught, step back until you have had a chance to cool off, think through the factors, then deal with it. Outbursts of anger, shouting, breaking, or throwing objects, stomping, etc. should have no place in our discipline.*

4. *Sincerity - students can spot a phony. Our walk needs to back our talk.*
5. *Pray for emotional stability and good physical health.*
6. *Strive for consistent adherence to professional ethics and high standards.*
7. *Flexibility - flex is the key word - things don't always happen according to a set schedule.*
8. *Self-confidence - confidence in administrative support, command of subject matter and adequacy in preparation.*

### **Teacher-Student Rapport –**

The proper address for teachers by students should be Mr., Mrs., Miss or Coach. Teachers are not to encourage students to address them by their first name. Teachers are encouraged to address colleagues with the above titles in the presence of students. Teachers are to feel free to address one another on a first-name basis when students are not present.

Teachers are to refrain from establishing a “buddy” or “pals-type” relationship with students. Students do not need a teacher who is a buddy, chum or pal; they need and want someone who will lead and guide them as a teacher and friend.

Care is to be taken in relationships with students, especially of the opposite sex. Unfortunately, much real and alleged abuse has taken place in this arena which makes it difficult for us to express genuine Christian compassion, love, and concern toward students. A quick hug or pat on the shoulders along with a word of encouragement is certainly appropriate. If dealing with a student of the opposite sex, care should be taken not to be in a room alone with the door closed. At the secondary level, when counseling with students about life-related issues, women are to deal with the girls; men teachers with the boys. We want to avoid the appearance of evil along with opening ourselves up to possible sexual abuse allegations. Teachers are not to offer rides to students of the opposite sex.

### **Chapel and Assemblies**

Secondary chapels are on Friday mornings, elementary chapels on Wednesday mornings. Chapel may be either all-school or by grade levels. In either case, the teacher is expected to accompany his or her class to the auditorium and to sit with them in their designated location during the chapel period. Discipline and control is the responsibility of each teacher. Teachers should feel the freedom to deal with a misbehaving student, even if they belong to another class. Being on time is an essential consideration for all.

Each elementary class is expected to do one chapel presentation during the school year. The dates of these will be established during Teacher Orientation. Secondary classes are encouraged to also participate in chapel presentations.

If a teacher has a suggestion for a speaker or special program, contact the principal or chapel coordinator. No one should be invited without prior consultation with the administration. Occasionally, interesting programs become available on days other than our scheduled chapel times. These assemblies will be discussed with the faculty before scheduling is complete.

### **School/Class Parties**

Christian young people need the wholesome atmosphere and the change of routine social gatherings provide. Christmas and Valentine's Day are appropriate party times; Halloween parties are not appropriate. Teachers should plan parties with their classes. The school calendar should be checked to ensure there are no conflicts when scheduling a room function.

As a general rule, only DCS students may attend the official school function. If students plan a get-together and informally spread the word around school, it is not under the jurisdiction of the school.

## *Class Parties*

Each class has a party fund (\$3 per student). We generally go with 2 parties per class per year. Room Parents can take over party planning details. It allows our parents to be involved in the school and frees you from a lot of busy work. Expenses for room parties are reimbursable through the bookkeeper up to \$3 per student. Anything over that amount would have to come from the teacher(?) or parent(?). Be sure party planners understand their class party budget limitations!

## **School Party Guidelines**

*Halloween* - Because of the obvious association with the occult and the demonic world, we, as a Christian school, do not observe this “holiday”. There are to be no Halloween room parties. Be aware of well-meaning parents who volunteer to be room mothers for a Halloween party or who offer to bring goodies with a Halloween theme. Be prepared ahead of time to graciously thank them for their thoughtfulness and then articulate the school’s policy. Appropriate decorations at this time should reflect the beauty of autumn (be careful of poison oak...) and harvest. Witches, black cats, ghosts, and the trappings of Halloween are not suitable classroom display.

*Thanksgiving* - This is a tremendous time to focus on the goodness of our Lord and His provisions, not only to us, but to our early forefathers. Each year several classes celebrate with a classroom feast to which they invite their parents (and the principal...).

*Christmas* - What a special time for us as a Christian school. Please take time to read and discuss the Christmas story, its meaning and significance. Be on the lookout for fresh approaches to this significant time.

Christmas parties are generally held during the last morning before Christmas break. Gift exchanges are appropriate, but most classes have gone to giving to others in need i.e., needy families in our area, caroling at rest homes, etc. What a perfect time for us to focus on God’s Gift and giving to those less fortunate than ourselves.

*Valentine’s Day* - *Class parties and card exchanges are appropriate. Use your own creativity to put some emphasis on God’s love toward us. Be sure the Valentines are edifying and that each student in your class is included.*

*Resurrection Sunday (Easter)* - *He lives! Again, a most significant time of the year for the Christian. Ask God to allow you to bring freshness to a message that can become blasé; familiarity breeds contempt*

## **MODESTY/NEATNESS GUIDELINES/DRESS CODE**

Modesty begins in the heart, not at the mall. The DCS Modesty/Neatness Guidelines are presented in detail so that our school families will have a clear understanding of the standards agreed to when students are enrolled. The intent of the standards is to present a school-business atmosphere; school is the “job” of our students. The standards are not meant to be divisive, legalistic, or to dictate a pseudo-righteousness. Our Modesty/Neatness Guidelines simply state the appearance we desire for our students – modest and neat. The Modesty/Neatness Guidelines apply from school arrival until departure. The school does not impose guidelines for students involved in non-school functions. The school recognizes parental authority and depends on parents to support the guidelines by **checking their children before school each day to make certain they comply with the DCS Modesty/Neatness Guidelines.**

**All DCS students are to arrive at school in compliance to the Modesty/Neatness Guidelines and remain thus throughout the school day and at all school-related activities and events.**

## Girls - K-3<sup>rd</sup> Grade

**Skirts/dresses, split skirts** are to be no shorter than the **top of the kneecap** when seated or standing. Slits are not to extend above the top of the kneecap. Sleeveless dresses and blouses are acceptable; however, there is to be no exposure of undergarments. Students and parents need to check periodically over the course of the school year for physical growth resulting in skirts/dresses becoming too short or tight.

**Leggings** are appropriate as long as they are worn under skirts and dresses which conform to the modesty guidelines.

**Shorts** – walking/cargo-type shorts are acceptable. The hem is to be in the area of the kneecap. Cut-offs are not appropriate. No athletic, nylon, rip-stop, board, or baggy (skater-style) shorts.

**Slacks, cords, and loose-fitting jeans** (must be able to hold at least ½” of *loose* fabric at the thigh and hips – no skinny jeans) are acceptable for school wear, if they are clean and whole. Pants are to be hemmed, cuffs are not to drag on the ground, and pants are to be worn at the waist. Leggings (except under a dress/skirt) are not acceptable. Capri pants (not tight) are acceptable. Nice overalls are acceptable with appropriate top underneath. No athletic pants, nylon rip-stop-type material, fleece, pajama-type material, sweats, or warm-ups.

**Knit shirts that are feminine tops with pictures (geese, bears, flowers, etc.) and/or words** on them must be tasteful and conservative. Recreational clothing such as traditional men’s T-shirts, sunglasses, sweatbands, etc. are not appropriate. **NO SKIN ZONE** – bare tummies and backs are not appropriate at any time. Tanktops, bare midriffs/backs, and tops with suggestive printing are not appropriate. *DCS-related t-shirts* may be worn any day; these shirts are to be clean, in good order, trim and tidy.

**Sweatshirts/Sweaters** – Neat (clean, in good order, trim and tidy) with or without hoods (hoods are not to be worn in the buildings/classrooms) continue to be appropriate. Undergarments are not to be hanging out.

**Ornamentation** – Nose, cheek, and/or body piercing; tattoos (permanent or wash-off); and unnatural hair coloring are not appropriate. Spike jewelry (necklaces, bracelets, belts, etc.) is not appropriate.

**Hats, visors, or sunglasses** are not appropriate to be worn in the buildings.

**Infractions** - If a kindergartener through third grader comes to school in attire not in compliance with the DCS Modesty/Neatness Guidelines, a note will be sent to the parents informing them of the problem. This is to be signed and returned to the issuing teacher the following school day. If there is a second Modesty/Neatness Guideline infraction, the teacher will call the parents to discuss the matter. A third violation will result in a Parent-Teacher conference to discuss the situation.

**All DCS students are to arrive at school in compliance to the Modesty/Neatness Guidelines and remain thus throughout the school day and at all school-related activities and events. Modesty begins in the heart, not at the mall.**

## Girls - 4<sup>th</sup>-12<sup>th</sup> Grade

**Skirts/dresses, split skirts** are to be no shorter than the **top of the kneecap** when seated or standing. Slits are not to extend above the top of the kneecap (see diagram). You must be able to hold at least ½” of loose fabric at the thigh and hips. Sleeveless dresses and blouses are acceptable, however, there is to be no exposure of undergarments. Students and parents need to check periodically over the course of the school year for physical growth resulting in skirts/dresses becoming too short or tight.

**Leggings** are appropriate as long as they are worn under skirts and dresses which conform to the modesty guidelines.

**Shorts** – walking/cargo-type shorts are acceptable. The hem is to be in the area of the kneecap. Cut-offs are not appropriate. No athletic, nylon, rip-stop, board, or baggy (skater-style) shorts.

**Slacks, cords, capris and loose-fitting jeans** (must be able to hold at least ½” of *loose fabric* at the thigh and hips – no skinny jeans) are acceptable for school wear if they are clean and whole. *Pants are to be hemmed, cuffs are not to drag on the ground, and pants are to be worn at the waist* (see diagram). No athletic pants, nylon rip-stop-type material, fleece, pajama-type material, sweats, or warm-ups.

**Feminine knit shirts and tops distinguished from T-shirts by embroidery, color, collars, buttons, pockets, etc.** are acceptable, including those with appropriate label printing. *DCS-related t-shirts* may be worn any day; these shirts are to be clean, in good order, trim and tidy. All tops are to be modest – loose fitting (should be able to hold at least one inch of loose fabric at both side seams under arms) with moderately high neckline (no cleavage showing at any time – sitting, standing, or bending – see diagram, no exceptions). No undergarment is to be visible (directly, by outline, or color) outside or through any article of clothing. See-through tops are acceptable as long as the garments underneath meet the modesty guidelines. All outfits must observe the NO SKIN ZONE. No skin is to be visible between tops and bottoms at any time during any activity, no exceptions. Tanktops are not appropriate.

**Sweatshirts/Sweaters** – Neat (clean, in good order, trim and tidy) with or without hoods (hoods are not to be worn in the buildings/classrooms) continue to be appropriate. Undergarments are not to be hanging out.

**Ornamentation** – Nose, cheek, and/or body piercing; tattoos (permanent or wash-off); and unnatural hair coloring are not appropriate. Spike jewelry (necklaces, bracelets, belts, etc.) is not appropriate.

**Hats, visors, or sunglasses** are not appropriate to be worn in the buildings.

**Infractions** – Any student wearing attire not in compliance with the DCS Modesty/Neatness Guidelines will be asked to go immediately to the school office where she will be issued an oversized garment which will be worn the remainder of the school day. In addition, the student will be issued a Modesty/Neatness Guidelines detention and billed (the cost of the clothing item) for the oversized garment. The bill must be paid by the next school day at the school office. Failure to do so will result in an additional detention. Each Modesty/Neatness Guidelines infraction will result in a new oversized garment issued by the office and billed accordingly. Three (3) Modesty/Neatness Guidelines violations per year will result in a full-day suspension from school followed by a parent-student-staff conference prior to re-admittance. If you have a question about the suitability of an article of clothing, please bring it to the office *prior* to wearing it to school. Please refer to the illustration to clarify any location/definition.

The goal of our Modesty/Neatness Guidelines is not to humiliate or embarrass any student. It is to promote and encourage modest, neat attire and to protect both young men and young women from undue exposure to immodest or inappropriate dress during the school day and at all school-related events or activities.

## **Boys – K- 3<sup>rd</sup> grade**

**Slacks, cords, and jeans** are acceptable for school wear if they are clean and whole. Pants are to be hemmed, (cuffs are not to drag on the ground) and worn at the waist (please refer to diagram) – undergarments are not to be showing at any time. Fitted cargo pants are acceptable (no “baggy” look). No athletic pants, nylon rip-stop material, fleece, pajama-type material, sweats, or warm-ups.

**Shorts** – walking/cargo-type shorts are acceptable. They are to be worn at the waist (see diagram) with the hem length in the area of the kneecap. Cut-offs are not appropriate. No athletic, nylon, rip-stop, board, or baggy (skater-style) shorts.

**Polo/rugby-type shirts with collars and sports shirts with collars** are acceptable. *DCS related t-shirts* may be worn on any day; these shirts are to be clean, in good order, trim and tidy. T-shirts, unless worn underneath sweatshirts or dress shirts, are not appropriate. Cotton button-up sport shirts with a stand-up collar are acceptable. Buttoned Henleys and turtle necks are appropriate; any printing must be appropriate. Buttons are to be buttoned; the top button may remain unbuttoned. Shirts with squared-off hems may be left untucked if they are not oversized, extra long, or baggy in appearance. **All shirts with tails are to be tucked in throughout the school day.** No undergarment or Spandex shirts.

**Sweatshirts/Sweaters** – Neat (clean, in good order, trim, and tidy) sweatshirts, with or without hoods, continue to be appropriate. Hoods are not to be worn in the buildings/classrooms. All sweatshirts are to be worn with an appropriate shirt underneath in case the sweatshirt is removed during the school day (see above). No shirts are to hang out underneath sweatshirts or sweaters. Any sweatshirt that is faded or has an overused “locker room” appearance is not appropriate.

**Hair** – must be clean, neatly trimmed, and of moderate length. At all times, hair is to be above the eyebrows, above the earlobe, and off the standard collar. If the hair borders on growing too long, a reminder will be sent to the parents to have the hair cut.

**Ornamentation** – Nose, cheek, body, and/or ear piercing; tattoos (permanent or wash-off); and unnatural hair coloring are not appropriate. Spike necklaces, bracelets, belts, etc., are not appropriate.

**Hats, visors and sunglasses** are not appropriate to be worn in the buildings.

**Infractions** – If a kindergartener through third grader comes to school in attire not in compliance with the DCS Modesty/Neatness Guidelines, a note will be sent to the parents informing them of the problem. This is to be signed and returned to the issuing teacher the following school day. If there is a second Modesty/Neatness Guidelines infraction, the teacher will call the parents to discuss the matter. A third violation will result in a Parent-Teacher conference to discuss the situation.

**All DCS students are to arrive at school in compliance to the Modesty/Neatness Guidelines and remain thus throughout the school day and at all school-related activities and events. Modesty begins in the heart, not at the mall.**

## Boys – 4<sup>th</sup> – 12<sup>th</sup> Grades

**Slacks, cords, and jeans** (no tight fit) are acceptable for school wear if they are clean and whole. Pants are to be hemmed (cuffs are not to drag on the ground) and worn at the waist (please refer to diagram) – undergarments are not to be showing at any time. Fitted cargo pants are acceptable (no “baggy” look). No athletic pants, nylon rip-stop material, fleece, pajama-type material, sweats, or warm-ups.

