



Abundant Life Christian School

2020-21 Handbook

Educating the Next Generation of Servant Leaders
Who Will Impact the World for the Glory of God

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SECTION 1: ABUNDANT LIFE CHRISTIAN SCHOOL (ALCS) GENERAL INFORMATION

Section 1: Abundant Life Christian School (ALCS) General Information

1.1 VISION STATEMENT

Educating the next generation of servant leaders who will impact the world for the Glory of God.

1.2 MISSION STATEMENT

Our mission is to develop students who are committed disciples of Jesus Christ through an excellent, comprehensive, Biblically-integrated educational program.

1.3 SCHOOL VERSE

“What you heard from me, keep as the pattern of sound teaching, with faith and love in Christ Jesus.” 2 Timothy 1:13

1.4 PHILOSOPHY STATEMENT

ALCS seeks to partner with parents in the education of children. ALCS is committed to excellence in all things, including providing a learning environment in which God’s Word and His truths are an integral part. ALCS encourages and facilitates the spiritual, intellectual, physical, and social development of each student for the sake of the child, the glory of God, and the furthering of His kingdom.

1.5 CORE VALUES

Core Value: **Biblically-Integrated Educational Program**

Belief: We believe scripture is the word of God, infallible and the basis of all truth. (2 Timothy 3:16)

Application: We integrate the Bible into all aspects of the educational program and extracurricular activities.

Core Value: **Developing Disciples**

Belief: We are called to make disciples of all people. (Matthew 28:19)

Application: We clearly present the gospel of Jesus Christ and nurture the growth of students as disciples of Christ. As students come to know Christ, they are challenged to exemplify behaviors and attitudes which glorify God.

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Core Value: **Partnering with Parents**

Belief: “Train up a child in the way he should go, and when he is old he will not depart from it.”
(Proverbs 22:6)

“Two are better than one, for they have a good reward for their labor.” (Ecclesiastes 4:9)

Application: We will partner with parents by communicating regularly via school website, email, verbally and/or handwritten notes.

We will listen and respond to parents’ concerns and ideas.

We will work with parents to discern the best course of action when problems or issues arise with a student at school.

We will give parents every opportunity to fellowship and serve within the school community.

Core Value: **Excellent Education**

Belief: “Whatever you do, work at it with all your heart, as working for the Lord, not for men.”
(Colossians 3:23)

Application: We are committed to staff teachers who are of the highest caliber both professionally and spiritually.

We expect our staff to take advantage of professional development opportunities.

We are committed to using Biblically-integrated curricula which exceed national and state standards.

1.6 ALCS VALUES

Our mission statement is our pledge to the families at our schools. We will make decisions through the grid of this statement and will function in each administrative office and classroom in a manner consistent with it. As a staff, we fulfill our commitment to be Christ-centered by living godly lives ourselves and integrating Biblical truths and worldview throughout both our curriculum and our behavioral expectations. It is important that Bible not be relegated to a daily class, for it is an integral part of who we are. We desire that all children know the truth and live it out in their daily lives.

We also desire to be schools reflective of Christ’s grace while at the same time holding ourselves and our students to a high standard of conduct. It is important in this environment to be specific about expectations so that students may consistently and fairly be held to such standards. It has been our experience that subjective standards result in inconsistent enforcement of rules; therefore, we encourage administrators and teachers to be as objective as

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possible. This attempt at clarity may sometimes appear as legalism. What we desire is to be honest with our students by carrying through with what we say is important.

Our statement of faith may be found in Appendix A: ALCS Statement of Faith, and stance on marriage/gender may be found in the Appendix B: Statement on Marriage, Gender, and Sexuality. Neither statement exhausts the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of ALCS's faith, doctrine, practice, policy, and discipline, City Church elders are this organization's final interpretive authority on the Bible's meaning and application.

SECTION 2: ADMINISTRATIVE AND ACADEMIC POLICIES, EXPECTATIONS, ACADEMIC STANDARDS, AND RECOMMENDATIONS

Section 2: Administrative and Academic Policies, Expectations, Academic Standards, and Recommendations

2.1 ACCREDITATION

Policy

ALCS is fully accredited with the Association of Christian Schools International (ACSI). Since our initial accreditation, we undergo a rigorous process of reaccreditation every five years.

1. ALCS must be accredited with ACSI.
2. All ALCS faculty must meet ACSI certification requirements.

2.2 APPLICATION AND APPLICATION APPEALS PROCESS

Policy

ALCS must have an application and application appeals process.

All applicants to the Wisconsin Parental Choice Program (WPCP), regardless of their Choice status in the prior school year, must apply for the program every year. Parents must, within the open application period for the WPCP, complete and submit Choice program applications electronically via the Online Parent Application (OAS) at www.dpi.wi.gov/choice and provide the school proof of student eligibility including residency documentation and income documentation (if applicable). This documentation must be received by the school prior to the close of the application period.

The school will notify any applicants determined to be ineligible by email. If a parent believes this determination is in error, he/she may request an Appeals Hearing within in five (5) business days from the date of notification. The appeal must be made in writing, include all pertinent information supporting the appeal, and be received by to the school at the following address no later than 8:00 am on April 30.

WPCP Choice Administrator
Abundant Life Christian School
4901 E. Buckeye Rd.
Madison, WI 53716

All appeals will be reviewed by the school's Governing Board within 5 business days from the date of receipt. The WPCP Choice Administrator will then respond to the appeal in writing to either accept or deny the appeal.

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CONDITIONAL ENROLLMENT STATUS

The purpose of conditional enrollment is three-fold:

1. To change behavior by helping the student to understand the seriousness of the issues which have brought him or her to this point and by establishing regular points of accountability.
2. To minimize the impact of the poor behavior choices by the student on the rest of the student body.
3. To establish clearly communicated boundaries which if crossed will result in the permanent removal of the student from the ALCS community.

The administration has the right to implement conditional enrollment status whenever there is a major violation or pattern of minor violations. But the administration will be required to implement conditional enrollment status when a student has two separate suspensions in one quarter or visits the office for disciplinary action on more than three occasions in one quarter.

2.3 ACADEMIC STANDARDS

Academic standards specify what students should know and be able to do in the classroom. They serve as goals and outcomes for teaching and learning. The school has drafted and adopted academic standards by grade level in the following specific subject areas:

1. Mathematics
2. Science
3. Reading and Writing
4. Geography
5. History

Parents may request to review these standards at any time. A copy of the academic standards is located in the Student Services Office of the school.

2.4 SCHOOL CONTACTS

School Contacts

Mr. Douglas Butler
School Principal
Phone: (608)221-1520 x344
Email: dbutler@alcs.us

Miss Barbara Wiers
Director of Elementary
Phone: (608)221-1520 x333
Email: bwiers@alcs.us

Mrs. Patricia Ferge
Finance Manager
Phone: (608)221-1520 x326
Email: pferge@alcs.us

Mrs. Jennifer Roades
Executive Assistant
Phone: (608) 221-1520 x450
Email: jroades@alcs.us

Student Services
Phone: (608)221-1520 x332
Email:

Ms. Lesly Verbeten
Admissions Coordinator
Phone: (608)221-1520 x338
Email: lverberbeten@alcs.us

SECTION 2: ADMINISTRATIVE AND ACADEMIC POLICIES, EXPECTATIONS, ACADEMIC STANDARDS, AND RECOMMENDATIONS

2.5 SCHOOL ORGANIZATION STRUCTURE

Abundant Life Christian School is a not-for-profit organization operating as a ministry of City Church. The Internal Revenue Service of the Department of the Treasury has deemed City Church to be a 501(c)(3) corporation.

2.6 SCHOOL GOVERNING BOARD MEMBERS

Mr. Chris Lanser
City Church Elder
City Church Business Manager

Mr. Aaron Chapin
City Church Elder

Mr. Douglas Butler
Abundant Life Christian School
School Principal

2.7 GIVING: FUNDRAISING

All fundraising activities will seek to provide economic resources to the school both by routine sustained activities and by specific short-term projects whose purposes are consistent with the school's mission statement.

All fundraising activities will in every aspect glorify God and further the mission of the school.

