

2009 - 2010 SECONDARY STUDENT HANDBOOK



- **Preparing academically**
- **Working diligently**
- **Serving God whole heartedly**

252-2490

www.dmcs.org

**Equipping the next generation to think, discern and act through
biblically directed, Christ centered education.**

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Welcome to Des Moines Christian School!

Welcome to Des Moines Christian School Secondary! We are glad you have chosen to continue your secondary level education in a faith-based environment. DMCS is here to provide you with the very best Christian education possible. Working together takes cooperation. With almost 300 families in the secondary, we will need to cooperate to make this year successful. This handbook is designed to provide guidance in the various policies and procedures which govern our school. Please take time to look over this handbook and become familiar with its contents.

Christian school can mean different things to different people. Some might see us as a “private school” and the faith environment is an extra. Others see Christian school as a large youth group that also does some educational activities. Both extremes are correct to a degree. We are a school by design and function which means we are here to provide an education. That educational process will take place within a Biblical worldview. Both the academic and spiritual processes are of equal importance at our school.

We define a Biblical worldview as a belief system about the world and our appropriate response to it based upon scriptural truth. It addresses the basic questions of:

Origin – Where did everything come from?

Meaning/Purpose – Why are you here?

Morality/Ethics – How should we live?

Destiny – What happens when we die?

The teaching that occurs at DMCS will not only help you learn about math, science, social studies and language arts, but will also reveal more about God and His character. God is not the God of Sunday only or of your Bible class, but He is the God of everything. We want you to develop an integrated view of who God is and how He impacts your world.

We are a discipling school by definition. The 300 families in the secondary are all families of faith seeking to bring their child’s education in line with the Godly principles you are teaching at home as well as your local church body. Our goal on the academic side is for your child to learn a great deal about God’s world. On the spiritual side, our goal is for them to be challenged in their faith as they come to an understanding of who God is and what He offers them. Some students figure that out while they are here and others need more time to figure it out. In fact, some of our students don’t know the Lord while they are here. Our desire is to partner with parents in planting Godly seeds in their life until the student is ready to surrender his/her life to Christ.

As I stated earlier, families have different perspectives on Christian education. Families also have different reasons for coming here. Some like the smaller size. Some like the Christian environment. Some like the opportunity to participate in activities. Regardless of the reason, the faith environment must be in the top five reasons a family chooses Christian education. Interestingly, I have observed that the faith environment tends to creep up the list of importance for families the longer they are here. This is great! It is hard for a new comer to fully understand the awesome opportunity Christian education provides their child, but over time it becomes clearer. So, stick around and watch God work in our school and in the life of your child!

Basic Information

ACCREDITATION AND AFFILIATION

The Des Moines Christian School is inter-denominational with a student body representing over one hundred churches in the greater Des Moines area. The school is approved by the Iowa Department of Education (K-12) and is a member of the Association of Christian Schools International. Grades 7-12 are certified by the Iowa Department of Education as a college preparatory high school.

BOARD MEETINGS

The schedule of the regular monthly meetings of the DMCS Board is published in the school calendar. Persons who wish to place items on the agenda may do so by contacting either the superintendent or the president of the board. All requests should be submitted in writing. To be included on the regular meeting agenda, requests must be received at least 7 days prior to the meeting. (Code 204. 10)

HOME AND SCHOOL COOPERATION

The school cannot operate without the support of the parents. DMCS is a faith operation. Tuition and fees do not cover the total cost of education for the students. The school needs to raise 6% of its expenditures through gifts of parents, friends and churches. The faculty comes to teach our children at great sacrifice in this most vital area of education. Therefore, families, churches and friends are asked to make donations of what they can give during the year to make Christian education possible for their children.

MISSION STATEMENT

“Equipping the next generation to think, discern, and act through biblically-directed, Christ-centered education.”

In order to accomplish this for the qualified children of the greater Des Moines area and surrounding communities without distinction to race, gender, national origin or socioeconomic status, our objective is to provide an education:

- that is in accord with the sixty-six books of the Old and New Testaments, which we call the Holy Bible and believe to be the verbally inspired, infallible and inerrant Word of God, the only rule of faith and practice;
- that possesses academic excellence, teaches biblical truths, and fosters Christian living;
- that trains students in the knowledge of and obedience to the Holy Bible, promotes loyalty to our sovereign God, and encourages lifelong Christian service; and
- that prepares students for godly participation in our society and the world.