**Shorts** - walking/cargo-type shorts are acceptable. They are to be worn at the waist (see diagram) with the hem length in the area of the kneecap; all shorts are to be hemmed. Cut-offs are not appropriate. No athletic, nylon, rip-stop, board, or baggy (skater-style) shorts.

**Polo/rugby-type shirts with collars and sports shirts with collars** are acceptable. *DCS related t-shirts* may be worn any day; these shirts are to be clean, in good order, trim and tidy. Cotton button-up sport shirts with a stand-up collar are acceptable. Buttoned Henleys and turtle necks are appropriate; any printing must be appropriate. Buttons are to be buttoned; the top button may remain unbuttoned. Shirts with squared-off hems may be left untucked if they are not oversized, extra long, or baggy in appearance. **All shirts with tails are to be tucked in throughout the school day.** No undergarment or Spandex shirts.

**Sweatshirts/Sweaters** – Neat (clean, in good order, trim, and tidy) sweatshirts, with or without hoods, continue to be appropriate. Hoods are not to be worn in buildings/classrooms. All sweatshirts are to be worn with an appropriate shirt underneath in case the sweatshirt is removed during the school day (see above). No shirts are to hang out underneath sweatshirts or sweaters. Any sweatshirt that is faded or has an overused “locker room” appearance is not appropriate.

**Hair** – must be clean, neatly trimmed, and of moderate length. At all times, hair is to be above the eyebrows, above the earlobe, and off the standard collar. If hair begins to grow too long, a notice will be sent home to be signed and returned the next school day; failure to do so will result in a Modesty/Neatness detention. Failure to get the hair cut will result in a Modesty/Neatness detention

**Ornamentation** – Nose, cheek, body, and/or ear piercing; tattoos (permanent or wash-off); and unnatural hair coloring are not appropriate. Spike necklaces, bracelets, belts, etc., are not appropriate.

**Hats, visors and sunglasses** are not appropriate to be worn in the buildings.

**Infractions** – Any student wearing attire not in compliance with the DCS Modesty/Neatness Guidelines will be asked to go immediately to the school office where he will be issued a belt/suspenders and/or oversized garment which will be worn the remainder of the school day. In addition, the student will be issued a Modesty/Neatness Guidelines detention and billed (the cost of the clothing item) for the belt/suspenders and/or oversized garment. The bill must be paid by the next school day at the school office. Each Modesty/Neatness Guidelines infraction will result in a new belt/suspenders and/or oversized garment issued by the office and billed accordingly. Three (3) Modesty/Neatness Guidelines violations per year will result in a full-day suspension from school followed by a parent-student-staff conference prior to re-admittance. If you have a question about the suitability of an article of clothing, please bring it to the school office *prior* to wearing it to school. Please refer to the illustration to clarify body locations/clothing definitions.

The goal of our Modesty/Neatness Guidelines policy is not to humiliate or embarrass any student. It is to promote and encourage modest and neat attire and to protect both young men and young women from undue exposure to immodest or inappropriate dress during the school day and at all school-related events or activities. Again, modesty begins in the heart, not at the mall.

## **ACADEMICS**

### **Personal Preparation**

The role of the Christian school is primarily academic within the context of Scriptural principles. Our purpose is to help students to become faithful followers of Jesus Christ to God's glory and the building of His Kingdom. The teacher plays an extremely vital role in that preparation, again, acting as Living Curriculum, modeling by word and deed, the reality of Christ in our lives.

Education is a process. We are only a part of that continuum. Our main concern in student preparation is that of what the student is and will become rather than what they are doing and will be doing. Again, the teacher is the key.

Personal preparation is the best class preparation. Your professional qualifications have been assumed by the fact that you have been accepted as part of the DCS faculty. Our heart preparation however, is a daily process. Our teaching becomes the overflow of a spiritually prepared heart. Some thoughts along those lines include,

1. The daily renewing of the inner man - II Cor. 4:16
2. We walk by faith, not by sight - II Cor. 5:7
3. The realization that we represent God - II Cor. 5:20
4. Prayer is the foundation of all our efforts - Eph. 6:18
5. We are to walk in the light and in the Spirit - Eph. 5:8-10, 15-8
6. We are to have the mind of Christ - I Cor. 2:16

### **Lesson Plans –**

At the beginning of the school year, each teacher will be issued a lesson plan book. The purpose of the lesson plan is to give direction and continuity to daily teaching. It helps the teacher stay on task, ensures systematic coverage of the subject material, instills teacher confidence by being well-prepared, and minimizes the temptation to “wing it.”

Each subject and day should state clear, concise objectives for that lesson. Page numbers, hand-outs, etc. should be identified. This is not a detailed thesis, but an overview of each lesson. Lesson plans are to be filled out by each teacher on a weekly basis and a copy turned in to the office by 8:30 AM, each Monday.

Flexibility in lesson plans is assumed to avoid rigidity when changes should be made to accommodate student needs, schedule changes, etc. The plan book becomes the teacher's property at the end of the school year.

### **Grading Periods –**

Our school year consists of 4 quarters. Each quarter contains basically 9 weeks though that may vary depending upon Spring Break. Grades are issued each quarter. A semester grade is issued at the end of every 2 quarters and should reflect the semester work as a whole.

### **Grade Report Books –**

In addition to RenWeb, each teacher is issued a grade book by the school (some teachers prefer to obtain their own and be reimbursed by the school). Legally, this book belongs to the school and must be returned at the end of the school year. There are times when the school must verify a grade and the book is needed for this.

Accurate and regular records must be kept by each teacher. These include not only grades but attendance and tardies. Each teacher is free to develop their own marking method but it should be placed at the front of the report book for the substitute's use. A suggested format is:

A – Absent

A/e - excused

T - Tardy

T/e - excused

T/u - unexcused

**Grading Scale -**

|              |                |             |             |
|--------------|----------------|-------------|-------------|
| 97-100% = A+ | 87-89% = B+    | 77-79% = C+ | 67-69% = D+ |
| 93-96% = A   | 83-86% = B     | 73-76% = C  | 63-66% = D  |
| 90-92% = A-  | 80-82% = B-    | 70-72% = C- | 60-62% = D- |
| 0-59% = F    | Incomplete = I |             |             |

The letter grade will be used on the report cards for a student’s academic standing. The following guidelines are,

- A – 90-100 superior effort, excellent scholarship, individual improvement, initiative shown beyond the given assignment
- B – 80-89 above average, accurate scholarship, individual improvement when motivated, meets expectations of assignment
- C – 70-79 average, just meets assignment expectations, ordinary in growth and improvement, needs encouragement
- D – 60-69 below average, not meeting assignment expectations
- F - 0-59 failing, unsatisfactory work (A failing grade in certain required high school classes - English, science, math, history, PE - must be made up on the student’s own time and expense. Those unique to DCHS - Bible, Contemporary Issues - may require an independent study course designed by the appropriate teacher.)
- I - Incomplete - given as a quarter or semester grade and generally must be made up within two (2) weeks of the following grade period. If it is not made up, it automatically becomes an F. Extenuating circumstances may warrant extension; each case will be considered on an individual basis.

Class rank and Grade Point Average (GPA) are determined by considering all courses (other than PASS/NO PASS) taken in ninth grade through the first semester of twelfth grade. To determine valedictorian and salutatorian honors, the following designations will be used effective with the class of 20010:

|                     |                  |                  |
|---------------------|------------------|------------------|
| A+ (97-100%) = 4.00 | A (93-96%) = 4.0 | A- (90-92%) =3.7 |
| B+ (87-89%) = 3.3   | B (83-86%) =3.0  | B- (80-82%) =2.7 |
| C+ (77-79%) = 2.3   | C (73-76%) =2.0  | C- (70-72%) =1.7 |
| D+ (67-69%) = 1.3   | D (63-66%) =1.0  | D- (60-62%) =.07 |
| F (0-59%) = 0       |                  |                  |

Transfer students are considered for class rank, valedictorian and salutatorian honors if enrolled at DCHS during their junior year.

**Department –**

Letter grades are given for conduct and effort. Due to the subjectivity of this grade, care and consideration should be taken. Teachers should seek a balance between ability and the actual performance output for the effort grade. The conduct grade should be tempered with the following considerations:

1. *Respect for teachers, students, property*

2. *Cooperation and consideration*
3. *Responsibility for self-control*
4. *Punctuality*

Negative measurements would be,

1. *Disrespect, insolence, hindrance of class progress*
2. *Refusal to accept correction, etc.*

The department or citizenship grade scale is,

*E = Excellent 91% - 100%*

*S+, S, S- = Satisfactory 71%-90%*

*N+, N, N- = Needs Improvement 61%-70%*

*U = Unsatisfactory 60% or below*

N's or U's need to be brought to the parent's attention on the mid-term progress report. Parents should never be caught unwarned of unsatisfactory effort or citizenship.

### **Attendance –**

We want to encourage parents to see that their students are in regular attendance in school. DCS faculty and administration place a high priority on regular school attendance for maximum benefit, believing that these standards foster diligence and integrity.

### **Absence Policy**

Attendance will be taken during each class period. If a student is absent from any class twelve (12) times per semester (6 times per quarter), his final semester average will be lowered 2 percentage points for each class session missed after the 12<sup>th</sup> absence. Parents will be notified after the 8<sup>th</sup> absence and at the 12<sup>th</sup> absence.

No distinction will be made between excused and unexcused absences. Any class missed counts as an absence and absences are accumulated over the quarter/semester, including medical appointments, illnesses, conferences and retreats, and absences requested by a parent with prior notification to the administration (7<sup>th</sup>-12<sup>th</sup> Grade Pre-arranged Notification for Extended Absence). A student missing a class for any reason counts as an absence. Students will be considered absent from any class for which they miss more than ½ the class period. A student who has accumulated more than twelve (12) absences per semester solely due to illness or other similar long-term reasons may appeal to the administration in writing within one week of returning from the prolonged absence. A doctor's written excuse will be required to verify the illness absences. School-initiated absences (sports, retreats, etc.) will not be part of the cumulative total of absences for a student. Juniors and seniors will be allowed four days per year for college visits. These visits must be pre-arranged through the school staff and secretary and will not be counted as part of the cumulative absence record. Upon return from the college visit, *a letter from the college visited must be provided to the office secretary for a college day to be entered in attendance.*

Students will have two days for every one day absent to make up and turn in missed work. For pre-arranged absences, students will have one day to make up and turn in missed work for each day absent.

### **Process for Excusing Absences:**

On the day of return from an absence, **secondary students** (7-12 grades) must check in at the office with a written excuse explaining the reason for the absence for a re-admit slip; **elementary students** turn in their excuse to their teacher. The admit slip for 7-12 grade students is to be presented to each teacher at the

beginning of class. If, by the third day, no note has been returned, a detention will be issued as a reminder for the student and parents

### **Make-Up Work**

Make-up work will be the responsibility of the student and parents. **The student must check with his teacher(s) for missed assignments upon return to class.** Missed work must be submitted within twice the number of school days the student was absent. The only exceptions are scheduled tests and quizzes if the student was present when the test material was covered, as well as pre-assigned projects and assignments, which shall be due on the date of the student's return to class. Special circumstances may warrant additional time, but the time granted will generally not exceed the amount stated above. Failure to complete work will result in the lowering of grades according to the value of the work missed.

**Early dismissal for sports** – Students participating in athletics, extra-curricular activities, etc., must 1) turn in all work due that day, and 2) obtain work that will be missed and due the next day *BEFORE* leaving school for an early dismissal. Arrangements for scheduled tests and quizzes must be made with classroom teacher at least one day prior to an early dismissal. It is the student's responsibility to make sure they check with their teacher(s) for work they may miss.

### **PRE-ARRANGED ABSENCES**

For non-illness absences, please follow these procedures:

#### **A. Elementary (K - 6)**

- 1) Parent is to notify teacher with a note as far in advance as possible of the expected absence. If the student will be **absent a week or more** (such as vacations) the teachers will expect notification **5 school days in advance.**
- 2) Teacher notifies office.
- 3) Teachers are not expected to prepare material and information ahead of time for the student for work that will be missed by the student's absence. Any missed work is to be made up when the student returns after the non-illness absence.

Projects assigned prior to the absence or due during the absence period will be given a due-date determined by each teacher. This will be noted on the "Comments" portion of the form.

#### **B. Secondary (7<sup>th</sup> – 12 grades) – For school absences of two or more consecutive days, please follow these instructions:**

- 1) Parent or student picks up the *Prearranged Notification for Extended Absences* form from school office (in wall-mounted container beside door)
- 2) Parent or student fills out form and parent signs
- 3) Student obtains appropriate teacher signatures and comments
- 4) Student takes form to school office for office staff signature *at least three (3) school days in advance of anticipated absence.* Example - If you are going to be absent Monday, you must have form turned in on Wednesday of previous week. If you anticipate being absent Thursday, you must have the form signed and turned in on Monday.
- 5) Student takes original form home for parent's records

Advanced homework may not be assigned to be completed during the time the student is absent, at the teacher's discretion. Upon a student's return, it will be his responsibility to obtain and complete all missed assignments. Students will have one day to make up missed work for each day absent. Failure to complete make-up work within the designated time will adversely affect the student's grade.

Projects assigned prior to the absence or due during the absence period will be given a due date determined by each teacher. This will be noted on the “Comments” portion of the form.

**Pre-arranged family activities:** Our recommendation is minimal absence due to its proven negative impact on the learning process and grades. Teachers are unable to tutor and/or re-teach students upon their return from pre-arranged absence.

Every effort should be made to schedule medical appointments outside school hours. This is especially essential during final exams.

**Excessive absences may result in a conference with the school administrator, teachers, student and parents.**

### **Partial Day Absence and Student Participation In Extra-Curricular Activities**

1. If a student is absent half a day or more, he may not be allowed to participate in extra-curricular activities that day without special permission from the administration.

### **PE Missed For Extended Illness Or Injury**

The case of an illness or injury preventing PE participation for the greater part of a quarter will be approached as follow:

1. Parents will secure a physician’s note verifying medical grounds for PE release for a specified time.
2. Student will report to PE as usual, though dressing down will be at teacher discretion. Student will observe the activities of the class or aide the teacher, whichever the teacher feels most appropriate (each class will be evaluated in light of its particulars).
3. The student will carry out under parent supervision and documentation an equivalent time of an alternate physical activity. The nature of this activity will be determined by the physician, parents, and PE teacher.
4. With the above conditions met, a grade of “Pass” will be given granting  $\frac{1}{4}$  credit and not impacting the GPA. Stated differently, no loss of credit or lowered GPA results.