2.8 CHAPEL/PRAAYER AND BIBLE TIME

ALCS believes that the practice of Christian piety by the community of Christians who study together here is important and helps fulfill the mission of this school. Therefore, we seek to develop in children the heart habit of worshipping God through prayer, Bible study, and scripture memorization. Teachers foster these habits by the following:

1. Teaching students how to pray beyond just asking of God. Especially teaching and modeling the power of praying scripture.
2. Leading the students in prayer (or encouraging the students to lead) throughout the school day especially before tests, a special event, and for each other as the need arises.
3. Weekly scripture memorization for all students in grades K-8.
4. Contributing to the planning of and participating in regularly scheduled chapels.
5. Revealing to students' their individual need to pray both during times scheduled for worship as well as whenever one chooses.
6. Encouraging students to share prayer specific needs or reasons for praise.
7. Reminding students to offer thanks to God, either communally or individually, before snack or lunch.

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2.9 PLEDGES

In all classrooms/homerooms the pledges are expected to be a part of the morning routine each day¹.

Our desire is for students to also pledge to the Christian flag and the Bible. Examples as follows:

PLEDGE 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 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. I will hide God's Word in my heart that "I might not sin against Thee."

2.10 CURRICULUM

It is important that we offer an excellent academic program to our families. Our belief is that a traditional education combined with experiential learning is the most effective method of educating the majority of students. We realize that the most important component of curriculum is not text; however, but staff.

1. The ALCS curriculum includes studies in Bible, language arts, literature, mathematics, science, history, social studies, foreign language, physical education, art, music, and computer science.
2. All teaching staff are required to continue their professional development (PD) by taking both Bible and education classes.
3. All curriculum must include intentional and thoughtful Biblical integration.
4. Bible is a major subject.

¹ Every public school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day. Every private school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day unless the governing body of the private school determines that the requirement conflicts with the school's religious doctrines. No pupil may be compelled, against the pupil's objections or those of the pupil's parents or guardian, to recite the pledge or to sing the anthem. – WI Statutes 118.06 (2)

SECTION 2: ADMINISTRATIVE AND ACADEMIC POLICIES, EXPECTATIONS, ACADEMIC STANDARDS, AND RECOMMENDATIONS

2.11 SELECTION OF MATERIALS

At ALCS, teachers are encouraged to choose supplemental materials to enrich their regular class curriculum. Teachers should select materials which:

1. View the subject from a Christian viewpoint if those materials are available.
2. Provide a variety of views or a balanced view of the issues.
3. Carry out the school's mission and goals. Do not champion an immoral worldview, portray evil or unbelief in an approving or deceptive manner or lead students to distorted conclusions about the Christian faith.
4. Have been reviewed by the principal (or official designee) whenever the teacher has any reservations about whether the proposed materials satisfy the standards of selection or whenever a formal complaint has been written.
5. Are age – and maturity – appropriate for the audience.

2.12 TEACHING THE CLASS

ALCS expects that all teachers will conduct their classes according to the following requirements:

1. Include, as often as possible, a variety of student activities that engage more than one sense (seeing, hearing, touching) and include student speaking and writing.
2. Involve every student during the class, including having students help one another.
3. Use a variety of means (questions, quizzes, journal entries, student notes) to ascertain how well students understand concepts.
4. When available, regularly use technology in lessons, especially active and participatory use of technology.

Expectations

1. Beginning in 3rd grade and through 12th grade, at least one written assignment per quarter should be done in cursive.
2. Keep the students busy and productive throughout the entire class period. Students should not be gathered at the door of the classroom before the dismissal bell has rung.

2.13 TESTING AND STANDARDIZED TESTING

Teacher's tests should accurately reflect what the teacher has taught and match the objectives for that subject and grade.

ALCS conducts annual standardized testing of students in grades K-12.

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Expectations

1. Use a wide variety of means for testing: reports, quizzes, projects, papers, demonstrations, talks, etc.
2. Mark all assignments promptly and give students the correct answers orally or in writing.
3. For students with multiple teachers in grades 6-12, try to coordinate the dates of major tests and projects so that no student has more than two major tests (not including spelling tests) or one test and one project on a given day.

2.14 GRADING AND REPORT CARDS

GRADING

Multiple assessment tools should be used. Formal reporting of student progress should be communicated to parents on a regular basis, multiple times throughout the school year. Record of student progress and assessment should be kept in the student's file.

Expectations

ALCS expects teachers to assign grades to most of the work each student does. At the early elementary level, grades will not be emphasized but report cards will be sent to parents. From grade three and beyond, teachers will assign a letter grade. Teachers need to express clearly when they give each assignment or test, the kind, and relative weight of the grade that will be given. All teachers should use achievement of learning objectives as the primary grading criterion, but they may also consider demonstrated effort and noticeable differences in ability.

FAILING GRADES AND RETAKES

Policy - High School Only

When a student fails a course and retakes the same course, the failing grade is replaced with the new passing grade on the records as well as the credit earned.

When a student fails a course and drops after the drop deadline without retaking the class, the failing grade will remain on the record, but no credit will be issued.

2.15 GRADUATION REQUIREMENTS AND HIGH SCHOOL DIPLOMA POLICY

High School Only

Meet or exceed minimum state requirements at college prep level plus 4 credits of Bible.

Total Minimum Credits Required for Graduation--24 Credits

All high school students must carry a minimum of 6.0 credits each academic school year.

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2.16 HIGH SCHOOL DIPLOMA POLICY

ALCS will recognize the successful completion of the secondary school instructional program by awarding a diploma certifying the student has been recommended for graduation by the faculty and has met all academic requirements for high school graduation. The Governing Board of ALCS will annually certify that each student who has been awarded a diploma has received the necessary recommendation and met the requirements for graduation as set forth below.

2.17 HIGH SCHOOL GRADUATION REQUIREMENTS

A graduating student must have earned a minimum of twenty-four credits in courses designed to meet the academic standards as set by the school's governing body including, but not limited to, the following credits:

At least four credits of English Language Arts: The Language Arts program includes a broad spectrum of studies including: reading/literacy, spelling, vocabulary, composition, grammar, literature, and speech.

At least four credits of Social Studies: The Social Studies program includes the areas of United States and world history, geography, government, contemporary history, and citizenship. It also includes social sciences such with classes in sociology and psychology. Prior to graduation, each high school student will also be required to pass the state required Wisconsin Civics Test with a score of 65 or better.

At least four credits of Bible to include at least one semester each of World Views and World Religions: Knowledge of the Bible is fundamental to education. Bible class is taught at all grade levels as well as incorporated in all subject matters. Parents of choice students may opt their child out of Bible class by notifying the school in writing no later than 8:00 am on the first day of instruction of each school year. Correspondence should be sent to the attention of the Choice Administrator. If opted out of Bible class, four credits from core academic subject matter must replace the Bible credits.

At least three credits of Mathematics: The Mathematics program is designed to assist students in acquiring skill in problem-solving and the abstract concepts found in algebra, geometry, pre-calculus, trigonometry and calculus.

At least three credits of Science: The science program is designed to offer high school students' opportunities in physical science, biology/life science and laboratory/inquiry-based science such as chemistry or physics.

At least one- and one-half credits of Physical Education: The Physical Education program consists of activities and experiences to meet the health, safety, physical fitness and recreational needs of students.

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At least one-half credit of Health: The Health curriculum fulfills the state health class requirement for high school students.

At least one-half credit of Financial Literacy: The Financial Literacy program fulfills the state requirement for high school students.

Electives as determined by the high school program sufficient to reach the minimum of twenty-four credits for graduation: Electives are available in the areas of foreign language, fine arts, and/or computer and technology.

2.18 PUPIL RECORDS

Policy

Parents have authorization, in consultation with school personnel, to inspect the school records of their children. The school maintains the following type of student records:

1. Enrollment papers.
2. Grades.
3. Attendance records.
4. Immunization records.
5. Progress reports.
6. Standardized test results.
7. Accident reports.
8. Behavior plans or discipline reports.

The principal and office staff are responsible for maintaining these records. Parents or legal guardians of students who wish to review any of their students' records should make an appointment through the office. Parents wanting a copy of items in their child's record may request such in writing through the principal.

When inspecting his child's records, any authorized parent may question the content of the records. If it is agreed to by the administration, the questioned material will be removed or the parent may place a rebuttal with the material in question.