Des Moines Christian School exists as a coeducational, college preparatory day school that encompasses preschool through grade 12. It is operated as a non-profit, inter-denominational, educational organization incorporated as an Association under the laws of the State of Iowa and governed by a member-elected Board of Directors.

Des Moines Christian School acknowledges that trust placed in the school by its parents, and recognizes the authority of the home and church to teach those distinctive doctrines held in esteem by a family's own local church and denomination. Des Moines Christian School does not assume such authority in the school setting but endeavors to teach those fundamentals of the Christian faith which are held common to all in Christ's Church as defined in our Statement of Faith.

However, the role of the school, in the total development of the student, is to urge each student to a voluntary life commitment to the Lordship of Christ; to develop each student's God-given spiritual,

physical, mental, social and artistic gifts to their fullest potential; and to lead each student to the spiritual maturity needed to develop a Christian world and life view, thus enabling each student to participate in the expansion of Christ's Kingdom, exercise godly dominion over the creation, and thereby glorify God and enjoy Him forever.

NOTICE OF NON-DISCRIMINATORY POLICY

Des Moines Christian School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to the students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

PARENTAL INVOLVEMENT IS KEY

In order to support the education process and be an encouragement to the student, parents are asked to take an active part in the DMCS program. As in any activity our children undertake, our interest and involvement as parents has a tremendous positive influence on their performance. Parents are asked to attend Association Meetings. It is necessary for each family to be represented at these informative and important gatherings. Opportunity also exists for parents to involve themselves in the varied Parent Teacher Fellowship activities.

PHILOSOPHY OF DES MOINES CHRISTIAN SCHOOL

God has ordained the family as the foundation for mankind. Parents have been entrusted with the nurture, instruction and discipline of their children. The purpose of Des Moines Christian School is to assist the family in establishing quality education centered in the Bible, the inspired Word of God, for the development and growth of the complete person spiritually, academically, emotionally, socially and physically.

God's Word, as revealed in the Bible, is the foundation for the truths we teach (II Timothy 3:15-17 and 2:15). Wherever truth is discovered or revealed, God is its source and creator. Jesus Christ is the sustainer of truth, and the Spirit is the revealer of truth (John 16:13-14 and 17:17). A personal commitment to Jesus Christ and God's Word, the Bible, is essential for all those involved in the educational process, i.e., family, faculty, staff, administration, and board.

Our ultimate goal is to teach the child to know God, love Him, to enjoy Him and witness of Him in a life of service to God and man.

POLICY CHANGES AND CONCERNS

Persons wishing to propose policy changes or to express overall policy concerns may do so by contacting any member of the Board. All policy proposals should be submitted in writing.
(Code 203.1)

PROTOCOL FOR THE RESOLUTION OF PARENT COMPLAINTS

There are times when a parent may think an administrator or faculty member is not discharging their duties correctly. The Des Moines Christian School Board has set a policy for parents to follow when that situation arises.

The Board strongly believes that problems and complaints about personnel should be resolved at the lowest possible level within the DMCS structure. Anyone with a specific problem or complaint about personnel should first contact the person who is the cause of the concern in an attempt to identify, clarify and resolve the differences which are giving rise to the concern or complaint.

Complaints that remain unresolved may be moved through the chain of authority by contacting the employee's immediate supervisor(s), then the appropriate principal, then the Superintendent, and finally to the Board by contacting the Board's Conflict Resolution Agent. Appeals will be heard by the Board, only if the complaint has been moved through the chain of authority. (Code No. 204.12)

The goal is to resolve conflicts, restore fellowship, exhibit love, and exhibit proper response to authority. The given is that God is sovereign, all authority is from God, and we are all under authority: parents to God, school board to the parents, administration to the school board, faculty and staff to the administration, students to the faculty and staff.