### **MISSED CLASSES FOR OFF-CAMPUS SPORTS TEAM PARTICIPATION**

Participation on a team for a sport which DCS does not field will be approached as follows:

#### **A. PE**

1. Parent request notification form for off-campus sports participation from the athletic office, have it signed by the team coach, and give to the PE teacher for authorized PE release.
2. At the end of the team’s season or our grading period, parents request Participation Verification Form from the athletic office, have it signed by team coach, and give to the PE teacher for grading purposes.
3. Grade received for satisfactorily completing the team season will be a “Pass” grade, granting the needed  $\frac{1}{4}$  PE credit and not impacting the GPA (credit received; GPA unaffected).

#### **B. Other Classes**

1. If the DCS student participating on an outside team is not enrolled in PE class, he should report to the Academic Advisor for needed forms and procedures.

### **TARDINESS**

**Elementary students** report directly to their teacher if arriving after the tardy bell has rung. Elementary teachers will determine whether the tardy is excused or unexcused. **Secondary students** are to report directly to the school office if arriving after the tardy bell has rung for an excuse. **The secretary will determine whether the tardy is excused or unexcused.** An excused tardy carries no penalty. A tardy will be excused for reasons such as accident holding up traffic, unexpected road work, unusual weather conditions, car trouble, etc.

A tardy will be considered unexcused for reasons such as oversleeping, running late, long lines at the espresso shop, etc.

An unexcused tardy progression is on a quarterly basis for *each class*:

Primary Tardiness Policy K-3<sup>rd</sup> Grade Per Quarter

1<sup>st</sup> tardy – no consequence

2<sup>nd</sup> tardy – parents notified by teacher note

3<sup>rd</sup> tardy – parents notified by office

4<sup>th</sup> tardy – parent contacted by teacher for phone conference to rectify tardy pattern

Upper Elementary/Secondary Tardiness Policy 4<sup>th</sup>-12<sup>th</sup> Grades Per Quarter

1<sup>st</sup> tardy – tardy recorded

2<sup>nd</sup> tardy – parents notified by office

3<sup>rd</sup> tardy – detention

4<sup>th</sup> tardy – parent-teacher-student conference to determine next course of action (discipline measures to be appropriate to the situation as agreed upon by parents and teacher(s); could include in-school suspension, at-home suspension, etc.)

A tardy turns into an absence at 9:15 AM. A student will be marked with a half day absence if not at school from 9:20 AM until noon or 12:40 until dismissal.

*If a student has been in attendance that school day, but arrives after fifteen (15) minutes of any class, this will result in a detention and will be marked as an unexcused tardy.*

Students' desired location and behavior in the classroom when the tardy bell rings is determined by the teacher's policy; this usually means students are seated at their desks.

### **Admit Slips**

Elementary students who have been absent will report directly to their class with their written excuse from parent or guardian. Secondary students who have been absent will report directly to the school office with their written excuse from their parent or guardian stating the specific reason for their absence. *The admit slip for junior and senior high students will be presented to each teacher at the beginning of class.*

### **Minimum Attendance Policy -**

If a student is absent for an extended period of time, the administration will schedule a conference with the parents to reevaluate student status. Additional work may be required before credit can be given. Each situation will be evaluated on an individual basis.

### **Mid-Term Progress Reports –**

Mid-term progress reports serve a vital function – to inform parents as to the academic/behavioral condition of their child. We never want parents to be surprised at report card time by a poor or failing grade or a poor department report. Mid-term progress reports are to be sent to parents at the 4 ½ week mark of each quarter. At the elementary level, each teacher determines who receives a mid-term progress report. Some send reports only to those students who are border-line or worse; others send each parent a report. At the secondary level (7<sup>th</sup>-12<sup>th</sup>), each parent receives a report from each of their child's teachers. Also, see *RenWeb*. The administrator and Academic Advisor is to be informed of students who show a pattern of low grades or poor department.

## School-Home Written Communications –

1. Spelling - *Sometimes in the heat of getting thoughts down on paper, words are misspelled. If you are unsure of the correct spelling, use a dictionary. **Be sure all student names are spelled correctly. Be sure of the child's correct last name (it may be different from the parent's.)***
2. Handwriting - *Our handwriting says something about us. Is it neat? legible? easy-to-read? or is it a scrawl? It doesn't have to be textbook perfect, but it needs to be readable. Slow down. If your handwriting is rather messy you might want to a) work on improving it, or b) consider typing your communications.*
3. Grammar - *Please re-read your communications or have someone else read them for you; many times another person will pick up grammatical and/or spelling errors.*
4. Neatness - *Please - no cross-outs. Some written communications sent home by a teacher would not be accepted by teachers if turned in by a student. Again, impressions at home are developed by what they see coming from you and the school.*
5. Accuracy - *Have you put down the time(s) you can be reached by phone? Are your grade calculations accurate? Is the information you are sending accurate and factual?*

We are professionals. Everything we do should reflect that. These are such a visible part of our ministry that they need to be above reproach. We want our parents to think very highly of us and the job we do. Attention to detail will help.

## Parent-Teacher Conferences

At the end of first and third quarters school is dismissed for Parent-Teacher Conferences. The purpose of conferences is to communicate face-to-face with parents the progress or lack of progress of their child(ren).

The **elementary conference** times are set up by the office; parents are notified several weeks in advance. Each conference lasts for 15 minutes. Teachers receive a copy of their conference schedule. Changes in conference times are coordinated by the office; teachers will be notified of their conference time changes.

**Secondary conferences** are scheduled for two different time periods – an afternoon/early evening session and a mid-morning to noon session the following day. Parents choose the one most convenient for them. The parents first visit their child's homeroom teacher to receive the report card and discuss class progress. They then move around the room, visiting their child's other teachers for conferences lasting no more than five minutes each. If more time is needed, those arrangements should be made so that other parents can meet with the teacher.

Each conference should be started with prayer. Points covered during the conferences are progress and strengths, area(s) of concern, reinforcement to build on the progress and a strategy to help overcome the deficits. It is also a time to listen to what the parents have to say; many wonderful insights are gained which help make a teacher more effective.

Additional conferences may be initiated at any time by either the teacher(s) or parents.

## Honor Roll

Every quarter, an Honor Roll is posted for grades four through twelve based upon academic performance. *Highest Honors* is awarded to those who establish a straight A record. *Honors* is given to any combination of A's and B's.

A "U" (Unsatisfactory) in any subject will keep a student from being on the Honor Roll that quarter. Honor Roll status requires an "S" (Satisfactory) report in classroom behavior, application, attitude and effort.

## Homework

The purpose of homework is threefold: 1) to complete basic assignments given in class, 2) to give additional drill or develop skills not mastered during class, and 3) to research assignments which cannot be completed in class due to time or resource restrictions.

There is no established amount of homework per class or grade. High school students should expect more homework than students in lower grades. Obviously, each class is important, but care must be taken to remember that junior and senior high students have 7 periods a day. At the secondary level, students should expect to have no more than 1½ to 2 hours an evening. This means about 20 to 25 minutes per solid subject, based upon the average student's ability. Clarify with students that the amount or time is not the issue but rather their application to the task. Do not be pushed into giving your class time for homework for another class, or that you didn't give enough time, therefore they need more time to complete. Be fair, keep to the time limit for the average student and in good conscience, live with it.

When homework is assigned, the student deserves the courtesy of having it collected, graded and returned in a timely manner. If homework is delinquent, this should be noted on *RenWeb*; it may be appropriate to phone home also.

Homework variation enhances its effectiveness. Voluntary and group projects develop creative ideas. If long-term projects are given, be sure reasonable time is allowed for completion. Once a due date is established, stick to it. Mid-point checks help students stay on-task.

Homework is to be decreased on Wednesdays in order to encourage students to participate in mid-week activities.

## Testing Schedule

In order to prevent test overload, a Test Schedule calendar is located in the Teachers' Lounge. Secondary teachers are to write down their name, day, time, subject, and grade level of any upcoming tests, projects, reports, etc. It is essential for teachers to follow this procedure, especially prior to and during mid-terms and final's week. A maximum of two tests and one quiz per day is allowed. This minimizes test overload and helps substantiate the fact that we are sensitive to the needs of the students. If a teacher fails to post anticipated test/project dates and others have already scheduled theirs, that teacher must then re-schedule their test date to another day.

## Make-Up Work

Make-up work is the responsibility of the student and parents. Students must check with their teacher(s) upon their return to class for missed assignments. Missed work for absences must be submitted within twice the number of school days the student was absent. The only exception to this is scheduled tests and quizzes if the student was present when the test material was covered, and pre-assigned projects and assignments. Special circumstances may warrant additional time, but the time granted will generally not exceed the amount stated above. Failure to complete work will result in the lowering of grades according to the value of the work missed.

## Grade Retention

Occasionally, a student fails to grasp the fundamentals of a grade level sufficiently to prepare them to enter the successive grade. This may be due to a number of factors - excessive absences, unsettled home life, poor, prior preparation, lack of motivation and/or application, or low abilities.

If a pattern has been established of lower than average achievement, the teacher needs to notify the principal of the situation by mid-year (If the student is in our Discovery Program, the therapist and/or Discovery Program Director will be a part of the evaluation and decision). Continued monitoring and updating is required. The parents need to be brought into the informational loop sooner rather than later. By mid-term of the 3<sup>rd</sup> quarter the parents should have met with the teacher to discuss the possibility of their child being retained for the following year. This will have been discussed with the principal and if applicable, the Discovery personnel. Strategies should be devised to help turn the situation around. In extreme cases, the school will have the final say on retention. In marginal situations, the decision will be reached by consensus of the teacher, principal and parents.

## Student Withdrawal/Transfer

Students must obtain a withdrawal form from the office and have it properly completed and initialed by teachers indicating that all books, school-owned supplies, fines, etc. are cleared. The form is then submitted to the bookkeeper for final clearance.

Emergency withdrawals (disciplinary, serious illness, etc.) will be handled directly by the appropriate administrative person.

## Accumulative Records

Each student has an individual folder or accumulative record on file in fire-proof, locking cabinet in the Teachers' Lounge. The purpose of this file is to document the development or history of a student. It contains such information as health records, test scores, and copies of past report cards. It may also contain records of special tests and/or evaluations. Parents are permitted to review their child's files. The files are not to be removed from the Teachers' Lounge or office. After reviewing a student's file, the person viewing the file must complete the Inspection of Student Records form found in each file.

## Testing Program

Our overall testing program includes *Stanford Achievement Test* - (1-11), *Preliminary Scholastic Aptitude Test* (PSAT) for juniors, and *the Scholastic Aptitude Test* (SAT) for juniors and seniors. In addition, a battery of tests are provided by our Educational Therapy program through referral.

Copies of test results are kept in the students' accum folders. Results may be shared with parents, realizing that achievement test scores give a general picture and are most accurate when compared over a period of years.

## Guest Lecturers

**Any prospective visiting lecturer for class should be discussed with the principal before** issuing an invitation. The school budget does not provide for honorariums.

## Field Trips

These are a valuable asset to any education *if* they are well planned and tie-in directly with the classroom material. The following policy has been implemented in order to help facilitate all aspects of the field trip experience.

1. *All field trips should be planned well in advance of the actual date. All teachers are to complete and submit to the principal a Field Trip Checklist Form (on file in the office) at least two weeks prior to the desired field trip. When approved by the principal, the trip is to be placed on the official school calendar. If the field trip involves junior or senior high students, other teachers affected by the absence of students on the trip must be informed prior to making final arrangements.*
2. *The parents must be notified in writing at least one week prior to the approved trip. The note must include the why, where, when, how (transportation and chaperones) and cost, if any.*
3. *It is the teacher's responsibility to secure one adult for every five to eight students. If the trip is longer (outside the immediate Damascus/Boring area) and/or there is an admission charge, moneys must be collected in advance to cover the transportation and admission fee(s). Background checks must be secured for each chaperone at least one week before the field trip.*
4. *If private cars/vans are used, responsible adults must drive. They must have proof of adequate liability insurance coverage (minimum of \$100,000) (verified on the Field Trip Checklist Form) cleared at least a week before the planned outing. In addition, there must be working seatbelts for each rider (no doubling up). Under no circumstances will drivers take more riders than their car is equipped to carry. Approved car seats must be used when required by law.*

5. *If a bus is utilized, it will carry only the designated number of riders, a maximum of two per seat. Drivers must have a current CDL and required endorsements. Rental of the bus must have administrative approval.*
6. *The safety of students, parents and staff during any field trip is of utmost importance. Never will we knowingly place field trip participants in situations that jeopardize their safety or well-being.*  
 Location: if going into an area known for crime/gang related problems, a phone call is to be made prior to finalizing a trip to the community service number of the local police department to help determine the safety factor. If unsure of the area, police are to be contacted.  
 Weather: this is to be a major factor in considering whether a field trip should be taken or rescheduled for a later time/date. Obviously, modest rain/wind is fairly typical in Oregon through much of the school year. Heavy rain and/or wind, falling temperatures, etc., may dictate a postponed trip (for latest weather information, go on-line to check to local forecast).  
 Road Conditions: prior to any field trip, road conditions are to be checked for construction, detours, delays, weather-related problems, accidents, etc. (Road Conditions: (503) 889-3999) or check on-line.
8. *DCS is on display whenever our students are on a trip. The teacher is responsible to establish clear boundaries, provide adequate supervision and maintain proper order. Normal school dress is appropriate for most trips, however, there may be times when alternative clothing is in order. Parent drivers/chaperones are expected to adhere to the DCS Modesty/Neatness Guidelines in their attire.*

### **Class Failure and Credit Recovery**

Each quarter failed in a required class must be made up to recover credit necessary for graduation. Elective classes *may* also need to be retaken depending on a student's credit situation for high school graduation/college entrance requirements. The academic advisor will provide guidance and accountability through initial and periodic contact with the family during the credit recovery process.

DCS accepts work retaken through public high school (or college) summer school programs or night class programs as well as approved correspondence courses. Approved home schooling, tutoring and teacher-supervised studies may be acceptable options. Courses unique to DCS (i.e., Contemporary Issues, Bible, etc.) will be retaken through independent study.

Credit recovery work is to be completed by a specific due date. Failure to do so will result in a conference to determine the next course of action. Seniors who fail a class will conference with the academic advisor (and possibly classroom teachers) to determine options available to them. This may include the possibility of not participating in the graduation ceremony or participating with a blank diploma folder; a diploma will be issued upon completion of satisfactory credit recovery work

The grade received through the make-up work will average with the "F" for the equivalent of a new quarter grade in its raising the semester grade and grade point average (GPA). The transcript will record the original F, the new grade, the raised GPA, and the recovered ¼ credit.

Opportunity for credit recovery will be extended for two "F's" (in the same or different classes). A third failing grade may result in automatic expulsion from school.

Class rank and GPA are determined by considering all courses (other than PASS/NO PASS) taken in ninth through the first semester of twelfth grades.

Transfer students are considered for class rank, valedictorian and salutatorian honors if enrolled at DCHS during their junior year.

### **Discovery Program (NILD) Philosophy**

Damascus Christian School exists not only to meet the needs of average and above-average students in traditional classroom and curricula, but also the special needs of the exceptional student with average or above intelligence who experiences learning difficulties. To help these students achieve academic competency,

Damascus Christian School provides a fully accredited educational therapy program through the Discovery Department utilizing the *National Institute for Learning Development* (NILD) model.