Other provisions of federal and state laws protect parents' rights by restricting the release of information from student records. Classroom and specials teachers, principal, Executive Director, and office personnel are the only employees granted access to student files unless the person or agency has authority per state or federal law to see the student's file. For schools participating in the School Choice program, this includes personnel or agencies granted access under School Choice legislation.

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2.19 TRANSFER STUDENT PLACEMENT

ALCS schools will evaluate coursework and grade placement from other institutions to the extent that coursework and grade placement at the previous institution is in accordance with Wisconsin's Academic Standards. All final determinations for grade placement shall be made at the discretion of the principal.

2.20 TRANSFER OF CREDITS POLICY

2.21 GENERAL POLICIES REGARDING GRADE PLACEMENT FOR STUDENTS IN GRADES KINDERGARTEN TO NINTH GRADE:

1. The registrar together with the appropriate school administrator will evaluate course work and grade placement at previous institutions to the extent that coursework and grade placement at the previous institution is in accordance with the academic standards of ALCS.
2. Final grade placement within ALCS will be determined by the principal after careful analysis of placement test scores combined with a review of student records, school references, and parent/student interviews.
3. When concerns exist regarding a student's ability or proficiency in a particular area, a parent meeting will be required to create a plan of action to close the academic gap(s). A review will be conducted at midterm and quarter end to check progress and determine that goals are being met and grade placement is appropriate.

2.22 POLICIES REGARDING COURSE CREDIT FROM PUBLIC HIGH SCHOOLS AND OTHER ACCREDITED SOURCES IN HIGH SCHOOL:

1. Courses are awarded credit based on Abundant Life Christian School's unit system.
2. Courses are awarded no more than 1.0 credit on the student transcript for each course, even if the course is taken in different schools, or the referring school awards more than 1.0 credit.
3. ALCS will accept credits at face value from public high schools or high schools directly accredited by the following agencies:
 - AdvancED
 - Association of Christian Schools International (ACSI)
 - Christian Schools International (CSI)
 - Independent Schools Association of the Central States (ISACS)
 - International Baccalaureate (IB)
 - International Christian Accrediting Association (ICAA)
 - National Lutheran School Accreditation (NLSA)
 - National Council for Private School Accreditation (NCPSA)
 - North Central Association (NCA)
 - The Diocese or Archdiocese within which the school is located
 - Wisconsin Association of Christian Schools

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- Wisconsin Evangelical Lutheran Synod School Accreditation (WELSSA)
 - Wisconsin Religious and Independent Schools Accreditation (WRISA)
4. ALCS may accept credits from non-accredited schools when validated by one or more of the following procedures:
 - A review of the student's academic record
 - An analysis of a sending school's curriculum
 - A review of a Homeschool Association portfolio of student work
 - An assessment of scholastic performance
 - Transfer credit may be recorded with a grade of P (pass) if deemed appropriate
 5. Credits are transferred with the letter grade awarded by the previous high school unless otherwise indicated above.
 6. Transferred credits will count toward the total number of credits required by ALCS for graduation, but may not fulfill specific course requirements for graduation (ie. World Views and World Religions).

2.23 POLICIES REGARDING COURSE CREDIT FROM HIGH SCHOOLS OUTSIDE OF THE USA:

1. Transcripts from outside the USA must be translated into English and include a course-by-course USA credit equivalent and grade equivalent.
2. When specific core course credit value is not indicated on a transcript, or more than seven courses are listed in one year, ALCS may award 1 credit for English, native language, and mathematics, and .5 credit for other courses.
3. Non-native English speakers may be required to take a TOEFL examination in order to determine course placement.

2.24 CREDITS EARNED FROM OTHER SCHOOLS OR COLLEGES WHILE STUDENTS ARE ENROLLED AT ALCS:

1. Students wishing to take additional courses from other schools or colleges while enrolled at ALCS must request approval prior to beginning the outside course to ensure the credit(s) will transfer to their school transcript.
2. No more than 8.0 total credits per Academic Year will be recorded on the student's transcript. This includes a combination of credits earned at ALCS and other schools.

2.25 CREDITS EARNED FOR COLLEGE COURSES TRANSFERRED TO FULFILL HIGH SCHOOL GRADUATION REQUIREMENTS WILL BE CONSIDERED ON A CASE BY CASE BASIS USING THE FOLLOWING HIGH SCHOOL CREDIT CONVERSION:

- 3-4 credit college courses = 1 credit
- 2 credit college courses = 0.5 credit
- 1 credit college courses = 0.25 credit

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2.26 ATHLETICS

ALCS intentionally trains our athletes for God-honoring competition; teaching them about faith, hope and love and thereby transforming their hearts through individual performance and team participation. Our motivation is “to manifest Christian character and to model love and sacrifice for others as we make disciples through athletics.”

When we are at sporting events, we represent our school. We must keep in mind that our behavior reflects our school; and therefore, Him whom we represent.

1. There is to be no booing, use of noisemakers of any kind, or throwing of items by the spectators. Violators will be asked to leave.
2. Courtesy demands applause for excellence regardless which team the player represents.
3. Visiting teams are to be treated as our guests. They should be shown the same courtesy as if they were visiting in our homes.
4. All trash is to be placed in the receptacles provided.

Student athlete grades are monitored regularly by school administration.

Students maintain a C or better average in all subjects to be eligible to participate in athletics.

2.27 FEES

ALCS charges families for all textbooks and library books that are lost, damaged, or not returned. Students who do not return library or school books will be charged full replacement costs. These fees will be charged to the student’s FACTS account. Textbooks are due 7 days after the close of each quarter. Library books are 30 days after the book’s due date.

SECTION 3: DISCIPLINE POLICIES, EXPECTATIONS, AND RECOMMENDATIONS

Section 3: Discipline Policies, Expectations, and Recommendations

3.1 PHILOSOPHY

It is the philosophy of ALCS to educate students in and with the truth of God's Word in every area of instruction and activity. Our prayer is that their lives may be transformed by the renewing of their minds (Romans 12:2).

We are committed to the principle that parents have the primary responsibility for the conduct and discipline of their children (Ephesians 6:4, Deut. 6:4-9). Our purpose is to provide, in alliance with family, faculty and church, an atmosphere in which young people "can grow in wisdom, and stature, and in favor with God and man" (Luke 2:52; Romans 8:5-11).

Discipline may be best defined as instruction, training, and correction that shapes, strengthens, and completes the student (Hebrews 12:5-11). The goals of the ALCS conduct policy are to help students develop a Biblical world and life view (seeing the world through the filter of what the Bible teaches us), to create a climate that facilitates maximum learning for each student, and to help each student move from external discipline to self-discipline and ultimately to Spirit control (I Peter 1:13-16; II Peter 1:3-11).

Students are expected at all times to conduct themselves in a Christian manner and to abide by the school's behavior expectations. It is further expected that parents will teach and encourage these expectations. Christian conduct requires submission to the Word of God, respect for authority, respect for others, and respect for the property of others. Our hope is that responsible behavior ultimately comes from the heart in love and obedience to Jesus Christ.

Attending ALCS is a privilege and as such the privilege of each student must be protected by the disciplinary procedures. The basic premise in our classrooms is that no student has the right to interfere with teaching or with learning. School personnel are responsible for teaching, clarifying and enforcing school and classroom policies. We strive to do this in a Christian context based upon principles set forth in the Word of God.

In order to bring about this nurturing and "*growing in Christ through learning*" environment, all parties involved must adhere to established guidelines that protect the rights of all (Col. 3:15-17). Establishing guidelines that give all parties protection from harm (physical, emotional, spiritual and mental) allows all to partake in the learning, educational process. These guidelines combined with an environment of love and Christian community create a winning combination that helps parents, teachers, students and administration achieve the goals of Christian education at ALCS (Gal. 5:13-14; Eph. 2:19-22).

SECTION 3: DISCIPLINE POLICIES, EXPECTATIONS, AND RECOMMENDATIONS

3.2 BEHAVIOR EXPECTATIONS

Our behavior expectations are defined in a school-wide behavior management program, such as “SHINE.” and “RISE.”

SHINE for K-8th grade (RISE for High School) (S=Show Respect, H=Honor God, I=Integrate Safety, N=Be Noble, E=Encourage Excellence) and (R=Respect, I=Integrity, S=Safety, E=Excellence) both encourage behavior which honor God and keep our learning environment positive, as well as provides a framework for addressing negative behavior. The program makes it possible to use common language and establish consistent expectations and discipline throughout the entire school community, all campuses.