Conflict Resolution - The steps to follow when conflict arises are:

- Pray about the situation and ask for God's leading.
- Check your motives. Are you substituting your judgment for that of the person God has placed in the position of authority? Are you angry about some other decision?
- Discuss your idea with the school employee (administrator or teacher) responsible for that area of the school program (first your child's teacher, then your child's principal, then the school's superintendent).
- Continue praying and give your suggestion time to work out. God is capable of changing the mind of the person in authority.
- Put your thoughts in writing.
- Direct this communication to the person on the next level of authority in the chain of command.
- If the concern is not resolved after reaching the Superintendent's Office, the next person in the process is the DMCS Board's Conflict Resolution Agent. The Board's Conflict Resolution Agent will review the communication and meet with you and the school employee.
- A finding will be made by the Conflict Resolution Agent and reported to the school board.
- In its discretion, the Board may act upon the recommendation of the Conflict Resolution Agent or may hold hearings into the matter. Appeals will be heard by the Board only if the complaint has been moved through the chain of authority. Complaints taken to the Board may be placed on the agenda by contacting the Superintendent, the President, or Secretary of the Board in writing. (Code No. 204.12)

STATEMENT OF FAITH

Des Moines Christian School is a discipling school by nature. All of our families have a faith background and desire for their child's educational experience to reinforce their Biblical teaching at home and through their local church. We are a non-denominational school with over 100 different churches represented. This is a rather broad swath theologically, which means it is vitally important that all of our families agree on the basics of our faith. The statement of faith document was designed for that purpose. We will teach all 12 of these items as truth with no exceptions. There are many other traditions, teachings, procedures and practices found in our various church families which will fall outside of the 12 statements of faith. These items can and may be discussed at school, but will not be taught as truth.

- Belief in the authority and reliability of the Bible as the inspired and infallible Word of God. The Bible is the complete and final revelation of God concerning all matters of faith, truth and practice. All truth is God's truth (II Timothy 3:16; I Peter 1:20-21).
- Belief in the omnipotent, omniscient, and omnipresent God who is sovereign over all (Revelation 4:2; Psalm 45:6, 139:8). His sovereignty is seen in acts of creation (Genesis 1: 1, 31), salvation (John 6:44), and continual care (Matthew 10:29-31 Hebrews 7:25).
- Belief in the Trinity of the one true God (Matthew 28:19); the deity of Jesus Christ (I Timothy 3:16; John 1:1, 10:30); His virgin birth (Luke 1:30-35); sinless life (Romans 8:3); miracles (Mark 1:27; John 2:11); atonement for our sins by His blood sacrifice (Matthew 26:28); His bodily resurrection (John 20: 1-9); ascension, His personal return in power and glory (Mark 16:19, 13:26).
- Belief in the Holy Spirit as teacher of God's Truth (John 14:17) and as giver of new life in Christ and who unites all believers in Christ (Titus 3:5).
- Belief that man is the crown of God's creation. God endowed man with His image and gave him the responsibility to rule the earth (Genesis 1:26-27).
- Belief that sin has severely broken the relationships between God and man (Romans 3:23), man and himself, man and other men (James 4:1), and man and nature (Romans 8:20-22).
- Belief that Jesus Christ, the eternal Son of God, came to earth to offer cleansing for man's sin, and to heal these broken relationships through His cross (Romans 5:1-2).
- Belief that man cleansed through Christ must seek to live out his life in total commitment to Jesus Christ as Lord of life, which involves reestablishing all the original relationships God intended for him (Ephesians 4:1).
- Belief in a need for clearly defined goals and objectives centered in the Word of God for the development and growth of the whole person (spiritual, mental, emotional, social and physical) and for the establishing of proper priority in an individual's life (Proverbs 1:7; I Corinthians 10:31).
- Belief that God established the family as the basic unit of society. Parents are ultimately responsible for the instruction and discipline of their children. The Christian school is an extension of the educational process of the family and the church providing a supportive basis of encouragement to the family and the church (Ephesians 5:22-33; Proverbs 22:6).
- Belief that a personal commitment to Jesus Christ and God's Word is necessary for those who are involved in the educational process (faculty, staff, administration and board) (I Timothy 3:16).
- Belief that a true Christian is one who has received Jesus Christ as Savior and Lord by faith. We believe good works to be the inevitable result of true faith (Romans 10:9; Ephesians 2:8; James 2:17-18; I John 2:3-4).