Exceptional students are part of God's creation - designed with individuality, value, and potential. Therefore, educational therapists provide individualized instruction targeted to stimulate the deficit areas in perception and cognition. This therapy is non-tutorial. The goal is not to pass the next test, but rather that the student would realize his potential as an efficient, independent learner. Parents are extensively involved in the process at home and work closely with the therapist. Educational therapy is effective for students of all ages.

To challenge students in their spiritual growth, educational therapists integrate Bible truths into various therapy techniques. Realizing that the teacher is the "Living Curriculum," the therapist seeks to model Biblical truth and principles in daily living and interpersonal relationships. Depending upon the severity of the deficits, students typically remain in therapy for 3-5 years. Development of self-confidence and logical thinking in both academic and life situations is the ultimate goal.

## **DCS Procedures for Discovery (NILD) Students**

1. *Scheduling* - An educational therapist will work with each student that is enrolled in the Discovery Program twice a week for 85 minutes each session. The student's schedule will be determined by 1) obtaining a classroom schedule from the student's teacher - the schedule should have an asterisk denoting the preferred time slot. 2) considering the strengths and weaknesses of that student - for example, a student who is strong in math may come for therapy during the class math time. 3) considering the therapist's availability, i.e., therapists are part-time staff available to teach four students per day.

Given this information, the Program Coordinator will work with each therapist and classroom teacher to develop a schedule. A copy of the schedule will be given to the student, parents, and classroom teacher. Teachers will be given advance notice if a temporary or permanent schedule change is necessary. If the teacher, parent, or student is not satisfied with the schedule, they should notify the therapist to see if any other options are available.

2. *Observations* - In order to view the academic and behavioral performance of the student in various settings, therapists are expected to observe the student in the classroom and teachers who have a student enrolled in educational therapy are expected to observe a therapy session. Classroom teachers may make their own arrangements for a substitute teacher after coordinating for observation time with the therapist and the designated school personnel.
3. *Students Eligibility* - If a student with a diagnosed learning difficulty experiences below average grades in a subject, he/she may remain eligible to participate in extra-curricular activities based on attitude (respect of authority), effort (demonstrated by turning in completed assignments on time/taking measures to become current on assignments), and seeking/accepting assistance to improve the grade. If it appears that a student is not meeting this criteria, a team meeting will be called (involving teacher, parents, therapist, and may include the student) to determine the next course of action.
4. *Classroom Adjustments* - Adjustments in regular class assignments are often necessary for therapy students. Adjustments might include: a) decreasing the length of an assignment, b) finding another location for taking a test, c) completing an assignment in an alternate manner (ex., a student could orally present his Bible memory work rather than in a written format). There are many other possible adjustments that might be made depending on the student's individual needs and the goals of a particular task or assignment.

In a therapist/teacher conference at the beginning of the school year, classroom teachers will receive a Therapy Student Review form. Modifications based on the academic and psychological testing will be established by the student's therapist in collaboration with the classroom teacher.

Frequent communication between the therapist and teacher will provide the platform for modifications to be revised, deleted, or reconsidered so that the modification remains effective for the student and workable for the teacher.

Keep in mind that the purpose of the modification procedures is to, 1) enable the student to grow towards independence and success in the classroom rather than meet repeated failure crippling his ability to access true learning. 2) free the teacher in time and effort in developing student modifications. 3) allow the therapist a platform for collaboration, and 4) enable the parents to see a unified effort on behalf of their child.

5. *Grades* - A modified grade is given when the course curriculum and/or student goals are adjusted. Such grades receive an asterisk on the report card. The asterisk will state, “Based on a modified program”. A modification in methodology does not dictate a modified grade (ex. administering a written test orally is a change in methodology. It does not warrant a modified grade. Altering the curriculum or goals in an English class is a modification requiring an asterisk on the report card).

High school students receiving a modified grade must have a Modified Grade Contract form on file in the school office and the Discovery Center.

Elementary students receiving a modified grade must have a Modified Grade Contract form on file in the Discovery center. It is not necessary at this level to have a copy placed in the student’s cumulative file. Discovery Center records are made available upon request when students transfer to another school.

Most elementary therapy students receiving adequate modifications will be able to achieve report card scores of C- or above. Occasionally a teacher may find it is needful to give a score lower than a C- as a “wake-up” call for the student who isn’t trying. This should be discussed in a meeting with the principal and therapist prior to issuing the grade.

## **SPORTS/EXTRA CURRICULAR ACTIVITIES/ELIGIBILITY**

### **SCHOOL-SPONSORED SPORTS**

|                      | <b>High School</b>      |                       |
|----------------------|-------------------------|-----------------------|
| <b>FALL SPORTS</b>   | <b><u>Girls</u></b>     | <b><u>Boys</u></b>    |
|                      | Volleyball              | Soccer (Co-ed)        |
|                      | Cross Country (Co-ed)   | Cross Country (Co-ed) |
| <b>WINTER SPORTS</b> | Basketball              | Basketball            |
| <b>SPRING SPORTS</b> | Track and Field         | Track and Field       |
|                      |                         |                       |
|                      | <b>Junior High</b>      |                       |
| <b>FALL SPORTS</b>   | <b><u>Girls</u></b>     | <b><u>Boys</u></b>    |
|                      | Volleyball              | Soccer                |
| <b>WINTER SPORTS</b> | Basketball              | Basketball            |
| <b>SPRING SPORTS</b> | Track and Field         | Track and Field       |
|                      |                         |                       |
|                      | <b>Elementary (5-6)</b> |                       |
| <b>FALL SPORTS</b>   | <b><u>Girls</u></b>     | <b><u>Boys</u></b>    |
|                      | Volleyball              |                       |
| <b>WINTER SPORTS</b> | Basketball              | Basketball            |
| <b>SPRING SPORTS</b> | Track and Field         | Track and Field       |

## PHILOSOPHY OF ATHLETICS AT DAMASCUS CHRISTIAN

**Sports Mission Statement:** Damascus Christian School's mission is to assist Christian parents in the Biblical training of their children spiritually, intellectually, socially, emotionally and physically, to help prepare them to be faithful followers of Jesus Christ for the God's glory and the building of His Kingdom.

**Elementary-level** programs will focus on introduction and instruction of skills. Each player is encouraged to attend all practices and, as a reward for their hard work, will have the opportunity to participate as equally as possible in the events scheduled.

**Junior High** programs will focus on continued instruction and skill development and the initial stages of team tactics. Each player is encouraged to attend all practices as scheduled by the coach and to let the coach know if they will not be able to attend. The players can expect that they should, as nearly as possible, be given the opportunity to participate to some extent in each scheduled event as long as they are attending the practices as scheduled.

**High School** – DCHS competes at the 1-A level with the Oregon School Activities Association (OSAA). We play public as well as other private and Christian schools. Even though we have a “no cut” policy, event participation will not necessarily be equal among the athletes. Participation in practices is not a guarantee that the player will be utilized in each scheduled event. This is at the coach's discretion, who will take into consideration what is best for the team in addition to each player's talent level, dedication, coachability and attitude. For the team sports, if numbers allow, we will have both junior varsity (JV) and varsity teams.

### A. REQUIREMENTS FOR PARTICIPATION

#### 1. A Summary of the Minimum Requirements of the OSAA

*The Oregon School Activities Association (OSAA), of which we are a member, requires that any student-athlete must have passed five credits (non-elective classes) of work in the semester immediately preceding the semester of participation. An F (in any required class) must be made up by the following fall for a student to be eligible to compete in fall sports (see p. 16 in the DCS Parent-Student Handbook for further credit recovery information). All participants must also be maintaining consistent forward progress toward graduation in the normal four-year time span.*

#### **Minimum requirements of Damascus Christian School**

**a. Academics--**DCS minimum academic requirements are a cumulative 2.00 GPA with a passing grade in all current classes.

**1.** The current GPA for each player must be a cumulative 70% (2.0) or higher with no failing grades by Monday morning (or the first day of classes), beginning the third week of school and each week thereafter. Eligibility/ Ineligibility for extracurricular activities will begin on the day the report is issued. Activities scheduled for that day are affected by the eligibility report. A notification will be issued to students who fall below the cumulative 70% or receive an F in any class. It is the student's responsibility to present this notification report to their parents/guardians to be signed and returned to the office the next school day. Failure to do so will result in suspension from practice/event participation that day and each day until the report is returned to the school office.

**2.** Ineligibility will end only on the day an eligibility report is issued. Ineligibility will not end on a day between two eligibility reports. Eligibility/Ineligibility is “rolling”; it is done each and every week throughout the semester, beginning the third week of school.

- a. The Eligibility/Ineligibility cycle (see below) may begin on the first class day of any week throughout the semester beginning the third week of school.
- b. Ineligibility is progressive in nature and consequences are outlined in the chart below.
- c. Each Monday (or the first day of classes) by 1 PM, all teachers, athletic director, all current-season coaches, guidance counselor and office staff will be given a master list of students who fall below the cumulative 70% mark or failing grade.

| <b>High School and Junior High</b>          |                           |                            |                                                     |
|---------------------------------------------|---------------------------|----------------------------|-----------------------------------------------------|
| <b>Consequences of Ineligibility Report</b> |                           |                            |                                                     |
| <b><u>Week</u></b>                          | <b><u>Progression</u></b> | <b><u>Permitted to</u></b> | <b><u>Restricted from</u></b>                       |
| One                                         | Grace Week                | Practice and play in games |                                                     |
| Two                                         | Game Probation            | Practice only              | Participation in events and traveling with the team |
| Three                                       | Practice/Game Probation   | Study or else!             | Practice and any participation in events            |
| Four                                        | Removed from team         |                            |                                                     |

Teachers must record at least two grades each week. When a student raises his/her cumulative grades to or above the 70% mark, he/she is removed from probation but will be checked each week. Probation weeks are accumulative for each sport.

For a new sport offered in the same quarter, the previous week’s grades will be used to determine eligibility for the new sports season. The eligibility report issued Monday, prior to the beginning of practice for the new sport will determine eligibility. The above chart will then be followed. Eligibility for 7th-8th grade students will follow high school. Eligibility for elementary students will be determined by parent-teacher agreement.

In extenuating circumstances the administration will review the individual situation.

**b. Attendance** --Student Athletes must attend the full day of school (from homeroom to dismissal) on the day of and the day immediately following any scheduled games (exceptions would be when unusual circumstances arise; the administration and athletic director would announce modifications to this policy as necessary). If the team arrives at DCHS after 1:00 AM, students must be at school by the beginning of 3rd period.

Being absent from school on any day will mean no participation in that day’s practice or if a game day, the afternoon/evening game. It would be ill –advised to participate in a strenuous practice or game if a student was sick enough to have missed school. We would prefer not to put that student at any further risk.

**Playing Up At A Higher Grade Level**

**Additional Players.** In rare cases when an elementary or junior high program is unable to field sufficient numbers for a team, opportunity will be given to 4th grade inviting those interested to play for the 5th-6th team or the 6th graders to play for a 7th-8th team The Athletic Director and the respective coach will

make a determination if the participation numbers are not sufficient to field a team. The student/parents must understand that priority will be given to upper grade students regarding playing time.

Players will only play up to the next grade level (i.e., 4th on a 5th-6th team or 6th on a 7th-8th team)

The Athletic Director will talk with the 4th or 6th grade teachers if need exists; a note will be sent home notifying parents of need and inviting eligible students to participate. The permission slip for lower grade level students **must be turned in by one week from the date on the form to be eligible to play**. All players will need to have completed a physical form, handbook form, and pre-participation form prior to any practice. Forms are on our website ([www.damascuschristianschool.org](http://www.damascuschristianschool.org)).

## **B. ATHLETIC CODES OF CONDUCT FOR SPORTSMANSHIP**

**1. Athletes** – All athletes shall abide by a code of ethics which will earn them the honor and respect that participation and competition in the interscholastic program affords. Any conduct that results in dishonor to the athlete, the team, or the school will not be tolerated. A DCS athlete should be diligent in preparation, relentless in effort, disciplined by nature, respectful in actions, self-controlled with words, humble in spirit, and aggressive in pursuit of excellence, without regard to the score, opponent, time, referee, etc. As Christian athletes display these characteristics, good things usually happen: teams are successful, players are motivated, prospective athletes want to participate, and, very often, nonbelievers are drawn to Christ.

**2. Parents and Spectators** – It is important to make our guests feel welcome. All visitors should feel as though they have been treated fairly and dealt with in a sportsman-like way. The skills of the visiting team should be recognized and appreciated. Everyone needs to work to create a positive atmosphere at Damascus Christian. The following behavior is not acceptable at any contest: booing or jeering, mocking or taunting or yelling negative comments to other players or referees. Never confront referees or other participants during or following a contest. If a problem occurs, inform the school administration (coach/athletic director) and allow them to deal with the situation. A game official or school administrator (or their designee) has the authority to remove any person from the confines of an athletic contest for unsportsmanlike behavior.

## **HOME SCHOOL PARTICIPATION POLICY**

Damascus Christian School is a ministry of Damascus Community Church. As a ministry to our church body, where feasible, we will provide opportunity for participation in DCS extra-curricular programs for the home-schooled children of our church members and our school faculty. Participation requirements are that a parent or guardian must be a member of DCC or active DCS faculty, approval by the DCS administrator, approval by the DCS athletic director, satisfaction of any external requirements such as leagues governing athletic participation or legal requirements, and of course, payment of any associated fees. Expectations, behavior, grades, and attitude shall be the same as a full time DCS student. A home school student must fill out the home school application form and all other required forms.

Elementary/Junior High---Home school students must abide by DCS Sports Policies/Procedures.

High School--- Home school students must abide by DCS and OSAA Sports Policies/Procedures. All OSAA rules and guidelines can be found at the [osaa.org](http://osaa.org) link under Handbook.

## **Drama Eligibility Guidelines**

In an effort to maintain high academic standards and encourage students to participate in various extra curricular activities, we have developed guidelines pertaining to participation and eligibility based upon their academic standings. Because of the unique nature of drama (see below) we have purposed to structure

guidelines that would address those differences and yet remain equitable to our sports' eligibility requirements. Some of those differences include – **DRAMA** - everything follows a *script* – lines, movements, lighting, props, entrances and exits are meticulously rehearsed and set. Once they are set, they don't change. *Understudies* (one person learning several back-up parts) do not work in the context of a small school. It puts far too much pressure on the director and the students. *Drama presentations* are scheduled for a brief duration - one to two weeks, thus limiting the students' opportunity to recover from academic probation. **SPORTS** - *strategy* is constantly changing; players are trained and assigned to play positions other than their primary one within the context of any game. *Substitute players* are ready to fill in when needed. *Schedules* – sports have seasons that run several months, thus, the student has more opportunity to recover from academic probation.

Again, in realizing there are some significant differences between sports and drama, we sought to design an eligibility plan that would be equitable for both. Bottom line: to encourage students to maintain good grades while participating in their chosen area – sports or drama.