3.3 GOALS FOR CONDUCT

1. Encourage self-discipline, responsibility, and submission to God as the author of all truth.
2. Encourage the adoption of Biblical principles as the basis for value judgments.
3. Develop appreciation for God’s creation and humanity’s responsibilities as productive citizens.
4. Teach students to work independently and cooperatively.
5. Help students develop proper self-esteem as one created in the image of God.
6. Teach a Biblical perspective toward interpersonal relationships; to love one’s neighbor as one’s self.
7. Teach each student the necessity of forming personal convictions before God and to respect the same in others.
8. Teach the Biblical attitudes that material things and individual abilities are gifts from God and encourage responsibility in using them to His glory.

We believe that students should conduct themselves in a Christ-like way. ALCS intends to provide for its teachers and students an environment that is free of offensive kinds of behavior. Conduct – whether intentional or unintentional – that subjects another person to unwanted attention, comments, or actions because of race, national origin, age, biological sex, physical characteristics, abilities, or disability is not permitted. Instead, we expect all persons to treat each other with respect because each person is made to reflect God Himself. This respect translates to authority, peers, and also God’s word. The conduct policies for ALCS will guide any discipline responses.

3.4 CONDUCT AT ALCS

Respect Authority

1. All students, school employees, and ALCS parents are expected to conduct themselves with respect for the dignity of others.
2. Students are to obey and show respect for faculty members, staff, and volunteer helpers at all times.

SECTION 3: DISCIPLINE POLICIES, EXPECTATIONS, AND RECOMMENDATIONS

3. Individual teachers may establish procedural policies for their respective rooms that are appropriate to the age and activities of their students. Such classroom procedures should be consistent with overall school policies.
4. Students, employees, and parent volunteers are to conform to the established dress code.
5. Students are to have all homework and other assignments completed on time.

Respect Students

1. Students are to conduct themselves at all times in a manner consistent with the goals and objectives of ALCS.
2. Students are to conduct themselves in a manner appropriate to the nature and purpose of the activity in which they are participating.
3. Students are to respect the rights and academic creativity of their fellow students.
4. Harassment of others by teachers, administrators, support staff, students, or other persons present in our facilities is not allowed.
5. Sexual harassment is not allowed. This includes making improper or offensive sexual comments, unwelcome sexual advances and engaging in improper physical contact.
6. Bullying is not allowed.
7. Conduct at recess and lunch should reflect attitudes and principles of Christian living and behavior. Rough play and unkind actions toward others will not be permitted.

Respect Property

1. Students are to use school equipment in a careful manner and for the purpose for which it was intended.
2. Students are to clean up any mess or litter that they create, including in the lunchroom.
3. Students are to respect the property of others. Personal property should not be used without permission from the owner. Students will be required to compensate the school for any property belonging to others that is lost or damaged.

3.5 GENDER IDENTITY AND SEXUALITY

Biological sex means the biological condition of being male or female as determined at birth based on physical differences, or when necessary, at the chromosomal level.

All students are expected to dress appropriately (as deemed by the school administration and per the dress code) for their biological sex (i.e. cross dressing is not allowed).

Notwithstanding any other board policy, student restrooms, locker rooms, and showers that are designated for one biological sex shall only be used by members of that biological sex. In any other school facilities or settings where a student may be in a state of undress in the presence of other students (that is, changing costumes during school

SECTION 3: DISCIPLINE POLICIES, EXPECTATIONS, AND RECOMMENDATIONS

theatrical productions and so on), school personnel shall provide separate, private areas designated for use by students according to their biological sex.

3.6 DISCIPLINE

No student has the right to interfere with teaching or learning. Students will be expected to take responsibility for their actions.

ALCS expects its teachers to consistently and persistently guide children in social behavior and learning. All teachers are expected to carry out this discipline policy faithfully by observing students in and beyond the classroom. Students have difficulty knowing the right path when teachers are inconsistent in carrying out correction. The following standards describe the teacher's responsibilities for discipline:

1. At the beginning of the year, set out your expectations for students' behavior—a few simple rules, why you have these rules, and the consequences for breaking the rules.
2. Show no favoritism. Be as fair, firm, and consistent as you can be in both encouraging and correcting students.
3. Except when public chastisement is clearly necessary, chastise and correct students in private; similarly, do not argue in public the suitability or application of a rule.
4. Keep a record of disciplinary measures in the discipline log of our online management system.
5. Correct and encourage your students; consult the principal for advice as you see the need.
6. Practice these four criteria for good biblical discipline: instruct, correct, make restitution (right the wrong, if possible), and reassure.
7. Model and uphold the school's rules beyond the classroom—in hallways, on the playground, in the carpool lines, and at school events.
8. Call parents if there is a pattern of misbehavior or poor attitude for help in guiding their child's behavior; the earlier the child is corrected by all his or her guides, the sooner the child learns the habit of right following.
9. Refrain from striking a child in any way. Restrain only smaller children who may be harming themselves or others. **Corporal punishment is never an option.**
10. Most of all, seek to model respect for authority, relate the benefits of your own corrections, and pray for wisdom, courage, and patience.

3.7 MINOR & MAJOR VIOLATIONS OF CONDUCT AND DISCIPLINARY PROCEDURES

No student has the right to interfere with teaching or learning. Students are expected to take responsibility for their actions. Listed below are examples of behavior defined as either minor or major violations. In addition, we have listed procedures to provide corrective action to encourage a positive behavioral change. Student discipline

SECTION 3: DISCIPLINE POLICIES, EXPECTATIONS, AND RECOMMENDATIONS

will be recorded in the respective student's electronic record within the school's student information system (SIS) at the time it occurs.

3.8 EXAMPLES OF MINOR VIOLATIONS

- Creating a disturbance in class
- Being out of one's seat at inappropriate times
- Inappropriate or excessive talking in class without permission
- Littering
- Misuse of classroom supplies or school property
- Throwing objects
- Writing, passing, or reading notes
- Lack of kindness or courtesy to others
- Inappropriate physical contact (pushing, shoving, etc.)
- Disruptive behavior in the halls, on the playground, or in the lunchroom
- Inappropriate language such as vulgarity, sarcasm or teasing remarks

Classroom teachers will handle incidents of minor violations with students directly. Possible consequences for minor violations may include loss of recess time, detention, parent notification or loss of other classroom privileges. When patterns of behavior emerge, classroom teachers will involve parents in correcting behavior. If not resolved, students may be referred to the office as a consequence for behavior. At the discretion of administration, when a student is referred to the office he/she may be required to telephone parents while in the office. In addition, a parent/teacher in-person conference may be requested. Continued repetition of minor violations may constitute a major violation.

3.9 EXAMPLES OF MAJOR VIOLATIONS

- Insubordination (refusal to comply with reasonable request or showing disrespect for school personnel)
- Excessive absenteeism, tardiness, or truancy
- Forgery, cheating, lying, or plagiarism
- Not remaining in designated play areas for recess
- Use of profane or obscene language or actions
- Demeaning actions, threats of violence, or physical attack (ie. hitting, punching) directed at another person
- Bullying (intentional and repeated acts of harming another; insolence, and name calling)
- Harassment (conduct that affects another student's ability to benefit from education program or activity or creates an intimidating, threatening or abusive educational environment)
- Theft
- Willful destruction or effacement of school or private property on school premises
- Displaying pictures, posters or slogans that are offensive
- Implied or actual possession of fireworks, any weapon or explosives
- Possession of pornographic material

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- Inappropriate use of technology
- Gambling (exchange of money or goods by betting or wagering)
- Participation in any illegal activity in or out of school
- Use, sale, possession or distribution of tobacco products, vaping products, alcohol, drugs, and/or any unlawful substance at any time
- Excessive repetition of minor violation

Major violations will be handled by school administration in the office. Teachers may request an administrator accompany a student from the classroom to the office if the student refuses to leave. Possible consequences for major violations may include contacting parents, requesting parents to come to school immediately, detention, probation, suspension, conditional enrollment, temporary dismissal or expulsion.