INFORMATION AND POLICIES

ATTENDANCE POLICY

Research shows that dependability and reliability are two of the most important aspects of successful school or job performance. It is imperative to establish good attendance practices while in school because employers know that there is a high correlation between reliability in school and on the job. Our goal is to prepare our students for the job market today and beyond.

Excused /Planned/Unexcused Absences

Excused absences are those that occur for illness, doctor/dentist appointments, or emergencies. These absences will be counted as excused *when contact is made with parents* verifying the reason for the absence. It is important for parents to call or e-mail in by 9:00 a.m. each day to report the absence of a student. Students may not call in on their own behalf. Parents must make the call. **An absence is considered unexcused until such contact is made.** Students will be given 1 day per each day absent to complete their homework assignments.

A planned absence is an absence such as a family vacation which the student knows in advance he or she will not be in school on a particular day or days. If a student is planning to be absent from school for a legitimate reason a written notice should be brought to the office at least **three days** in advance of the anticipated absence. It is the student's responsibility to notify their teachers and gather assignments. Work is expected to be completed prior to vacations or other planned absences, so the one day per day absent policy does not apply. **Students are required to be in attendance during the semester final testing periods. Tests may not be given prior to the end of the semester to accommodate vacation plans.** Failure to follow these procedures may result in the absence being unexcused, subject to the normal penalty for such absences.

An unexcused absence occurs when a student is missing from school without parental approval, or for reasons which the school deems as inappropriate. Unexcused absences will be recorded on permanent records and students will lose credit for work that day. If a student misses a portion of a class, they will be considered tardy. If the student misses an entire class period, it will be considered an unexcused absence.

1st Offense – Make up the time in detention

2nd Offense – In School Suspension

School Sponsored Activities Absences

When students in grades 7-12 are going to miss a class because of a school sponsored activity (field trip, on-site college recruiter, athletics, concert, etc.) the student will be responsible to turn all work assigned during that class period(s) on the next day class is in session. Class assignments can be obtained from the teacher.

Student Absence Policy for Extra Curricular Activities

When a student is absent from school more than half a day due to illness or injury, he/she may not participate in any extra-curricular activity that day. This is done primarily as a safety factor for the athlete as well as the school. Pre-approval by the Principal is an exception. The general procedure to be followed is:

- If a student participant is absent or misses more than half of the school day, he/she must receive permission from the Principal to participate in the activity. A note from home is not sufficient to permit participation.
- It remains the responsibility of the individual student to present written evidence of mitigating circumstances, which justify such a request. Failure to do so means that the student cannot participate in the specific activity on that day.
- It is the responsibility of the coach /director to secure the absence list so as to check for athletes who are absent on that particular day. Coaches/directors will notify all athletes of this policy at the start of the season. **Date of Adoption: January 19, 1998**

Tardy Policy

Students are expected to be in class and in their assigned places on time at the beginning of homeroom, each class, and after lunch. They have a 5 minute passing period between classes. Teachers will take attendance each day and record absences and tardiness of students.

Excused tardies (ET) – Parents may excuse one tardy per quarter for their child. Those tardies are tracked as “excused” as opposed to unexcused.

Unexcused tardies (UT) - Three (3) tardies are allowed each quarter with no penalty. Examples of unexcused tardies would be overslept, alarm didn’t go off, couldn’t find keys, traffic was slow, etc. Weather related tardies may be excused by the office if they are notified. Teachers will inform students when they are tardy. Students will be charged money for each successive tardy according to the scale below.

4th tardy - \$5.00

5th tardy - \$10.00

6th tardy - \$20.00

7th tardy - \$40.00

8th tardy – Saturday School

9th tardy – In School Suspension

Charges will be automatically added to the student’s itemized tuition account. Families can decide whether the student or the parents will pay the tardy fine. Parents will be called for a conference to discuss the reasons for being tardy.

Tardy with Permission (TWP) – Students may be tardy for a class with permission/pass. This would include coming from an outside class when the schedule has been changed, being kept late by a teacher, weather, etc. These tardies have no penalty.

Class Cutting

Every student is expected to attend each class every day. If a student is absent from class without permission, the teacher will take the appropriate disciplinary action including loss of credit for the work that day.

1st Offense – Make up the time in detention

2nd Offense – In School Suspension

This includes being in the lunchroom during lunch.