### **Drama Eligibility**

1. If a student goes below 70% in any combination of classes three times during a quarter, he/she will be allowed to participate on stage, but in a minor role only for the next production.
2. If a student goes below 70% in any combination of classes four times during a quarter, he/she will not be allowed to participate in any capacity for the next production.
3. If a senior experiences grades below 70% in any combination of classes during the spring production, the student will meet with a panel chaired by the drama teacher to discuss consequences.

These guidelines would also apply to technical assistants – lights/sound, stage manager, etc.

### **BAND POLICY - for Absences or Failure to Bring Instrument to Class (Unprepared)**

Band, like any other class, is important. It is a part of the overall educational program at DCS. Because of that, we want to clarify expectations for students who miss class because of an absence and those who forget to bring their instrument to band class.

For an absence, band students will be expected to practice their band instrument at home equivalent to the missed band period(s). Make-up work will be the responsibility of the student and parent. Upon return to band class, the student is to check with their band instructor and request a Band Practice Make-Up Sheet. The sheet will indicate what the student missed and what they need to do to make-up the missed time/class. Students will have two days to make up the missed class time for each day missed for an absence. Students would return the slip after completing the assigned make-up work; this is to be signed by their parent. Failure to return the signed slip will result in a 25% grade decrease for each day beyond their make-up due date. Make-up practice and Band Make-Up Practice Sheet for early dismissal for sports/field trip, etc., must be completed and returned by the next day.

Students who forget their band instrument on band days will follow the above make-up procedures. Failure to bring their instrument to class four times per quarter will result in a lowering of the quarter grade by one full grade.

### **COMPUTER USE POLICY**

DCS has computers available in the computer lab and in the library for use during school hours by students with user accounts. These computers are to be used for school projects, and do not have internet access. Students and their parents need to read and sign the full Computer Use Policy, which is available in the computer lab or the school office, in order to get a user account. Students are not to bring laptops to school unless they are using them to give a presentation, and then only on the day of the presentation. For more information, please see the full Computer Use Policy available in the school computer lab.

## DISCIPLINE

### Some Thoughts on Discipline

Discipline is not punishment; it is training and instruction and the natural consequence of choices. Consistency is the key to discipline. Say what you mean and mean what you say. Discipline is the responsibility of every teacher. Therefore, any teacher may and should discipline a student when the student is violating school policies anywhere on or off campus at school-related functions whether that student is in the teacher's class or not .

Every teacher is the authority in their classroom. Each should establish and maintain an atmosphere that is warm, loving, safe, caring and conducive to learning. If one student or a handful of students are allowed to set the behavioral and attitudinal standards for the class, the teacher's effectiveness is greatly reduced.

The principal is supportive of a teacher's classroom actions that are in line with Biblical principles and conform to the school's policies and standards. The greatest percentage of discipline is to be handled by the teacher. The teacher must give the principal adequate information to support his/her observations and recommendations *as the situation develops*. At times, a teacher will bear long with a situation and finally, in frustration, refer the matter to the principal demanding immediate and severe action. If the principal has not been kept adequately informed by the teacher, and if parents have not been advised of the developing situation, the principal most likely will not be able to take the action requested by the teacher.

If a parent or student comes to the principal to express concern about a teacher, one of the first questions that will be asked of them is, "Have you talked with the teacher about this?" If the answer is no, they will be referred directly to the teacher, following Matthew 18.

Always be firm but fair in dealing with the students. They may not agree with justice, but they recognize it and will generally receive it when it is dispensed with love. Discipline is never to be a public spectacle, nor is a class to be disciplined because of the actions of one or a few. Sarcasm, humor that belittles, and outbursts of anger are not acceptable forms of discipline. Copying passages from the Bible or similar forms of "discipline" are not effective nor acceptable.

### Conduct

I Timothy 4:12 says, "Let no one look down on your youthfulness, but rather in speech, conduct, love, faith and purity, show yourself an example of those who believe." The Damascus Christian School staff have committed themselves to assist parents in the training of students to help prepare them to be faithful followers of Jesus Christ. General and specific guidelines have been developed to encourage this growth and maturity.

### General Behavior

- *Courtesy* – Students are to be courteous and display respect for all persons (teachers, staff, fellow students, visitors, etc.). Good manners are encouraged and expected. Adults are to be appropriately addressed by Miss, Mrs., Mr. or Coach.
- *Obedience* – Students are to respectfully and quickly respond to instructions from staff or others in positions of authority, displaying a cooperative attitude.
- *Self-Control* – Students are to exercise self-control while in class, chapel, on the playground, or school events on or off-campus.
  1. Keeping hands, feet and objects to yourself.
  2. Not speaking in class without first raising your hand.
  3. Remaining "in your seat" until given permission to be out of your seat.
  4. Speaking in such a way that encourages and builds up others; kind words, not teasing, "putting down", using profanity or telling coarse jokes.
  5. Not behaving in a manner that keeps the teacher from teaching or other students from learning.
  6. Showing care and respect for all property (yours, others and the school).

## Specific Behavior

1. The use or possession of illegal drugs, narcotics, alcoholic beverages, tobacco, or involvement in sexual immorality is not a part of the Christian life. Students are expected to refrain from the use of these substances and activities. Those violating this standard are subject to expulsion.
2. Students shall not remain at an activity where drugs and/or alcohol are being illegally consumed or immoral activities are taking place (this would include certain movies).
3. Honor God and each other with your words. This eliminates inconsiderate talk which may be hurtful.
4. Profanity, coarse jokes, swearing, using the Lord's name in vain, and other language unbecoming of a Christian is unacceptable.
5. Students are expected to be honest and not deceitful in their dealings with others, including school personnel. Cheating, lying, stealing, plagiarism will not be tolerated and disciplinary action will be taken.
6. Students must not bring any weapon or firearm on campus (this includes knives).
7. Students must respect the rights and property of others (backpacks, books, lockers, etc.).
8. Students shall not intimidate, menace, threaten, harass, or physically assault another person.
9. Students may not leave class or campus without permission.

## Students

10. may not run inside the building.
11. Boundaries and off-limit areas are to be observed. All church offices, equipment and musical instruments are off-limits unless special authorization is given. Students are not to be behind any buildings, on any of the landscaped areas, or otherwise out of sight of supervising personnel. If playground equipment goes into a neighbor's yard or into the street, the supervising teacher is to be notified. They will make sure the article is retrieved.
12. Due to janitorial constraints, gum is not permitted during school hours.
13. Electronic devices (iPod, MP3, etc.) are not appropriate during school hours.
14. Music that promotes non-Christian values is not permitted at school or at school-related functions.
15. School facilities, books, lockers, desks, etc. are provided for the use of the students. Damaging or defacing school property will result in disciplinary action as well as financial responsibility for the repair or replacement of that item.
16. Displaying in one's locker or on personal property such items as pictures or emblems which exalt groups or movements that are contrary to Biblical standards will not be allowed.
17. Wholesome friendships are encouraged between boys and girls. Students should refrain from demonstrating personal affection on campus and at all school functions.
18. Social dancing is not sponsored by the school and is not permitted at any social functions which are school-related.
19. Students may not enter the Teachers' Lounge without permission from a staff person.
20. Students must get permission from the appropriate faculty or staff person before using school equipment and/or supplies.
21. Any device, equipment or object that is disruptive or causes distraction shall not be brought on campus.
22. **Cell phones** are to be turned off during school hours (8:30 AM – 3 PM) including between classes. For the first and second offenses, detentions will be issued, the phone will be kept in the school office the remainder of the school day and the student will call their parent to report the incident, an action which will be verified by an office staff member. The student may pick up the phone at the end of the school day. For the third violation, a detention will be issued, the phone will be kept in the school office the remainder of the school day and the student will use the school office phone to report the incident to a parent, again, verified by office personnel. In addition, a conference will be set up with the parents, student, teacher(s), and administrator to determine the next course of action. This policy also applies to early dismissal for at-home

games. In other words, if a game begins during school hours, cell phones are to remain off in the student's locker or backpack. *The school retains the right to access pictures or text on a student's phone. If unsuitable material is found on the phone, appropriate disciplinary measures will result.*

23. Student vehicles are to be parked in designated area. Slow and careful entrance and exit are required. Violation of these guidelines may result in the loss of privilege of driving a vehicle to school. Students violating the driving guidelines will be reminded verbally; a written notice of violation will be mailed to parents. Students arriving on campus at 8:15 or later are to enter via the upper drive and then cautiously proceed to the lower parking area.

### **Classroom Behavior**

Our teachers are committed to the Biblical training of our students spiritually, academically, socially, emotionally and physically. In order to effectively accomplish that, respect and proper response is expected from each student. The following guidelines have been developed to assist the student in that process:

1. Students must come to class on time and properly prepared with textbooks, completed homework and writing materials.
2. Each teacher will establish specific rules of conduct, expectations and response in their classrooms.
3. A teacher's desk, computer, file cabinet, bookcase, etc., are regarded as personal property and students are not to meddle with anything on or in these places without the teacher's permission.
4. Students are not to disrupt other class members in any way. Talking between students will be allowed only with the permission of the teacher.
5. Students are not to pass notes in class.
6. Food or beverages will not be allowed in the classrooms or building without special approval from the teacher.
7. Hats or other head wear are not to be worn inside the building. The same applies to sun glasses. Please refer to "Student Conduct" in the Parent – Student Handbook for a detailed list of expectations.

### **Process of Intervention Flow Chart**

There are those times when steps need to be taken to assist a student and/or family who are struggling in relationships, attitudes, and/or behaviors. This coming along side involves a team effort – student, parents, school faculty and staff. The goal is resolution, restoration, and restitution, if needed. The bottom line is unity and harmony.

Matthew 18: 15-17 outlines a systematic and orderly way to pursue this process of intervention (see Conflict Resolution). If there is an on-going issue that is beginning to affect the teacher's ability to teach or students' ability to learn, the following steps will be taken:

1. The teacher will counsel privately with the offending student.
2. If, after a reasonable period of time the matter has not turned around, the teacher will arrange a parent-student-teacher conference to talk matters over.
3. Again, if the situation does not head in a positive direction after a reasonable period of time, the next step would be a teacher-principal-parent-student conference to seek to understand the issue(s) and resolve it/them.
4. If the condition continues, the student/family may be placed on probation, contract, suspension, or dismissal.

Our primary goal is resolution of the situation resulting in harmony and unity and a restoration of relationships. Often that can be accomplished by following the Biblical mandate in a step-by-step process.

### **Detention (Possible modifications under consideration & subject to change)**

Detention is a disciplinary measure utilized to encourage students in their daily deportment. This is for the "little" offenses, 7<sup>th</sup> through 12<sup>th</sup> grades, that if not dealt with, tend to turn into larger problems.

Detentions are served each day at noon. For students getting a detention in the morning, it is served that day at noon. For those receiving a detention after lunch, it is served the following day.

A *Detention Notice* is sent via the students to the parents. This simply notifies the parents of the detention, the nature of the offense, and the fact that the detention was or will be served. It is the student's responsibility to have the parent sign this acknowledging their awareness of the detention, and then return it to the issuing teacher. **Failure of a detention notice coming back signed the next day will result in an additional detention being issued.**

Teachers must turn in a list of students on detention to the office before 11:50 AM. The office will generate a master list so the detention teacher will know who to expect.

Students on detention are to report to the assigned detention room by the designated time. If a student arrives five minutes after the detention time begins, they will not be admitted and must serve an additional detention time (total of two consecutive detentions). They are to bring their lunches which they may eat, without talking, the last 7-10 minutes of detention. Students are to sit quietly; this is not a study hall nor a time for socializing; it is meant as a disciplinary tool.

Detentions are to be used judiciously and with discernment. This is not open season on students. The over-use of detentions will result in loss of student respect toward the teacher and loss of effectiveness of the disciplinary action.

A total of **three detentions in a quarter** will result in a call home from the teacher issuing the majority of the detentions. If there is no teacher who has given the majority of detentions, the teacher who issued the third detention will then be responsible to call the parents. Parents will be notified at that time that their student will automatically receive an in-house suspension for a fourth offense. The parents will also be given the option to meet with teachers and an administrator to discuss the issue. The teacher making the phone call to the parents will coordinate the meeting if the parents request it. To prevent later misunderstandings, the conversation should be documented and dated.

**Four detentions in a quarter** will result in an in-house suspension served in the office. The student will be required to hand in all work for that day to his teachers before he leaves the school grounds. The student will receive regular credit for completed work. The office will notify the parents on the fourth detention.

**Five detentions during one quarter** will require a meeting between parents, teachers and an administrator. The administrator will arrange the meeting after discussing the behavioral concerns with the issuing teacher(s). Student involvement in the meeting will be left to the teachers' discretion. The student will serve one or more of the following options, depending on the nature of the offense: 1) work day after school, 2) loss of extra-curricular involvement, 3) action plan designed by parents and teachers to help the student manage his behavior. The student will fill out an action plan and hand it in to the principal at the end of each week for the time specified on the plan. The student risks suspension from school if he does not fulfill the requirements of the action plan.

## **Probation**

Occasionally, a student falls short of his potential or jeopardizes the privilege of continuing to attend DCS because of on-going negative attitudes and/or actions. When such a situation is discerned, the teacher will follow the *Process of Intervention* flow chart. At a certain point, a student may be placed on short-term probation and a parent-teacher-principal conference will be held to help determine the next course of action.

Probation is seen as a period in which a student can turn a negative situation around. It is identifying certain problem areas and giving clear direction to parents and student to help bring about a change. During the probation period, specific individualized character-building projects may be assigned which deal with the area of need. These projects will be designed to involve both student and parent(s).

When a positive response is noted over a designated period of time, the individual is to be restored to good standing (Gal. 6:1). If a lack of response is evident, with either student or parent(s) out of harmony with the required change, a suspension will be administered, culminated by restoration or expulsion.

The following are reasons for a student being placed on probation:

### A. Behavioral/Attitudinal

1. Continued borderline behavior or deliberate disobedience.
2. Failure to respond to counseling regarding a rebellious spirit or scornful attitude (Prov. 22:10).
3. A continued negative attitude toward school standards.
4. Involvement in and/or attending activities that undermines a Christian witness.
5. Excessive absences.
6. A pattern of cheating (Prov. 20:23).

### B. Academic

1. Failure to maintain grades consistent with the student's learning potential
2. Consistent pattern of failure to complete and turn in assignments when due

There may be situations which warrant a student's immediate removal from school. When such conditions occur, such action will be taken. Probation is an administrative function, in counsel with the staff.

## Scorners and Mockers

Damascus Christian's purpose is instructive, not corrective. We cannot realize the potential of our program if an individual with a scornful attitude is permitted to remain in the school. When such an individual is identified, we will deal with him/her Scripturally and prayerfully which may very well mean expulsion from school, realizing that our ultimate responsibility is to God for the group He has given us.