3.10 DEFINITION OF TERMS

Lunch Detention: The student will eat quietly in a supervised area out of the lunchroom and will miss any associated lunch recess or free time. When deemed appropriate by school administration, a student may be required to meet with an administrator while in detention to discuss behavior and expectations.

Behavior Probation: A student is held closely accountable for behavior via regular check-ins with teacher and/or school administration. After being placed on Behavior Probation, an additional major violation may result in suspension, conditional enrollment, temporary dismissal or expulsion as deemed appropriate by the school principal.

Suspension: Suspensions may be either a half day or entire school day, in school or at home as determined by the school principal. The student may be required to do service, write a paper relating to the offense, complete homework or other relevant activity. Classwork missed during a suspension must be made up and the grade for that work is determined as follows: Students in grades K-2, the highest possible grade is an S-, for students in grades 3-8, the highest possible grade is a C, and for students in grades 9-12 the highest possible grade will be 50% of the grade earned.

Conditional Enrollment: Establishes clearly communicated boundaries which if crossed will result in the permanent removal of the student from the school.

Temporary Dismissal: A student is expelled for the remainder of the school year but upon conditions, as established by the school principal, being met may be allowed to enroll for the next school year on conditional enrollment status.

SECTION 3: DISCIPLINE POLICIES, EXPECTATIONS, AND RECOMMENDATIONS

Expulsion: A student is required to discontinue enrollment during the school year and will not be allowed to return to the school.

3.11 PARENT COMMUNICATION

Student behavior records are maintained as part of the student's electronic record in the school's student information system (SIS). Parents may view their student's behavior entries when logged in to the parent portal. In addition, teacher and administrators will utilize email to communicate with parents regarding behavior violations. Major violations resulting in Behavior Probation, Suspension, Conditional Enrollment, Temporary Dismissal or Expulsion will be communicated to parents by telephone or in-person by school administration.

ALCS take suspension and expulsion seriously. If a suspension or expulsion is communicated to parents and there is a disagreement, the following appeals process may be used.

3.12 APPEALS PROCESS

If a parent receives a determination of Suspension, Temporary Dismissal or Expulsion for their student, he/she may request an Appeals Hearing within in three (3) business days from the date of notification. The appeal must be made in writing, include all pertinent information supporting the appeal, and be delivered to the school at the following address:

School Principal
Abundant Life Christian School
4901 E. Buckeye Rd.
Madison, WI 53716

All appeals will be reviewed by the school's Governing Board within 10 business days from the date of receipt. The School Principal will then respond to the appeal in writing to either accept or deny the appeal.

3.13 CONFLICT RESOLUTION

Policy

It is the policy of ALCS that problems, disputes and issues involving parents, teachers or administrative staff shall be first addressed directly between the individual(s) involved, being certain that the "truth is spoken in love."

SECTION 3: DISCIPLINE POLICIES, EXPECTATIONS, AND RECOMMENDATIONS

The Matthew 18 principle is applicable to the interpersonal relations within the ALCS community. The recommended procedure for solving problems, reconciling disputes, and resolving issues whenever parents, teachers, or administrative staff is involved are as follows:

Steps of Conflict Resolution for ALCS Students and Parents

1. Go directly to the person with whom there is a conflict.

If no satisfactory resolution is reached:

2. Go to that person's direct supervisor (Kindergarten teacher supervises the kindergarten aide), the office manager supervises office staff and SCRIP coordinator, the principal supervises all other school personnel, the superintendent supervises the principal, and the school committee chair supervises the superintendent
3. After discussing the issue with the supervisor, a meeting will be set up between the conflicted parties and the supervisor, with the supervisor acting as mediator except in the case of the superintendent in which the senior pastor will act as mediator along with the school committee chair.

If no satisfactory resolution is reached:

4. The court of last resort is meeting with elders along with the senior pastor and other involved parties. The elder's decision will be final and binding. The elders have the right to decide whether the conflict warrants this step. They may choose to give the school committee or senior pastor the authority to make the final and binding decision.

How to handle conflict in a manner which is conducive to a positive result:

1. Do not speak to others about the conflict or people involved. Even if accurate information is initially imparted, it doesn't take long before the information becomes twisted and destructive to the reputation of others and/or the school. The health of the school community depends upon this step being honored. Gossip divides a community and does nothing constructive towards bringing resolution. In fact, resolution is less likely to be satisfactory.
2. If the appropriate steps are followed and a party still desires to go to the next level, do not discuss the issue "informally" at carpool, in the hallway, etc. Instead let the school committee member know you would like to meet with him or her and set up a mutually agreeable time for the meeting. The school committee member will then invite the party to be present at the meeting.
3. For the sake of your child, speak to (and in front of) them as positively as possible about the school, other students, and staff. Attitudes of students about the school of which they are a part, peers with whom they associate daily and the staff to whom they are responsible greatly affect behavior and the overall learning environment. Criticism and negative talk make it very difficult for the student to have a positive experience here at school. We very much desire that every student have a positive experience at ALCS – and we very much desire that every student have a positive experience here.

SECTION 3: DISCIPLINE POLICIES, EXPECTATIONS, AND RECOMMENDATIONS

3.14 NON-HARASSMENT (BULLYING)

ALCS strives to provide an environment where every student feels safe, respected and welcomed and where every staff member can serve students in an atmosphere that is free from significant disruptions and obstacles that impede learning and performance. Bullying can have a harmful social, physical, psychological and/or academic impact on students who are the victims of bullying behaviors, students who engage in bullying behaviors, and bystanders that observe acts of bullying. The school does not allow bullying behavior toward or by students, school employees or volunteers on school grounds, at school-sponsored activities, or in transportation to and from school or school-sponsored activities.

Defining Harassment: Harassment (or bullying) is the intentional action by an individual or group of individuals to inflict physical, emotional, or mental harm or suffering on another individual or group of individuals when there is an imbalance of real or perceived power.

The following is a list of behaviors that demonstrate harassment/bullying. A person who demonstrates a negative behavior may not always be a “bully.” It is the goal of ALCS to reduce/eliminate bullying by addressing these behaviors as they occur. “Harassment or Bullying” may include but is not limited to...

- **Physical:** Pushing, hitting, shoving, biting, scratching, tripping, damaging or stealing property, making faces or rude gestures, initiating or forcing inappropriate touching, etc.
- **Verbal:** Name calling, put downs, racist remarks, teasing, threats, spreading rumors, etc.
- **Social:** Ostracism or exclusion, alienating, etc.
- **Indirect:** Using other people to threaten, intimidate, or humiliate; encouraging others to violate the non-harassment policy, etc.
- **Psychological:** Acts that instill a sense of fear or anxiety, etc.
- **Electronic:** Sending inappropriate or threatening messages (social media apps, email, text, or other); creating or posting inappropriate, defamatory, or threatening information or pictures on websites.
- **Summary:** Any act that insults or demeans an individual in such a way (even if “meant in good fun”) as to cause distress, reluctance to attend school, or behavioral problems.

Prohibiting Harassment: Harassment/bullying is prohibited on all school grounds and at all school sponsored activities; and on all vehicles used for transportation to and from school. Students who engage in bullying behavior in violation of this policy or in retaliation against an individual for reporting bullying behavior shall be subject to school disciplinary measures. Interactions, including electronic communication, may be covered by this policy when the impact of these actions are felt in the school environment, as outlined in this section.

SECTION 3: DISCIPLINE POLICIES, EXPECTATIONS, AND RECOMMENDATIONS

Students Subjected to Harassment: Students who feel they have been or are becoming the victims of harassment or bullying behaviors should notify a teacher, staff member, or principal as soon as possible. Before reporting, a student may attempt to stop the behavior without school intervention by doing the following:

1. Respond assertively (tell the aggressor to stop or walk away)
2. Document the situation (write down the date, time, location, witnesses, and student's response to the situation)
3. If the harassment is taking place on-line, don't reply. Replying may actually make the harassment/bullying worse. Save the evidence.
4. If the behavior does not stop after dealing with it assertively, report it to a trustworthy adult.

Reporting by Students, Parents/Guardians, and Other Persons: Students, parents or guardians, and other persons are encouraged to make a verbal or written report regarding conduct they consider to be harassment. Written reports may be turned in to any teacher, staff, or administrator. An individual receiving a verbal or written report shall promptly document the complaint and forward information to school administration for investigation.