Pranks and Skip Days

These events are unofficial at DMCS and not encouraged. Pranks are not recommended because the risk of injury or damage to property is very high. Skipping is a violation of attendance policy and covered in other sections of this handbook.

Excessive Absences

A student with more than six absences from school each semester may not be given credit for courses taken. Parents should monitor their student’s absences online in Net Classroom found at www.dmcs.org.

Students may lose semester credit, if they do not keep up with their school work in a timely manner, and they accumulate more than six absences.

Leaving School Early

If a student needs to leave school before 3:30 p.m., a call or note from a parent to the office will be needed. The student will be given a pass to the office at the appointed time, to properly check out. The student must record his/her time of leaving and destination on the check out sheet. If the student returns before school is out, they should check in on the same line of the sheet.

Seniors and part time students are required to check in and out on the check out sheet.

ADDRESS CHANGES

Please report any change in address, telephone number, etc. to the office. This will help eliminate unforeseen problems. The school’s number is 252-2490. This would pertain to changes in business telephone numbers, school district, emergency telephone numbers, etc.

ADMISSIONS POLICY

When parents and student do seek admission to DMCS, it will be assumed that they are in complete accord with the objectives, methods, and obligations, which accompany such an admission. Because of the importance of harmony and open communication between the home and the school, parents are expected to bring problems or areas of confusion or misunderstanding to the attention of DMCS personnel immediately and privately. If areas of disagreement occur, they should be dealt with quickly and maturely, so that children are not asked to serve two masters (Matthew 6:24). Should parents lose confidence in Des Moines Christian School's ability to serve the best interest of their child, they will be expected to withdraw the student immediately. In the event that this is not done voluntarily, DMCS will request such a withdrawal.

BUS INFORMATION

Bus Evacuation Drills

The DMCS Transportation Department will schedule school bus safety and evacuation drills. All students and faculty are required to attend. Practice getting on and off the school bus in an emergency situation, student safety, and correct crossing procedures will be addressed.

School Bus Discipline/Rules

Students are to obey the bus driver.

Students are to remain properly seated on the bus.

Students are to be quiet on the bus.

Nothing is to go outside of the bus windows.

Students must be courteous and respectful.

Students are to do nothing that would endanger others or the safety of the school bus.

Consequences of Disobedience

Students are expected to obey the School Bus Rules to insure that their bus ride is safe and enjoyable.

In each case of profane language, the parent will be notified. In the case of a SEVERE INFRACTION (extreme disrespect, fighting, habitual offender, destruction of property, or actions that may endanger others or the safety of the bus), the consequences may be "dropped down" to a more severe level. This will be determined by the bus driver and/or the transportation administrator.

Transportation Policies-Athletic Events/Special Activities

Des Moines Christian School will provide transportation to athletic events and other school activities. Participants in these activities may NOT drive to the event. Students may drive only when the school does not provide transportation. In such cases, the school is not liable for the actions of student drivers. The student and family take full responsibility for the actions of the driver.

Parents will be notified when transportation will not be provided by the school and thereby allowing their student to drive to the activity.

When Des Moines Christian School DOES provide school bus transportation to an event these policies will apply:

All participants must ride the school bus to the event.

If a participant misses the bus, they MAY NOT drive their car or borrow a car to drive to the event.

Parents may drive them in these cases.

When a student drives to an event, parental permission must be granted in writing ahead of time and the sponsor's permission must be granted. The following situations may warrant a student driving to an event: doctor appointments, work schedules, students living near the event site. The permission forms signify that Des Moines Christian is no longer legally responsible for that student in case of accident.

A student who has permission to drive to a school event as a participant CANNOT provide transportation for a friend or other participants. ("School event" does not include athletic practices.) If this occurs, each student will be suspended from practices or the event for a period of time designated by the sponsor or administrator.

Students wishing to ride home from an event with their parents may do so if they communicate this to their coach.

When Des Moines Christian School DOES NOT provide school bus transportation to a school event, these policies apply:

The sponsor will inform the participants that each student must find his/her transportation to the event.

By thus informing parents and students that the group will meet at the event site Des Moines Christian School is relieved of any legal responsibility for the actions of each student driver.