1. *Definition/Identification, Nature and Character of a Scorer* - A scoffer is one who can be recognized by a pattern of contempt which is demonstrated through his/her 1). facial expression - a look of contempt, deep sighs, grinning or grimacing derisively; 2). phrasing of words or taunting language; and/or, 3). an insolent or disrespectful tone of voice.  
A scornful person is proud and haughty (Prov. 21:24). Being self-centered he/she is apt to respond with the attitude that he/she is unjustly accused - "Why are they always picking on me?" They delight in what they are doing even while they are being rebuked (Prov. 1:22). They hate those who endeavor to counsel or correct them (Prov. 9:8; 15:12). They will heap abuse on those who seek to help them (Prov.9:7). God says such a person is an abomination to men (Prov. 24:9). Other verses addressing the scorner (Prov. 13:1; 22:10; 29:8).
2. *Effects of a Scorer* - Scorners and scoffers are always agitating brother against brother and stirring dissension against those in authority (Prov. 6:19). When a scoffer is present there is no peace (Prov. 29:8). They are divisive and create obstacles and hindrances to what you are attempting to do (Titus 3:10; Romans 16:17). The scoffer will follow their own evil desires (II Peter 3:13). In addition, all of your energies will be outweighed by the actions/attitudes of a scoffer (Eccl. 10:1). Even Jesus was affected by the scorner (Psa. 69:19, 20).
3. *Difficulties in Dealing With a Scorer* - *His compliance with the rules.* The scorner may not be a rule-breaker. He will push the limits but often is wise enough not to step over the line. He constantly nudges it and many times baits others to break rules.

*Often we have to deal with intangibles.* Most often we are dealing with attitudes rather than overt actions. If the parents have this same attitude, they will put you on the spot for specifics - "Just exactly what did my son/daughter say/do?"

*Parental defensiveness.* Often, students pick up a scoffing attitude from their parents, especially in younger children. Many times the parents will take up the offense of their child.

*Teacher and Administrator intimidation.* Few who have dealt with scornful attitudes want to take on another one. They are exhausting experiences. An administrator and/or teacher who are more interested in PR or their own comfort will back off in confronting this issue.

#### 4. *Prerequisites For Dealing With the Problem*

*We need to be sure of our concerns and how to express them confidently.* We will be accused of judging. Jesus said not to judge according to appearances but to judge righteously (Mt. 7:1-7; Jn. 7:24). The key is accuracy - "Your son/daughter is manifesting the qualities of a scorner as described in Scripture and the impact in the class is the impact described in Scripture."

*There must be broad support by teachers and administrator.* The scorner may be OK in one class but in others he may be displaying a scornful attitude. If a parent asks you, "How is my son/daughter doing in your class? Are you having any problems with him/her?" your response should be (if there is no scornful attitude), "He/she does OK in my class, but that doesn't mean he/she doesn't have problems in other classes." *Be prepared for opposition!*

#### 5. *Process To be Followed - Matt. 18:15-17; Gal. 6:1; Titus 3:10*

The motivation for dealing with a scorner (or any person who is missing the mark) is that of restoration. We want to see Jesus reign and Satan defeated in the life. Therefore, we deal with them in love and compassion, realizing they are the victim rather than the enemy. That does not mean that we are soft, compromising or wishy-washy. The ultimate goal is that of restoring to usefulness. We will counsel them but if the person continues to resist, we have no other option but to separate them from the school for the sake of the others. This is a process which should follow the steps outlined in our Process of Intervention flowchart. *Process* is the key word. We do not want to be guilty of hustling a student out too quickly; the opposite is also true. We do not want to hold on to a student who is having an increasingly negative effect on others.

#### 6. *Procedural Wisdom*

*Keep current* - This type of problem isn't licked once-and-for-all. Stay on top of these types of situations. Keep those who need to know (student, parent, administrator) up-to-date on progress (or lack of).

*Be just* - Don't deal with some and not others who are exhibiting similar attitudes. Include everyone's child fairly.

*Be expeditious but not precipitous* - Don't let it drag on without dealing with it. Don't put it off. Don't let a scoffer continue on in their sin and rebellion until you blow and deal from a base of frustration rather than facts or your ability to teach the class effectively is reduced. On the other hand, don't be in such a hurry to get rid of the student that you cut corners. Deal with the facts.

#### 7. *Results of Dealing Scripturally With A Scorner*

Scripture clearly reveals that when a scorner is dealt with, those around him will develop prudence and wisdom (Prov. 19:25; 21:11). When a scorner is cast out, contention, strife and dishonor will cease (Prov. 22:10). There will be an absence of quarrels and insults and there will be a presence of prudence and wisdom.

When dealing with the scorner, we can expect opposition, but as we consistently follow these Scriptural guidelines, we will experience possible restoration, but certainly peace and God's blessing upon our efforts.

## HEALTH AND SAFETY

### Accidents

Minor accidents can be treated at the school office where there is a first-aid kit. Persons with major or suspected major injuries should not be moved until qualified medical help arrives.

As soon as possible after an accident, the first staff person to arrive at the accident scene must fill out an Accident Report form. The report form may be obtained through the office or Athletic Director's office. Any accident in your presence that causes injury should be written down and turned in to the principal. Following this procedure may prevent future legal problems.

The school will dispense aspirin if the parents have signed off on the child's Emergency Data Card. Student medication that is self-administered requires a note of explanation from the parents.

The school is equipped with Automated External Defibrillators (AEDs) for use in the case of a heart attack. These units are located in the upper hall, lower hall, and gym. In case of a medical emergency suspected of involving the heart, immediate aid is to be administered, following the prompts of the AED.

### ALLERGIES - Food Allergy Policy

#### Rationale

The prevalence of food allergies may be increasing, affecting as many as 8% of children nationwide. Schools are considered high risk areas for students with food allergies, with most incidents of accidental exposure occurring in schools.

There is a difference between **food allergies** and **food intolerance**.

**Food allergy** occurs when the immune system mistakenly believes that a food is harmful and seeks to protect the body by creating specific immunoglobulin antibodies to that food. The next time the individual eats that food, the antibodies sense it and signal the immune system to release massive amounts of chemicals and histamines which can affect the respiratory system, gastrointestinal tract, skin, or cardiovascular system. A severe allergic reaction is called anaphylaxis.

**Food intolerance** is a metabolic disorder; it does not involve the immune system.

**What food cause food allergy?** Eight foods are responsible for 90% of all food-allergic reactions. Milk, eggs, peanuts, soy, wheat, tree nuts (almonds, pecans, Brazil nuts, etc.) fish and shellfish.

**Triggers to allergic reactions:** eating, touching inhaling, or coming in contact with an allergen. The main sources of allergies are: food, medications, insect stings/bites, pollen and latex.

**Symptoms of food allergies:** a tingling sensation in the mouth, swelling of the tongue and throat, rash, eczema, hives and swelling, vomiting, abdominal cramps, diarrhea, wheezing, difficulty breathing, drop in blood pressure, loss of consciousness, and (very rarely) death.

#### Damascus Christian School goal:

- Provide a safe and healthy learning environment for students with food allergies
- Reduce the likelihood of severe or potentially life-threatening allergic reactions
- Ensure rapid and effective response in the case of a severe or potentially life-threatening allergic reaction, and
- Protect the rights of food allergic students to participate in reasonable school activities.

**The key of providing a safe and healthy environment is good communications between the family, student, and school and each fulfilling their responsibilities.**

## **FAMILY RESPONSIBILITIES**

1. Notify the school office and teacher at the beginning of each school year of the student's allergies or any time when an allergy is identified and signs that are usually present during an allergy attack.
2. Work with the school office and teacher(s) to develop an Individualized Health Plan (IHP) that will accommodate the child's needs throughout the school, i.e., classroom(s), playground, gym, kitchen, school sponsored activities, field trips, athletic outings, and school bus.
3. Provide medical documentation, instructions, and medications as directed by a physician.
4. Replace medications when used and upon expiration.
5. Pre-arrange with the teacher(s), coach(es), and/or drivers to ensure that a properly trained individual accompanies the student on field trips or away activities.
6. Notify the school immediately of changes in student's health status and/or dose and/or type of medication change.
7. Educate the child in self-recognition and management of his/her allergy.

Examples:

- safe and unsafe foods
- strategies for avoiding allergens
- know symptoms of allergic reaction
- know how to seek help immediately
- having the medication with him/her, if appropriate
- know how to self-administer medication (age appropriate)

## **STUDENT RESPONSIBILITIES**

1. Know their own specific allergen/triggers
2. No trading of food with others at any time
3. Do not eat anything with unknown ingredients or foods suspected to contain the allergen
4. Should be pro-active in the care and management of their food allergies and reactions based on their developmental level
5. Notify an adult immediately if they eat or come in contact with the allergen
6. If prescribed to carry an EpiPen or inhaler, have it with them and know how to use it.

## **SCHOOL RESPONSIBILITIES**

1. The office personnel will review at the beginning of each school year and as needed the health information and records submitted by parents and physicians and ensure that each teacher and staff are aware of life-threatening physical disorders.
2. Discuss with parent/guardian the need for an individualized health plan (IHP) and establish it as appropriate with updates, as needed.
3. Develop a prevention and intervention plan in conjunction with appropriate school personnel resources.
4. Be proactive, within reason, in limiting student contact with offending allergies in the various campus settings.
5. For students with severe allergy IHP, educate and train "designated" staff to recognize signs and symptoms of allergic reaction, to administer EpiPens and follow set procedures or physician specific orders in an emergency as listed in specific student's IHP.
6. Keep rescue medications easily accessible in secure but visible locations relevant to the campus layout, i.e., school office, AD office, library, science lab and church office.
7. Final Authority: The school reserves the right to deny a student admission based on the severity of the allergy or on the student's own capacity to responsibly address his or her own health situation.

**Allergen Harassment** – The school will view threats or harassment against an allergic child as a violation of our code of conduct and take appropriate action.

## HIV/AIDS

With the rampant potential for the spread of HIV (Human Immunodeficiency Virus) “universal precautions” need to be taken by all staff when handling any body fluids in the school setting. HIV has special genetic material which allows it to reproduce itself in specific cells, which make up the immune system, causing dysfunction of the immune system. From the time the HIV enters the human body, there is a “window or incubation period” during which the blood will not test positive for HIV. The person will be asymptomatic during this six-week to six-month period.

HIV has been isolated from human blood, semen, breast milk, vaginal secretions, saliva, tears, urine, cerebrospinal fluid, possibly sweat, and amniotic fluid; however, epidemiologic evidence implicates only blood, semen, vaginal secretions and breast milk in the transmission of the virus. The following guidelines are meant to provide simple and effective precautions against transmission of disease for all persons potentially exposed to the blood or body fluids from students with a known disease or those from students without symptoms or with an undiagnosed disease.

“Universal Precautions” or “Universal Blood and Body Fluid Precautions” refers to the handling of body fluids from all students and not just precautions recommended for those known to be infected with a blood-borne pathogen. The precautions focus on the prevention of the transmission of blood-borne pathogens, primarily hepatitis B (HBV) and human immunodeficiency virus (HIV). Exposure is defined as contact with blood or other body fluids through percutaneous inoculation (such as needle sticks with contaminated needles) or contact with an open wound, non-intact skin or mucous membrane during the performance of normal job duties. Blood is the single most important source of HIV, HBV, and other blood-borne pathogens in the occupational setting.

**Universal precautions require the use of protective barriers such as gloves, protective eye wear, gowns and masks.** Rarely would precautions beyond the use of gloves be indicated in the school setting. Transmission of communicable diseases is more likely to occur from contact with infected body fluids of unrecognized carriers than from contact with fluids from recognized individuals because simple precautions are not always taken. It is for this reason that “universal precautions” should be used when exposure to blood occurs.

When possible, direct skin contact with body fluids should be avoided. Disposable gloves should be worn when direct hand contact with body fluids is anticipated (e.g., treating bloody noses, handling clothes soiled by urine and feces, cleaning vomit, etc.) Even though gloves are worn, hands must be washed afterwards. Gloves used for this purpose should be put in a plastic bag and disposed of.

Each teacher will be supplied with a “Communicable Disease Kit” consisting of a Zip-Loc™ bag which contains rubber gloves, gauze pads for fluid absorption, and packets of Benzalkonium Chloride for disinfection purposes. When the kit is used, blood-contaminated items are to be placed back in the Zip-loc™ bag for proper waste disposal. *A new kit is then to be requested from the office.*

Universal precautions are intended to supplement rather than replace recommendations for routine infection control, such as hand washing. Teachers will receive yearly training in bloodborne pathogens during Teacher Orientation.

### *What Should be Done if Direct Skin Contact Occurs?*

In many instances, unanticipated skin contact with body fluids may occur in situations where gloves may not be immediately available (e.g., when wiping a runny nose, applying pressure to a bleeding injury outside the classroom, helping a child in the restroom, etc.). First aid for a bleeding child must not be unreasonably delayed while one tries to secure gloves. In these instances, hands and other affected skin areas of all exposed persons should be routinely washed with soap and water after direct contact has ceased. Unbroken skin is an excellent barrier to infectious agents. Staff members with sores or cuts on their hands that have contact with blood or body fluids should always wear gloves.

If a student receives a puncture from a contaminated instrument during class (particularly lab science classes), they must immediately wash the area for 15 minutes with soap and warm water. Parents are to be notified of the puncture and encouraged to take the child in for an immediate blood test. This initial blood test is to be followed-up six months later with an additional blood test.

### *How Should Spilled Body Fluids Be Removed?*

Sanitary absorbent materials are located in both janitors' closets in the main building. The granular material is to be sprinkled over the spilled body fluid as per the product instructions. Disposable gloves should be worn when using these agents. After vacuuming up the material, vacuum bag or sweepings should be disposed of in a plastic bag. Broom and dustpan should be rinsed in a disinfectant, also found in the janitors' closets. No special handling is required for vacuuming equipment.

### **Hand Washing Procedures**

Proper hand washing requires the use of soap and water and vigorous washing under a stream of warm water for approximately 15 seconds. Use paper towels to thoroughly dry hands. Children should be reminded to wash their hands after each use of the restrooms in the context of preventing the spread of all communicable diseases rather than increasing their anxiety specifically over HIV.

### **Fire Drills**

Fire and resulting panic is of greatest concern. Teachers are responsible for instructing their students in proper evacuation procedures. Evacuation route maps are to be clearly posted in each room showing primary and secondary escape paths. At least two fire drills will be held near the beginning of school in September. After that, you may expect at least one drill per month, often unannounced. The following procedures are to be followed when the alarm bells rings.

1. Close all windows before leaving room. Lock your door to prevent student re-entry.
2. Quickly and quietly evacuate the room following the primary escape route unless told otherwise. Be sure to take your class record book. The last person is to turn out the room lights, shut and lock the door. Walk single file at  $\frac{3}{4}$  speed without talking or horseplay.
3. As soon as your class is assembled at your designated area, take roll. If all students are accounted for, raise your hand. If a student is missing, the principal is to be notified immediately by a teacher-designated runner.
4. When all students have been accounted for and the building can be re-entered, an all-clear whistle will sound. Students are to quietly file back into the building.

In case of a fire, activate the nearest alarm and evacuate your class, as above.