Confidentiality: A person making a report of bullying behavior may request that their identity remain confidential. If a target of bullying behavior requests that their identity not be disclosed in connection with any investigation of the alleged bullying behavior, the Principal and/or other assigned administrator/investigator shall discuss with the student and their parent/guardian how such a request may affect the school's ability to investigate and/or resolve a given situation. While the school will protect an individual's confidentiality to the extent possible, the school's priority is to ensure the health and safety of all students and staff.

Investigating Harassment: Under the direction of a school administrator, all reports of harassment/bullying under this policy shall be investigated. Investigations shall begin promptly and will generally begin by contacting the identified target(s) of the bullying. The goal of the investigation is to identify key facts about the incident, state a determination as to whether acts of bullying were verified, and identify recommendations for intervention, including disciplinary action if appropriate.

Protection from Retaliation: If an individual retaliates in any way against a student or parent who reports bullying behavior, that individual will be subject to the disciplinary measures as outlined in this policy.

Responses to Accusations of Harassment: ALCS recognizes that not all negative behaviors should be considered harassment/bullying or a willful violation of this policy. Consequences only take effect after an incident has been investigated and can be corroborated.

Consequence for a Student Charged with Harassment: The student will be required to meet with principal. Based on the nature of the offense, the principal will determine the discipline deemed necessary. Consequences may include detention, parent/student meeting with school administration, suspension, temporary dismissal or expulsion. At times an offense may necessitate the involvement of law enforcement or social services.

SECTION 4: PROCEDURAL POLICIES, EXPECTATIONS, AND RECOMMENDATIONS

Section 4: Procedural Policies, Expectations, and Recommendations

4.1 SAFE SCHOOL POLICY HANDBOOK

ALCS has a “Safe School Policy Handbook” for specifics regarding safety and emergency procedures.

4.2 PLAYGROUND REGULATIONS

1. Students must always be in the line of sight of the playground supervisor(s).
2. Complete attention should be focused on the students. Avoid conversations which distract attention away from the students.
3. Students should stay in the designated playground area only.
4. Students should avoid unnecessarily rough or dangerous play.
5. There will be no throwing of rocks, sticks, snowballs or other objects.
6. Students should speak kindly and considerately to their classmates.
7. Bare feet are not permitted.
8. Proper use of playground equipment should be enforced.
9. All playground supervisors should be able to quickly communicate with the school office from the playground.
10. At least one playground supervisor should have a recess first aid kit on his or her person while out on playground duty.

INDOOR PLAY

Indoor recess is required when the temperature with wind-chill is at or below -10 degrees F.

4.3 VISITORS IN THE BUILDING

Abundant Life Christian School is a secured area for the safety of our students. All visitors including parents will be required to ring our doorbell during the school day (to ring in, press the bell located on the silver panel to the right of the entrance doors).

All visitors including parents and volunteers are required to sign in at the Business Office located just inside the main entrance and receive a visitor’s badge before further entering the school or classrooms during school hours.

The respective teachers and administration must approve all visitors at least one day in advance if they are desiring to formally visit a classroom. Volunteers that will be interacting on a 1:1 basis with students are required to have a background check performed prior to engaging in volunteer activities.

Any visitors who prove to be a disruption will be asked to leave the school building.

SECTION 4: PROCEDURAL POLICIES, EXPECTATIONS, AND RECOMMENDATIONS

4.4 FIRE ALARM PROCEDURES

Fire drills are required by law and will be held monthly. Such drills should be taken seriously. Instructions **must** be posted on the inside of each classroom near the door. Teachers must review these instructions with their students before the start of school each year. All students in each room are to be instructed immediately of the exit route from your room or area. Each teacher and staff member should be familiar with all procedures.

When the fire alarm sounds, students and staff should exit quickly and quietly from the building. It is vital to move **away from the building** so others behind you can exit and fire department personnel and equipment can access the building. Teachers should ensure that their classroom door is closed upon exiting as they lead their class out of the building. Students are to be silent throughout the drill. **Teachers should take their class roster and cell phone in order to take roll/attendance once the class is outside the building**, and if a student is missing, immediately contact an administrator.

If a building has multiple floors, a student on an upper floor who has an injury or disability that makes it impossible for her/him to walk down the stairs to exit the building should be taken to the Area of Rescue Assistance where a staff member will assist them in leaving the building.

Do not re-enter the building when the alarm stops sounding. **Remain outside until an administration staff member gives instruction to re-enter the building.**

4.5 TORNADO AND SEVERE WEATHER PROCEDURES

Drills are required by law and will be held twice during the year. Such drills should be taken seriously. Instructions **must** be posted inside near the door of your classroom. Teachers must review these instructions on the first day of school. All students in each room are to be instructed immediately of the exit route from your room or area. Each teacher and staff member should be familiar with all procedures. **Teachers should lead the exodus from the classroom (students should be silent) and should bring their class roster and cell phone.** Once located safely, take roll/attendance and then assume the “duck and cover” position. Should a teacher find that a student is missing, immediately contact an administrator.

If a building has multiple floors, a student on an upper floor has an injury or disability that makes it impossible for her/him to walk down the stairs should be taken to the top of the designated Area of Rescue Assistance where a staff member will assist the student in going downstairs after all other students have exited. If it is a tornado **drill**, and not an actual emergency, staff may receive specific instructions ahead of time if this procedure is not to be followed. If needed, the elevator is available as a safe place.

SECTION 4: PROCEDURAL POLICIES, EXPECTATIONS, AND RECOMMENDATIONS

4.6 HOLD, LOCK DOWN, EVACUATION PLANS

ALCS has a complete plan for emergency actions that each teacher is required to implement in the case of an emergency situation.

4.7 BLOOD EXPOSURE

All staff must view the OSHA video regarding blood exposure. ALCS has an Exposure Control Plan. Proper procedures should be followed in the handling of all blood-related injuries as defined by the Exposure Control Plan based on the OSHA Bloodborne Pathogens Training program.

4.8 FIRST AID

All faculty and staff who have contact with students must be certified in CPR and First Aid. ALCS expects all of its faculty and staff to provide aid to students who become ill or injured. Faculty and staff are trained to be alert for potential hazards in the school and on the playground and will report any questionable circumstances to the office immediately.

SECTION 5: PROFESSIONAL POLICIES, EXPECTATIONS, AND RECOMMENDATIONS

Section 5: Professional Policies, Expectations, and Recommendations

5.1 GENERAL TREATMENT OF STUDENTS

ALCS believes that children are made by God to reflect Him and that God calls them to be his disciples. Teachers are God's and the parents' servants to lead these children to obey him. Discipling students is the heart of discipline. To carry out that mission, use the following principles:

1. Promote and maintain an atmosphere in which students are encouraged to be Christ-like.
2. Seek to know each of your students' interests, gifts, fears, hopes, family circumstances, and best methods of learning.
3. Help all students to take personal responsibility for their behavior.
4. Model discipline in your classroom and this school by being well-prepared for class, keeping a well-ordered room, and using your authority as a teacher to help students learn.
5. Set clear and high expectations early in the year and in each class for behavior and learning and stick to them.
6. Use language that "builds others up according to their needs, that it may benefit those who listen" (Ephesians 4:29), and insist that students address you and refer to your colleagues with the ordinary titles of courtesy: Mr., Mrs., Miss, Ms.
7. Begin classes promptly; engage students' attention quickly by connecting the lesson to students' lives, and keep students on track with a clear outline and persistent monitoring of your classroom.
8. Accept the responsibility of caring for students in the hallways, lunchroom, playground, after-school carpool lines, and informally beyond the school day.

5.2 PARENT – TEACHER CONFERENCES

ALCS holds formal parent-teacher conferences for parents of students in all grades. The purpose of these conferences is to encourage parents to discuss a child's progress in learning and to exchange support for one another in jointly caring for the child.

SECTION 6: EXPECTED STUDENT OUTCOMES – EDUCATION THAT LASTS A LIFETIME

Section 6: Expected Student Outcomes – Education That Lasts a Lifetime

ALCS faculty and staff aspire to support each student as s/he strives to personally attain the following objectives.
ALCS students:

Spiritually:

- Can articulate and defend their Christian worldview while having a basic understanding of opposing worldviews.
- Understand and commit to a personal relationship with Jesus Christ.
- Know, understand, and apply God’s Word in daily life.
- Possess apologetic skills to defend their faith.
- Are empowered by the Holy Spirit, pursuing a life of faith, goodness, knowledge, self-control, perseverance, godliness, brotherly kindness, and love.