School conduct rules apply at all times when students are driving themselves to a school event, and may be subject to disciplinary actions when deemed necessary.

CANCELLATION OF SCHOOL

Winter Weather

The closing of DMCS due to inclement winter weather will be announced on the following radio stations:

KRNT - 1350 AM, WHO - 1040 AM, KWKY - 1150 AM. Should the decision be made to have early dismissal due to a change in the weather, the above stations will carry the announcement. Parents are asked to tune in one of the above stations or watch the school's website should the weather deteriorate during the day.

DANCING

DMC hosts both the homecoming dance and prom in order to insure that these activities are done with integrity. We recognize that some of our association families do not agree with dancing and believe it to be counter to Godly living. Our goal is to provide a positive environment for our students in which to socialize. DMC dances are well chaperoned, well lit and use positive music. If students are dancing inappropriately, they are given one warning and if they continue, they are asked to leave.

Homecoming

Held during the fall season, Homecoming has become a highlight of the year. Activities are held and a special banquet is planned for the homecoming court. Student Council has the responsibility for planning the Homecoming events.

Prom

This is the last major social activity of the school year and is held in honor of the departing senior class. The junior class plans and conducts the Prom. The unique dress standards for prom are addressed under the dress code section.

DATING

We recognize that some of our families follow the courtship model and don't allow casual dating at all, while some of our families encourage casual dating. We strive to make sure that our activities do not compel students to date in order to fit in. Our goal would be to create an atmosphere where students see the value in fellowshiping in groups of either mixed or single gender for fun.

DISCIPLINE

Rules exist for the benefit of society. As society has grown more laws were needed to effectively regulate the world in which we live so that we can all peacefully coexist. Rules/laws, and their subsequent enforcement, benefit all members of the group or society. Likewise, when rules/laws are broken there is an impact on the group as well.

Systems (like schools) require its participants to leave a measure of autonomy at the door in order to effectively participate in the system. This loss of personal freedom is due to the fact that not all members of the system share the same values. If each member of the group or system was in perfect harmony with all the other members and were identical in their vision for the goal, there would be little need for rules. It is when a group member desires their own way that rules become important. We all give up a measure of freedom to be a member of the system. Athletes join a team, but the coach calls the plays. Musicians join a band or choir, but the director runs the rehearsal. Students attend class, but the teacher runs the class.

With 500 families at our school, it is impossible to survive without a set of rules by which we all can abide. This means parents relinquish a measure of their authority to school personnel when they enroll their student at the school for the sake of effectively working together to achieve a common purpose.

God's Command to Discipline

God expects parents to discipline their children so that they may be able to share in God's nature (Hebrews 12:11). Parents have delegated this responsibility to school personnel for a period of time during the school day.

The Purpose of Discipline

The ultimate goal of proper discipline is to teach children to whom they are responsible: First and ultimately to God the Father, then to parents, and then to teachers. Obedience to earthly authorities will precede obedience to God (Hebrews 12: 10).

Proper Attitude in Discipline

Fathers are not to exasperate their children but rather to bring them up in the training and instruction of the Lord (Ephesians 6:4). Matthew 18:15 tells us not to make a public spectacle of the one whom has sinned but to go to him in private. Hasty and unfounded punishment is to be avoided (Proverbs 13:13).

The Source of Authority

All authority originates with God. In Romans 13:1, Paul states, "For there is no authority except that which God has established." God has given parents authority over their children. This is stated clearly in one of the Ten Commandments, "Honor your father and mother." This is repeated in the New Testament passages such as Colossians 3:20, "Children, obey your parents in everything, for this pleases the Lord." Parents, because they are unable to give all the training necessary to their children while students are in school and at school activities, delegate part of this task to the teachers in the school, who then receive this God-given authority from the parents.

Areas of Control

Since Christianity is a lifestyle, biblical standards of behavior are expected of students at school and away from school (Colossians 3:17). All students are expected to respect staff members at all times. Teachers or supervisory personnel shall speak to and discipline students in the following areas:

- a. in the school building and on or near the school grounds,
- b. on the school buses,
- c. at school-sponsored activities.