### **Earthquake Drills**

In preparation for an earthquake, the following steps should be taken by each teacher. Have your students practice the Drop, Cover and Hold routine. Drop to the floor, seek cover under a table or desk and hold onto it. Stay away from windows, doors and door openings.

Following an earthquake, get your students out to their designated areas (fire drill locations) as quickly as possible. Make sure all students are accounted for. Each class has a plastic tub filled with emergency care items. Check to be sure the container has not been tampered with.

In case of an earthquake, each teacher will have a specific job or jobs to perform to help ensure orderly evacuation, safety, search and rescue, care, clear communications, and getting children back to their parents. As with any major catastrophe, public safety officials describe the aftermath as organized chaos. The better trained and cross-trained we are, the more effective will be our efforts after the event.

### **Playground Guidelines**

The playground offers a great opportunity for ministry. Many times students are more open to talk and share with you during recess than at other times due to the more relaxed setting. As you are sensitive to the Holy Spirit, He can use you in a significant counseling ministry.

On the other hand, special care and supervision needs to be given for the well-being of each child. Because of that, each duty teacher needs to take that responsibility seriously and conscientiously. The following have been drafted to give guidance for your protection as well as our students and the school:

- 1) It is imperative that the duty teacher go out *with* their class. They should be the first class outside. The teacher is not to stop for a cup of coffee, check their basket, or make a phone call. If anything were to happen during that time away from the children, the duty teacher would be held personally responsible (and liable).
- 2) The key to recess duty is to keep moving and keep your eye on all activities. You don't have to be the policeman but you do need to be aware of what is going on at all times. *If two persons are on duty at the same time, they need to be walking and watching the play area rather than standing and talking together.* Pay particular attention to potential problem areas where accidents might occur. Whistle actions to a *stop* before they get out of hand and *before* someone gets hurt. Common sense prevails on the playground.

*General guidelines for recess duty include,*

Students are not to play behind the buildings.

No kicking, throwing or hitting balls in the area of the back (west) fence. If a ball goes over the fence, students are *not* to retrieve it. They are to tell the duty teacher(s) who will report it to the office. If a ball goes into Rust Way or across the fence (south) and on to Highway 212, *students are not* to go after it. Again, it is to be reported to the duty teacher. The teacher can assist with balls on Rust Way. Those on the highway are to be reported to the office.

Baseballs are to stay home (they fit nicely in the eye socket)

Children are to play away from classes that are in session

“Horse & Rider” - type games are not permitted

Large-scale chase games are to be whistled to a stop

Tackle football and “piling on” are not allowed

Ropes are not to be attached to children

### *Swings*

No standing or jumping from swings

One person to a swing; no saving swings for friends

No twisting or side swinging

Take turns. The duty teachers can determine amount of time each person swings or elementary teachers may decide on a workable policy.

### **Personal Professional Liability**

DCS staff members may be risking financial ruin to themselves and the school by their conduct. First, the person may choose to be ambiguous about the liability of his conduct because he does not want to face the issue of responsibility. Second, he may have some idea of personal liability for his behavior yet choose to rationalize about his position, believing that he is safe because he knows the parents of the children for whom he is responsible, or believing that since he is teaching in a Christian school he is, somehow, above the scope of the law. Third, he may lack the intuitive ability to see himself as being a liability at all and be guilty of not

knowing or understanding himself. Fourth, he may simply lack the knowledge of what he is held responsible for in the eyes of our current judicial system. It is this fourth point that this section is devoted.

By designation, this topic is intended to give the reader a feel for personal liability in civil law suits. **TORT** is the legal term under which most educational law suits are brought into court. TORT is a legal wrong which causes injury to a person or damage to his property.

*TORT:* Our judicial system is presently applying a very close look at personal liability in civil suits for damages resulting in injury while under control or supervision of other adults. *TORT is defined as a wrongful act for which civil damages may be awarded, i.e., being personally sued.* Many teachers and supervisors of children are under the mistaken belief that they are covered by school insurance regardless of what they do. *This is simply not true.* Damages may be awarded from the school and from the INDIVIDUAL TEACHER ALSO.

*The major TORT in teaching is neglect.* Where neglect can be proved, TORT principles may be applied. The fundamental method of evaluation of conduct to determine neglect involves the term “reasonably prudent.” The courts look at the action of the adult in charge to see if it parallels the action of a reasonably prudent adult. This is an extremely important concept to remember and is the reason why it is better to be overly cautious than run the risk of TORT. TORT is personal liability for improper conduct regardless of educational experience, or “the way I’ve always done it.”

*Some Areas TORT May BE Applied To:*

1. Ignoring a child’s statement about not feeling well or pleas for help.
2. Requiring a child to do something of which he is fearful.
3. Requiring a child to do something his parents have instructed that he not participate in.
4. Ignoring requests from parents.
5. Requiring a child to do something which is dangerous or something which requires skills he has not mastered.
6. Improper first aid treatment.
7. Harassment: Making unwise, unkind statements to a student or about a student. (TORT may be psychological as well as a physical injury.)
8. Neglect of supervision. Proper supervision is an active process of moving around, checking as to what children are doing. Assuring that all functions under supervision are safe. There must be an awareness of which children are under your control and what they are doing. **NEVER LEAVE CHILDREN UNSUPERVISED. RECESS/GYM DUTY IS A MOBILE, OBSERVING AND SUPERVISING DUTY.**

## **CHILD ABUSE**

As we are all aware, child sexual abuse has become epidemic in proportion and is a direct result of man’s sinful nature, pornography, lax laws and society’s increasing callousness towards the sanctity of life.

Unfortunately, Christian school families are not immune to child abuse and its devastating results. In order to protect those we minister to as well as ourselves, we need to be aware of what is going on and know what steps to take if child abuse is suspected. Children seldom lie about being sexually abused. In fact, they find it very difficult to talk about it. Facts show:

There are a variety of definitions regarding child maltreatment. The Child Abuse Prevention and Treatment Act (CAPTA) defines child abuse or neglect as:

1. Any recent act or failure to act on the part of a parent or caregiver that results in death, serious physical or emotional harm, sexual abuse, or exploitation; and

2. An act or failure to act that presents an imminent risk of serious harm. “A Coordinated Response to Child Abuse and Neglect: The Foundation for Practice”, Goldman, Salus, Wolcott, Kennedy, 2003.

*Each year, close to 1,000,000 American children are victims of abuse or neglect.*

*By the age of 18, 1 out of 3-4 girls and 1 out of 5 boys will be sexually abused*

*Nearly 95% of abused children are abused by someone they know, love and trust.*

*79.4% of the abusers are parents. Another 6.8% were other relatives of the victim. The remainder are mainly pastors, youth workers, coaches or teachers.*

*Sexual abuse can be defined as any sexual exploitation of children under 18, even if the child seems to consent.*

*Sexual abuse can be divided into 2 areas. 1) touching, which means fondling, oral, genital or anal stimulation, non-violent intercourse, and 2) non-touching, which includes verbal stimulation, obscene phone calls, indecent exposure, peeping, causing or allowing children to observe sexual relations.*

*Non-profit organizations can be held directly or indirectly liable for the actions of paid staff and/or volunteer help.*

By law, we are required to report any suspected child abuse (mandatory reporters). Failure to report suspected abuse is considered criminal liability. Protection of the child is of primary importance.

## **DCS Child Abuse Policy and Procedure**

In all fifty states, public and private school teachers and administrators are “mandated” by law to report suspected child abuse. This includes making a report when you have suspicion that there may be physical abuse or neglect. Failure to make such abuse reports can create serious legal problems.

When a school employee, the school administration, or both learn about or even suspect an abuse situation, they are effectively “put on notice.” If an abuse report is not filed, they may be sued for damages that allegedly happened to the child after the report should have been made.

When a teacher or school staff person learns about a possible child abuse situation through their school position or contacts, they are “mandated reporters” and as such, are required to report incidents when there is “reasonable belief” of abuse. *Reasonable belief* or *reasonable suspicion* means that “it may be true, but we don’t know that it is”. Mandated reporters are not required to conduct their own in-depth investigations prior to making a call to a child abuse hotline. When you see evidence of possible physical abuse (marks or bruises on body) or hear of possible physical abuse sexual abuse, or child neglect, make the report.

Our policy is that the administrator will be informed of all suspected child abuse situations but the person receiving the report is the Responsible Person to contact a law enforcement agency (LEA) or the Department of Human Services (DHS). After contacting the proper agency, notify the administrator of the situation and what steps have been taken. The administrator will contact the parents (if not the alleged abuser), an attorney, and our insurance company. The report given to the above agencies shall include names and addresses of the child and the parents of the child or other persons responsible for the care of the child, the child’s age, the nature and extent of the abuse (including any evidence of previous abuse), the explanation given for the abuse and any other information which the person making the report believes might be helpful in establishing the cause of the abuse and the identity of the perpetrator. The suspect will be notified only after the child is safe. Any notices for the press will be handled only by the designated school spokesman.

Anyone participating in good faith in the making of a report and who has reasonable grounds for the making of such a report shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of such report. Any such participant shall have the same immunity with respect to participating in any judicial proceeding resulting from such report.

Physical Abuse - General guidelines and evidences that we, as a school, need to be aware of, as well as specific steps that need to be taken for the protection of the child are as follows:

**Identification of physical abuse** - What are the evidences of physical abuse? Although many bruises and abrasions are accidental, others give cause for the teacher to believe that they were intentionally inflicted. Bruises are the most common symptoms of physical abuse. Other symptoms include welts, lumps, or ridges on the body, usually caused by a blow, burns, shown by redness, blistering, or peeling of the skin, fractured bones, scars, lacerations or torn cuts, abrasions or scraped skin.

There are **four criteria** to use as guidelines for identification of child abuse, particularly in younger children. The **first** is location of the injury. Bruises found on the knees, elbows, shins, and for the pre-school child, the forehead, are considered normal in most circumstances. Bruises found on the back, genital area, thighs, buttocks, face or back of legs could be cause of concern.

The **second** criteria is evidence of repetition of injury. A significantly large number of bruises or cuts and injuries that are at various stages of healing should be suspect. There are instances however, when repetition could be accidental - the child could be accident-prone, so criterion four needs to be kept in mind.

The **third** criteria is the appearance of the injury. If it is obvious that the bruise, cut, or burn was inflicted by an object such as a belt, stick, or cigarette, the teacher should suspect abuse.

The **fourth** criterion is the correlation between the injury and the explanation given by the child or the parent. The accident as described should be able to produce the resultant injury.

In ascertaining the extent of the suspected physical abuse, the teacher should not remove any of the child's clothing. Only personnel, such as a doctor or nurse who would undress a child as part of their professional responsibilities, should do so.

After reviewing the four criteria - the suspicious placement of injury, the severity and repetition of injuries, evidence of infliction by an object, and inconsistent explanation (or consistent if the child reports the abuse) - the school must immediately report the injury to the appropriate authorities.

### **Identification of sexual abuse:**

Sexual abuse ranges from exposure and fondling to incest and rape. It is very difficult to identify. Most of the offenders are known to the family or are family members. The victims, primarily girls, range from infants to adolescents.

Incest and other sexual abuse occur in all socioeconomic groups, therefore school personnel should be aware of the indicators since there is a legal and moral obligation to report suspected sexual abuse.

Signs for identifying sexual abuse include the following physical and behavioral characteristics:

#### *Physical Signs*

bruises or bleeding in external genitalia, vaginal, or anal areas

uncomfortable while sitting

difficulty in walking

pregnancy in young child

torn, bloody, or stained underclothing

sexually transmitted disease in young child

#### *Behavioral Signs*

confides with teacher or nurse that she/he has been sexually mistreated

reports by other children that their friend is being sexually mistreated

displays precocious sexual behavior and/or knowledge

unwilling to change for gym

withdrawn, engages in fantasy

depressed, sad, and weepy

confused about own identity

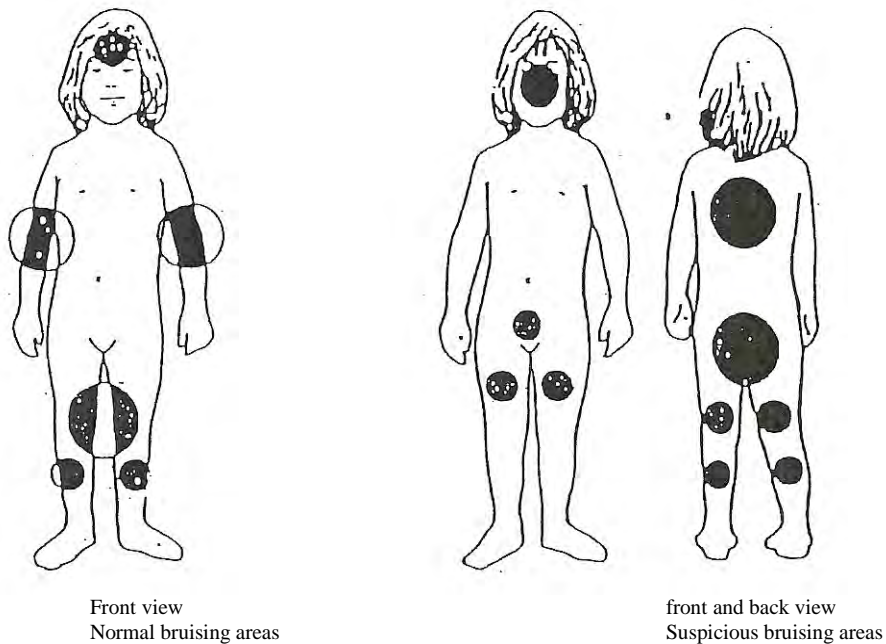
frequent absences justified by male caregiver or parent

acts out in a seductive manner

reluctance to go home

Young child regress to earlier behavior by thumb sucking, bed wetting, difficulty in eating and/or sleeping, and being afraid of the dark.

The teacher who suspects abuse, either physical or sexual, is to advise the principal. If it is determined that child abuse is occurring, the proper authorities - law enforcement, medical personnel, CARES NORTHWEST or DHS - will be notified (503)657-2112 or (503)731-3383 (after hours/weekends).



Comparison of normal and suspicious bruising areas. The bruises children receive in normal play are depicted on the left. The bruises on the right would not normally happen in everyday play.

The teacher's role is a supportive one. Continue to have normal expectations for the child. Keep a stable environment and do not make the child feel ostracized or different. Treat the child with understanding, be sensitive to the child's needs.

Dealing with the family - Just as there are varieties and levels of abuse and neglect, so also are there variations in your interaction with parents. School personnel who want to help an abused child must exercise good judgment. Their first response may be to want to call the parent to determine how the injury occurred. Be cautious, as the abuser may be the parent(s) and thus the child may be in danger of being permanently damaged or killed. Calling the family to discuss the problem not only fails to help the family but may also precipitate more abuse. In addition, the family may become alarmed and move to another area; the child may be abused for many more months before the new school or center identifies the problem.

When neglect rather than abuse is the problem and a child comes to school hungry or inappropriately dressed, a supportive visit or call to the family is in order. The school and church may be able to provide not only the emotional support but clothing and food as well. Working with parents shows them they are not alone and demonstrates the outworking of the body of Christ.