Intellectually:

- Have a knowledge and an understanding of people, events, and movements in history (including church history) as well as the cultures of other peoples and places.
- Are well-prepared in all academic disciplines and are skilled in reading, writing, speaking, listening, and thinking.
- Are proficient in mathematics and science.
- Appreciate literature and the arts and understand how they express and shape the students’ beliefs and values.
- Have a critical appreciation of languages and cultures of other people, dispelling prejudice, promoting interethnic harmony, and encouraging biblical hospitality for the alien or stranger
- Know how to utilize resources—including technology—to find, analyze, and evaluate information.
- Are committed to lifelong learning.
- Have the skills to question, solve problems, and make wise decisions.

Socially:

- Personally respond to carry out the Great Commission locally and around the world in a culturally sensitive manner.
- Understand the worth of every human being as created in the image of God.
- Are actively involved in a church community, serving God and others.
- Understand, value, and engage in appropriate social (community) and civic (political) activities.

SECTION 6: EXPECTED STUDENT OUTCOMES – EDUCATION THAT LASTS A LIFETIME

- Embrace and practice justice, mercy and peacemaking in family and society.
- Value intellectual inquiry and engage in the marketplace of ideas (open, honest exchange of ideas).
- Respect and relate appropriately with integrity to the people with whom they work, play, and live.
- Have an appreciation for the natural environment and practice responsible stewardship of God’s creation.
- Are good stewards of their finances, time (including discretionary time), and all other resources.
- Understand that work has dignity as an expression of the nature of God.

Physically:

- Treat their bodies as a temple of the Holy Spirit.
- Are prepared to practice the principles of healthy, moral family living.

APPENDIX A: STATEMENT OF FAITH

Appendix A: Statement of Faith

As a church-related entity, it is important that our school clearly identifies the basic theological beliefs which form the foundation of our view of central spiritual issues. The following statements clarify our core beliefs.

How do we speak concisely about our faith?

THE APOSTLE'S CREED: I believe in God the Father Almighty, the Creator of heaven and earth, and in Jesus Christ, His only Son, our Lord: Who was conceived of the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried. He descended into hell. The third day He rose again from the dead. He ascended into heaven, and sits on the right hand of God the Father Almighty, whence He shall come to judge the living and the dead. I believe in the Holy Spirit, the holy catholic* church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting. Amen. **The word "catholic" refers to all who believe in Jesus Christ as Savior and Lord. This creed received its title because of its great antiquity, dating from the first centuries of the church.*

Where do we get information about God & faith?

THE BIBLE: We believe that the Bible, consisting of sixty-six books of the Old and New Testaments, was given by the inspiration of God and is the inerrant Word of God in its original manuscripts; that it reveals our state by nature and presents the only means of our salvation; and that it constitutes the perfect and final authority in all matters pertaining to Christian faith and practice. (References: II Tim. 3:16-17; II Peter 1:19-21, I Thess. 2:13; Rom. 3:10-12; Acts 4:12; Acts 17:11; Isa. 8:20.)

Who is God?

THE GODHEAD: We believe that there is one living God, Jehovah, perfect, infinite and eternal, who is unchangeable in His being, wisdom, power, holiness, justice, goodness, love and truth; who exists in one essence as three persons, Father, Son, and Holy Spirit, who are equal in their divine perfection and harmonious in the execution of their distinct offices. (References: Ps. 83:18; Ex. 6:2-3; Matt. 5:48; I Kings 8:27; Ps. 90:2; Mal. 3:16; I Tim. 1:17; Gen. 17:1; Isa. 6:3; Ps. 19:9; Ex. 34:6; Jn. 3:16; Matt. 28:19; Jn. 5:17; Jn. 14:16-17; Jn. 15:26; Eph. 2:18; I Jn. 5:7.)

THE FATHER: We believe that God is the Father of our Lord Jesus Christ, His only begotten Son, and spiritual Father of all believers in Christ. He is the Creator, Preserver, and Ruler of the Universe. (References: Jn. 20:17; Jn. 3:16; Gen. 1:1; Heb. 11:3; Neh. 9:6; Heb. 1:2; Ps. 103:19; Eph. 1:11.)

THE SON: We believe that in the fullness of time the Son humbled Himself and assumed human nature by being born of the Virgin Mary, thus uniting organically and indissolubly the divine and human natures in the one unique person of Jesus Christ. By becoming man, He was made like us, and having a body, He offered it as a sacrifice for us. Being eternal God; and without sin, the sacrifice He made on Calvary was infinite in value. He rose bodily from the grave and ascended into heaven, both as a confirmation of His divinity and of His ultimate triumph over sin and death. (References: Isa. 9:6; Matt. 1:18-25; Jn. 1:14; I Tim. 3:16; Heb. 2:14; Heb. 10:9-10; Jn. 8:58; II Cor. 5:21; Heb. 4:15; Jn. 1:29; Jn. 2:1-2; Rom. 1:4; Rom. 1:25.)

THE HOLY SPIRIT: We believe that the Holy Spirit is the third person of the Trinity, co-equal with the Father and the Son. He proceeds from the Father and the Son. His principle ministry since His coming at Pentecost is to remove or convict the world of sin, of righteousness, and of judgment: to restrain the progress of evil until God's purposes are accomplished; to bear witness to the truth preached; the regeneration of those who repent of their sins and exercise faith in Christ; to instruct, comfort, and guide God's children; to sanctify them; to empower them for life and service; and to give life to their mortal bodies by the Holy Spirit is baptized by the Holy Spirit; and sanctified by the Holy Spirit. The believer is told not to grieve, not to quench, but to yield to, and to be filled with the Holy Spirit. (References: Matt. 28:19; Ex. 17:7 with Heb. 3:7-9; I Cor. 3:16; Jn. 15:26; Jn. 16:8-11; II Thess. 2:7; Acts 5:30-32; Jn. 3:3-8; Titus 3:5; Jn. 14:16-18, 26; Jn. 16:13; II Thess. 2:13; I Peter 1:3; Rom. 8:2; Acts 1:8; Eph. 3:16; I Cor. 2:14; I Thess. 1:5; Eph. 1:13; II Cor. 12:13; II Thess. 2:13; I Peter 1:2; Eph. 4:30; I Thess. 5:19; Rom. 6:13-19; Eph. 5:18.)

APPENDIX A: STATEMENT OF FAITH

Who are we as human beings?

CREATION: We believe that human beings were created by an immediate act of God and not by a process of evolution; that the purpose of our creation is to glorify God; that humanity was created in the image of God, possessing the character for Christ-likeness; and that humanity was endowed with power of rational and responsible choice between good and evil. (References: Gen. 1:27; Col. 3:10; Acts 17:24-28.)

THE FALL: We believe human beings were subjected to trial in the Garden of Eden, in order to test their loyalty to God. Under trial they lost their holy estate by voluntarily transgressing God's positive command and yielding to the enticement of Satan, were alienated by God, and became depraved physically, mentally, morally, and spiritually. In consequence of this act of disobedience, the entire human race became involved in sin so that in every heart there is by nature that evil disposition, which eventually leads to responsible acts of sin and to just condemnation. (References: Gen. 2:15-17; Gen. 3:1-6; Heb. 1:8-10; Rom. 5:12-18, 3:10-12, 23, 1:19-31; Eph. 4:18.)

REDEMPTION: We believe that God has provided redemption for all human beings through the mediatorial work of Christ, who voluntarily sacrificed Himself on Calvary as a perfect sacrifice for sin, the just suffering for the unjust, being made sinful for us, bearing sin's curse, and tasting death for every person. (References: Matt. 20:28; Heb. 9:11-12; I Peter 3:18; II Cor. 5:21; Gal. 3:13; Heb. 2:9; I Tim. 2:5-6.)

How does God love us?