### **Daily Contact with Children –**

When dealing with children, appearances are important. The key words are **common sense**. Please think - how will this action look to others? Be extremely careful (for your reputation as well as the school's) when working with children, especially of the opposite sex. Never volunteer to take a youngster home, especially of the opposite sex. Coaches need to take extra precautions in this area.

If you are tutoring a student, always leave the door open and place yourself in such a position that you could not be accused of indecent actions. Be very careful how you touch children and young people, especially those of the opposite sex. Never allow yourself to be in the position of having to defend yourself from a charge of child or sexual abuse.

Keep anecdotal records or a log of any unusual events or reactions by a student. Sometimes words or phrases will touch a sensitive nerve. Simply make note of that and file it away, or if it seems appropriate and there is an openness for the youngster to talk, gently pursue it. We don't want to become paranoid, cold, or indifferent as we work with children out of fear of being accused of sexual abuse. We want to be warm, loving, and free to give that pat on the shoulder. But caution and common sense are in order, especially with children of the opposite sex. We do not want to open ourselves up to charges which could destroy our reputation and ministry and bring shame to the name of Christ.

### **Bullying, Cyber-Bullying**

DCS takes the safety of its students seriously. Students have the right to feel safe and secure while at school or school-related activities. Bullying and/or cyber-bullying may be punishable by detention, suspension, or expulsion. Both bullying and cyber-bullying are intentional, hurtful acts, words, or other behavior, such as, but not limited to, name-calling, verbal smears or inappropriate comments, threatening, hurtful letters or e-mail, text or instant messaging, telephone communications, Internet blogs, chat-rooms, postings, and hostile and/or defamatory personal Web sites. Although cyber-bullying will most likely occur off campus, the effects of this are definitely felt while on campus and within the school community. Therefore, DCS will take the appropriate steps necessary to stop the act and restore the safe atmosphere of our campus.

### **Student Violence**

Damascus Christian School has no tolerance involving threats or perceived threats of violence by students. Parents should understand that the school's first responsibility is the protection of all of its students. The school takes this responsibility very seriously. Therefore, if a student brings a weapon to school, or to a school function, or has a weapon on his/her person, the school will immediately expel the student. Parents are advised that the school will contact local police or appropriate authorities, and will note in the student's permanent record that he/she was expelled for possession of a weapon on school premises or at a school function. Possession includes, but is not necessarily limited to, having a weapon in a locker, bookbag, purse, or vehicle.

If the school determines that a threat of violence is credible and specific (directed toward particular students or staff), the administration will report the threat to the student and/or staff member threatened. The school will also report the threat to appropriate authorities. Students making such threats will be expelled. For purposes of this policy, credible means a reasonable belief or suspicion, determined at the sole discretion of the school administration, that the threat was or might be genuine, or that the student was or might be capable of carrying out the threat. The student's permanent record will reflect the expulsion for making a threat of violence.

In those circumstances in which the school determines that the threat is likely not credible, the school will suspend the student pending further investigation. These include all cases in which the student was "just joking." The school will notify local police of the threat and require students in this circumstance to obtain counseling, at family expense, from a Christian counselor or other professional agreeable to the school. No student will be permitted to continue enrollment in the school until the counselor advises the school that the student, in the counselor's opinion, does not present a threat of danger. A re-entry protocol will be followed by the school involving the student(s) who made the threat as well as those students/staff who were named in the threat. There will be on-going communication with school families.

## **Sexual Harassment Policy**

DCS is committed to maintaining an academic environment in which all individuals treat each other with dignity and respect and which is free from all forms of intimidation, exploitation and harassment, including sexual harassment. This school is prepared to take action to prevent and correct any violations of this policy. Anyone who violates this policy will be subject to discipline, up to and including termination and expulsion.

### **Definition of Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by some form or in the work or educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through this school.

### **Examples of Sexual Harassment:**

Unwelcome sexual conduct of this type can include a wide range of verbal, visual or physical conduct of a sexual nature. Among the types of conduct which would violate this policy are the following:

1. *Unwanted sexual advances or propositions.*
2. *Offering academic benefits in exchange for sexual favors.*
3. *Making or threatening reprisals after a negative response to sexual advances.*
4. *Visual conduct such as leering, making sexual gestures, displaying sexually suggestive objects or pictures, cartoon or posters.*

5. *Verbal conduct such as making or using derogatory comments, epithets, slurs and jokes.*
6. *Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations, and*
7. *Physical conduct such as touching, assaulting, impeding or blocking movements.*

Employee-to-employee, employee-to-student, student-to-employee, parent-to-employee or student, and/or student-to-student sexual harassment is prohibited.

## **What To Do If You Experience Or Observe Harassment.**

Staff and/or students who feel that they have been subjected to conduct of a harassing nature or have observed conduct of a harassing nature are encouraged to promptly report the matter to school administration. All complaints will be promptly investigated.

## **Confidentiality**

Every effort will be made to protect the privacy of the parties involved in any complaint. However, the school reserves the right to fully investigate every complaint, and to notify a student's parent/guardian and appropriate officials as the circumstances warrant.

## **Protection Against Retaliation**

It is against the school's policy to discriminate or retaliate against any person who has filed a complaint concerning sexual harassment or has testified, assisted or participated in any manner in any investigation proceeding or hearing concerning sexual harassment.

## **Procedure For Investigation Of The Complaint And For Taking Corrective Action**

When one of the school officials designated in this policy receives a complaint, he shall immediately inform the administration. The administrator will direct an investigation. The person accused of the sexual harassment charge will be placed on administrative leave with no further involvement with students or activities during the course of the investigation. Appropriate action will be taken at the conclusion of the investigation. The individual who suffered the harassing conduct shall be informed of the corrective action taken. In addition, any student or employee found to be responsible for sexual harassment in violation of this policy will be subject to appropriate disciplinary action up to and including expulsion or termination. The severity of the disciplinary action will be based on the circumstances of the infraction.

## **FACILITIES**

### **Using/Maintaining Buildings, Rooms and Grounds**

Students are to be supervised at ALL times. Our buildings are multi-use facilities. Various ministries other than the Christian school utilize the different rooms. Because of that, we need to guard against the temptation of "turfdom" - "This is *my* room!" It is true each teacher has been assigned a room or rooms, but they are *not* to be considered exclusive property. Each DCS teacher should meet with their counterpart(s) who use the room on Wednesday evenings or Sundays to determine appropriate wall/space usage. Again, we are in this together. Just because we put in more time in the various rooms does not mean they are "ours." Ask the Lord for a gracious and generous spirit.

In an effort to maintain our buildings, we need to review and (re)implement the following common-sense expectations:

*Classrooms*

- Immediately following lunch, an assigned student is to take the full waste can liner to the dumpster (behind the gym). A new liner (stored in the bottom of the waste can) is to be fit into the can.
- The last five minutes of the day (elementary) and the last few minutes of *each period* (secondary) is to be given for policing floors for paper scraps, pencils/pens, paper clips, staples, etc. These are to be picked up and disposed of. The floors are to be clear of litter and debris.
- Windows are to be closed at the conclusion of the day. For secondary teachers and 7<sup>th</sup> period, you may be in a room other than your homeroom, therefore, you will need to check the windows in the room you have 7<sup>th</sup> period to make sure they are closed.
- Where applicable, student chairs are to be stacked on the desk. Teacher desk areas are to remain free of miscellaneous clutter. Make sure student desks are at least 4” from the walls in order to prevent marring the sheetrock and paint.

#### *Gym*

- The floor is to be dust mopped after recess use and at the conclusion of the final practice for the day. Debris is to be deposited in the garbage can, *not* left in a pile on the floor. Shoes worn outside are not permitted on the gym playing area. Gym shoes brought specifically for PE or athletics or socks only are acceptable.
- PE teachers are to be present in the locker rooms while occupied by students to monitor behavior and inspect the locker/shower areas. Students are to pick up all articles of clothing, sports equipment, water bottles, etc. There should be no loose or scattered accumulation of articles after any period. Students are not to be dismissed until the floors, benches, etc. are clear. The same applies to the gym area.
- When bleachers are in the closed position, they are not to be climbed upon nor sat on.
- Students are to pick up any and all articles left in the gym at the conclusion of their activity. Any unclaimed items will be placed in a “Lost and Found” container. These articles will be removed each Friday afternoon and given to a charity. Remind students on a regular basis to check the container for articles they may have left. We will not be responsible for lost or misplaced articles.
- At the conclusion of the last PE or recess, the gym lights are to be turned out and the doors locked *unless* there is a school team practice scheduled immediately after school and there is an adult supervising any students who are in the gym. We need to remember about liability, both personal and corporately.  
**STUDENTS ARE NOT TO BE IN THE GYM WITHOUT ADULT SUPERVISION AT ANY TIME.**

#### *Restrooms*

- Paper towels are to go in the receptacles, not near them. Teachers need to police these throughout the day.

#### *Kitchen*

- Users are to clean up after themselves. Leftovers are to be disposed of immediately following an event. Send them home with students/teachers/parents but *do not* put them in the cooler or freezer thinking someone can use them later.
- All dishes are to be *washed and put away immediately* after usage. Do not stack them in the sink thinking you’ll get back to them later. Spills, drops, etc. are to be cleaned up immediately, whether on the floor, in a microwave and/or ovens, or on countertops.
- Pop cans, bottles, etc. are to be disposed of; do not leave them in the kitchen.

#### *Auditorium*

- Classes using the auditorium are to be responsible to see that it is left in good condition for the next user. Please be sure you turn off the lights, hymnals are replaced in pew racks, paper scraps are picked up, chairs/risers, etc. are set back in order.
- The audio/visual equipment is to be used only by certified, trained, student A/V persons and supervised by an adult (see Church/School Audio-Visual Equipment Use Policy).

#### *Halls*

- Please encourage students to pick up scraps of papers, etc., from the floors even though they may not have dropped them there. We need to strive for pride in our facilities in order to keep them looking as good as possible. Lead by example.

### *Outside Grounds*

- Again, we need to encourage students to pick up pieces of paper, etc., which may litter the grounds. Papers and trash are to be picked up on a regular basis. Secondary students who eat lunch outside must clean up after themselves. If you have students that are in need of exercise, you may want to issue them a trash can and put them on grounds detail.

## **COMMUNICATIONS AND CONTACT INFORMATION**

### **WEBSITE & E-MAIL**

Damascus Christian School has a website designed to be informative and easy to navigate. Our website address is [www.damascuschristianschool.org](http://www.damascuschristianschool.org). We try to keep information current. Any suggestions to enhance the site are always welcome. If you would like to communicate with the school office by email, our addresses are [DCS@damascuscc.org](mailto:DCS@damascuscc.org), [pammattecheck@damascuscc.org](mailto:pammattecheck@damascuscc.org), or [timoakley@damascuscc.org](mailto:timoakley@damascuscc.org).

### **RENWEB – PARENTS’ WEBSITE**

Our school database (RenWeb.com) has the ability to send weekly emailed progress reports from teachers to one or both parents. In addition, you can access your child’s daily assignments and grades on the internet with our Parents’ WebSite!

To access the Parent’s Web Site:

- Go to Internet Explorer and type in the address [www.renweb.com](http://www.renweb.com)
- Click on Parent’s Web at the top of the circle.
- Log in as follows: District Code is DCS-OR then, **type in the email address that you provided to the school.**
- Click new parent login if you have not logged into RenWeb before.
- You will be emailed a new password within 3 minutes (to the email address you typed in, which must be the same email address that you provided to the school).
- Go back to the first screen and type in your password to log in.
- Select “Continue”
- To access grades, click Classrooms.
- This will bring up classes that each of your children are enrolled in at the school.
- Click on Homework Summary or Gradebook Summary at the top of the column for each child.
- You will be able to find other school information available about your child on this site as well as the ability to email the teachers directly!

Please note that grades will not be entered in every subject everyday.

## **FAIR USE AND THE COPYRIGHT LAW REVISION**

*(Reprinted by permission of the School Law Digest Corporation, P.O. Box 5407, Orange, CA 92667)*  
*Editor’s Note: The first revision of the copyright law since 1909 was signed into law by President Ford. Pub. Law 94-553 (17 U.S.C. # 101 et seq.). In response to demands from education groups, Congress set forth guidelines regarding free photocopying of copyrighted works. House Report 94-1476, Congressional Record, September 22, 1979. These guidelines generally represent only minimum standards. While not having the force of law, the guidelines, as a part of the legislative history, will be referred to by the courts in litigation dealing with copyright infringement.*

### **Classroom Copying In Not-For-Profit Educational Institutions**

#### **Books and Periodicals**

##### **I. Single copying for teachers**

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book
- B. An article from a periodical or newspaper
- C. A short story, short essay or short poem, whether or not from a collective work
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper

II. Multiple copies for classroom use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and
- B. Meets the cumulative effect test as defined below; and
- C. Each copy includes a notice of copyright

Definitions:

Brevity

Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages, or (b) from a longer poem, an excerpt of not more than 250 words.

Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

(Each of the numerical limits stated in “i” and “ii” above may be expanded to permit the completion of an unfinished prose paragraph.)

Illustration: one chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

“Special” works: Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph “ii” above notwithstanding such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

The copying is at the instance and inspiration of the individual teacher, and

The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely

Cumulative Effect

- (i) The copying of the material is for only one course in the school in which the copies are made.
- (ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, not more than three from the same collective work or periodical volume during one class term.
- (iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitation stated in “ii” and “iii” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

III. Prohibitions as to I and II above

Notwithstanding any of the above, the following shall be prohibited:

- A. Copying shall not be used to create or to replace or substitute for anthologies, compilations and collective works. Such replacement or substitution may occur whether copies of various words or excerpts there from are accumulated or reproduced and used separately.
- B. There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable materials.
- C. Copying shall not:
  - (a) substitute for the purchase of books, publishers’ reprints or periodicals;

- (b) be directed by higher authority
- (c) be repeated with respect to the same item by the same teacher from term to term
- D. No charge shall be made to the student beyond the actual cost of the photocopying.

## **Educational Use Of Music**

### **A. Permissible Uses**

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. (a) For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.  
(b) For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) that is (1) confirmed by the copyright proprietor to be out of print, or (2) unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his or her scholarly research or in preparation to teach a class.
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

### **B. Prohibitions**

1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2. Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
3. Copying for the purpose of performance, except as in A(1) above.
4. Copying for the purpose of substituting for the purchase of music, except as in A(1) and A(2) above.

## **Reproductions By Libraries**

It is not a copyright infringement for a library, or any of its employees acting within the scope of their employment, to reproduce or distribute not more than one copy of a work, provided (1) the reproduction or distribution is made without and purpose of direct or indirect commercial advantage and (2) the collections of the library or archives are open to the public or available not only to researchers affiliated with the library or archives, but also to other persons doing research in a specialized field, and (3) the reproduction or distribution of the work includes a notice of copyright.

The related or concerted reproduction of multiple copies of the same materials, whether made on one occasion or over a period of time, and whether intended for aggregate use by one individual or for separate use by the individual members of a group is not authorized.

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