SALVATION, JUSTIFICATION, AND REGENERATION: We believe that salvation is wholly of grace, but conditional on repentance toward God and acceptance of Christ's work on the Cross by faith. When the sinner believes the Gospel and puts trust in Christ, God justifies and regenerates him. Justification is a judicial act of God whereby the believer is declared righteous on the basis of Christ's punishment on the Cross. Regeneration makes the believer a new creation in Christ Jesus by the operation of the Holy Spirit through the Word, the believer is given a disposition to obey God. (References: Eph. 2:8-9; Titus 3:5; Acts 4:12, 16:31; II Cor. 7:10; Rom. 5:1-9; Rom. 4:4-5; Acts 13:39; II Cor. 5:17; Jn. 3:3-5; 1:12-13; I Peter 1:23.)

How does God work in our life every day?

SANCTIFICATION: We believe that in positional sanctification the believer is cleansed and set apart for God. In progressive sanctification the believer becomes conformed to the image of Christ. Ultimate sanctification, and complete victory over sin, awaits us at the coming of Christ. (References: I Cor. 6:11; II Cor. 3:18; I Jn. 3:2.)

Why can we have confidence in God & hope in Him?

ETERNAL SECURITY AND PERSEVERANCE OF SAINTS: We believe that once saved we can never be lost for we are born of incorruptible seed. We are given everlasting life, are sealed for the day of redemption, and our life is hidden with Christ in God. We are given knowledge and assurance of eternal life. We are nevertheless warned not to accept the grace of God in vain, but to work out our own salvation with fear and trembling, to seize the hope set before us, and to take heed, lest there be in anyone an evil, unbelieving heart, leading one to fall away from the Living God. (References: I Peter 1:23; Jn.5:24; Jn. 10:27-29; Eph. 4:30; Col. 3:3; I Jn. 5:11-13; II Cor. 6:1; Phil. 2:12; Heb. 6:18; Heb. 3:12.)

What happens when our life on earth ends?

RESURRECTION AND IMMORTALITY: We believe that, at the return of the Lord, the righteous dead will be raised and the living believers will be changed so that both will have literal, spiritual, and immortal bodies like Christ's own glorious body. (References: Rom. 8:23; I Cor. 15; I Thess. 4:16-17; Phil. 3:20-21; cf. Luke 24:36-43; Acts 1:3.)

How do we worship & serve together?

THE CHURCH: We believe that the church invisible and universal is an organism composed of all those who are called out of the world, separated to God and vitally united by faith to Christ, its living Head and Ruler; that the church local and visible is an organization made up of a company of professed believers in Christ, voluntarily joined together and meeting at stated times for worship and instruction in the Word, to observe the ordinances, and to administer discipline. It is the duty of the church to give the Gospel as a witness to all people; to

APPENDIX A: STATEMENT OF FAITH

build itself up in the most holy faith; to minister to the widows and orphans, the sick and afflicted, stranger and sojourner; and to glorify God. (References: I Peter 2:9; cf. Jn. 15:18; Eph. 1:22-24; 4:15-16; I Cor. 12:12-27; Acts 2:46-47; 20:7; I Cor. 16:2; Matt. 18:15-17; I Cor. 5:1-5; Matt. 28:18-20; Acts 1:8; Acts 5:42; Jude 20-21; Eph. 4:11-12; 16; Acts 20:32; Acts 6:1-9; James 1:27; I Peter 4:11.)

What special services do we share together?

ORDINANCES: We believe that two Christian ordinances were appointed by Christ to be administered in each church, not as a means of salvation, but as visible signs and symbols of the facts and realities of salvation:

BAPTISM: We believe that baptism by immersion in water is the public confession of Christ as Savior and Lord. It is a symbol of one's union, by faith, with Christ in death, burial, and resurrection, and therefore is to be administered by immersion only to those who have given evidence of faith in Christ as their personal Savior. In effect, baptism identifies the believer with the visible body of Christ. (References: Matt. 28:19; Mark 16:16; Acts 2:38-41; Rom. 6:3-5, Col. 2:12; Acts 8:36-39.)

The Lord's Supper: We believe that the Lord's Supper should be observed by all believers in obedience to the command, "This do in remembrance of Me." It consists of partaking of the bread and cup, which symbolize the death of Christ for the remission of our sins, our need for self-examination, and union with Christ and with other believers. The Lord's Table is open to all believers who are in right relationship with God and one another, regardless of denomination. (References: I Cor. 10:17; Matt. 26:26-30; Luke 22:19-20; I Cor. 10:16; I Cor. 11:23-26.)

How do we engage our community?

ATTITUDE TOWARD SOCIETY: We believe that civil government is ordained of God for the punishment of evil-doers, and for the protection of the good. We therefore consider it our duty to pray for rulers and magistrates; and to be obedient to their authority, except in things contrary to the will of God. We are not to withdraw from the world, but to endeavor to be its salt and light, doing all in our power to bring righteousness and justice to human institutions and relationships. (References: Rom. 13:1-7; I Tim. 2:1-3; Titus 3:1; I Peter 2:13-14; Acts 4:19; Acts 5:29; Matt. 23:10; Matt. 5:13-16; I Cor. 5:9-10, John 17:15.)

What do we believe about future events?

CHRIST'S SECOND COMING: We believe in the personal, visible, pre-millennial and imminent return of Christ. First, Christ will descend into the air to catch away His waiting bride, the Church. Christ will descend with His saints to establish the long promised kingdom, and to reign upon the earth for a thousand years. Prior to Christ's ultimate return to reign, the great tribulation judgments will be visited upon the apostate and rebellious world. (References: Jn. 14:1-3; Acts 1:10-11; Mark 13:34-37; I Thess. 4:14-18; I Cor. 15; Rev. 3:11; Jude 14; Rom. 8:16-19; Col. 3:4; Rev. 19:14; Dan. 7:13-14; Luke 1:32-33; Rev. 5:9-10; 20:4-6; Jer. 30:7; Matt. 24:21; II Thess. 1:3-10; Rev. 6-19.)

JUDGMENTS: We believe that the believer's sins are judged in Christ on the Cross; and that the believer's works will be judged for rewards at the judgment seat of Christ at the time of His coming. We believe that the unrepentant wicked will appear before God for judgment at the great white throne after the Millennium to be consigned to the lake of fire, there to suffer torment forever with the devil and his angels. (References: II Cor. 5:21; Gal. 3:13; Jn. 5:24; I Cor. 3:8-15; 4:5; II Cor. 5:10; II Tim. 4:8; Eccl. 12:14; Matt. 10:28; Mark 9:43-48; Rom. 2:8-9; Heb. 9:27; Rev. 20:10-15; cf. Rev. 14:9-11.)

What future may each of us choose?

THE ETERNAL STATE: We believe that after all God's enemies are consigned to punishment, the present order of things will be dissolved and the new heaven and the new earth, wherein dwells righteousness, shall be brought in as the final state in which the righteous will dwell forever. (References: Isa. 65:17; 66:22; II Peter 3:10-13; Rev. 7; 21:1-22.)

Approved by the High Point Church congregation on April 30, 2006; Updated 5/30/17

APPENDIX B: STATEMENT ON MARRIAGE, GENDER, AND SEXUALITY

Appendix B: Statement on Marriage, Gender, and Sexuality

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen 1:26-27.) Rejection of one's biological sex is a rejection of the image of God within that person.

We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. (Gen 2:18-25.) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1 Cor 6:18; 7:2-5; Heb 13:4.) We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (Matt 15:18-20; 1 Cor 6:9-10.)

We believe that in order to preserve the function and integrity of ALCS as the local Body of Christ, and to provide a biblical role model to the community, it is imperative that all persons employed by ALCS in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality. (Matt 5:16; Phil 2:14-16; 1 Thess 5:22.)

We believe that God offers redemption and restoration to all who confess and repent of their sin, seeking His mercy and forgiveness through Jesus Christ. (Acts 3:19-21; Rom 10:9-10; 1 Cor 6:9-11.)

We believe that every person must be afforded compassion, love, kindness, respect, and dignity. (Mark 12:28-31; Luke 6:31.) Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the statement of faith.

APPENDIX C: NOTICE OF NONDISCRIMINATION

Appendix C: Notice of Nondiscrimination

ALCS is a private, nonprofit, nondenominational institution founded for the purpose of developing and implementing an educational program that is thoroughly Christian both in content and practice. As such, ICS recognizes that in Christ, "There is neither Jew nor Greek, slave nor free, male nor female." (Gal 3:28.)

Therefore, ALCS admits students of any race, color, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school.