Types of Action Requiring Discipline

The following actions will result in disciplinary action by the school:

- disobeying classroom rules (including failure to complete homework),
- fighting
- profanity
- theft
- truancy, cutting class, tardiness
- destruction of property, defacing property
- use of alcohol, tobacco or illegal drugs
- promiscuity
- satanic or occult practices
- harassment, bullying and other acts of disobedience and/or disrespect
- cheating
- use of pornographic materials
- violation of dress code
- a mocking attitude regarding spiritual issues

This list is not all-inclusive. The administration will handle other types of discipline problems as they arise.

ANTI-HARASSMENT/ANTI-BULLYING

Statement of Policy

School employees, volunteers, and students in school, on school property, or at any school function or school-sponsored activity shall not engage in harassing and bullying behavior. School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about such an act of harassment or bullying. School employees, volunteers, parents, or guardians, and students are expected to act in a timely and responsible manner to prevent, report, and facilitate investigation of suspected harassment and bullying.

Definitions

Harassment and bullying are defined as any electronic, written, verbal, or physical act or conduct toward a student which meets the following criteria.

1. Based on any actual or perceived trait or characteristic of the student, and
2. Creates an objectively hostile school environment that meets one or more of the following conditions:
 - a. Places the student in reasonable fear of harm to the student's person or property.
 - b. Has a substantially detrimental effect on the student's physical or mental health.
 - c. Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

The following activities, absent substantial aggravating factors, occurring inside or outside the classroom, do not constitute Harassment or Bullying:

1. Instruction and participation in lessons and worship services.
2. Discussions and debate concerning issues important to Christian faith.
3. Electronic, written, verbal, and physical interpretation of Biblical Scripture, and religious texts, music, and opinion.
4. Witnessing and faith-sharing.

Reporting

Suspected incidents of harassment and bullying should be reported to the Elementary Principal within 24 hours. The Elementary Principal or designee is responsible for receiving reports and ensuring the Anti-Harassment/Anti-Bullying Policy is implemented.

Investigation

Suspected incidents of bullying and harassment will be promptly and thoroughly investigated by the Elementary Principal or designee. Investigators will consider the totality of the circumstances presented in determining whether conduct objectively constitutes harassment or bullying under this policy.

Consequences for Violators

Individuals responsible for conduct in violation of this policy will be subject to consequences and remedial action. The sanctioning guidelines of the Code of Student Conduct apply to violations of this policy.

Steps in Discipline

In order to follow a biblical progression of communication, the following model will be used for most routine discipline situations:

- student-teacher communication,
- student- teacher-parent/guardian communication,
- student-teacher-parent/guardian-Principal communication,
- student-teacher-parent/guardian-Principal-Superintendent communication, or
- if necessary, School Board appeal.

Consequences

Students will be disciplined for their conduct when rules are not followed. Rules will be enforced by the administration and teachers of the respective grade areas. It is important to understand that attendance at

DMCS is a privilege and not a right; that privilege, may be forfeited by any student (or family) who does not conform to the standards and regulations of the institution. DMCS may at any time request the withdrawal of a student who, in the opinion of DMCS, is not in harmony with the spirit of the institution, regardless of whether or not s/he conforms to the specific rules and regulations of DMCS.

For discipline to be effective, the consequence or incentive must be uniquely meaningful to each student. The following list of proposed consequences is not all-inclusive. Whenever possible, school personnel will consult parents before imposing the following forms of discipline:

Apology – DMCS staff members, including coaches, may ask but cannot require a student to apologize for a conduct violation. If a student is rendering an apology, it must be done in a manner by which to preserve the dignity of the apologizing student.

Detention - Detention before or after school may be used as a consequence for a wide range of misbehaviors. Work duties may be assigned during detention. Parents will be contacted and will need to sign the detention slip. When a student is issued their third detention, a letter will be sent notifying the parents of future consequences. Those consequences are as follows:

4th detention – In School Suspension (ISS) and parent meeting with Principal

5th detention – Saturday School and behavioral probation for the remainder of the year.

6th detention - Out of school suspension (OSS) and meeting with Superintendent/Principal to gain re-admittance.

7th detention – OSS and withdrawal from DMC.

Suspension In-School - Students may be separated from other students and required to do their daily assignments. Any work missed as a result of the suspension may be made up for full credit, as long as the student meets teachers' timelines for completion of the work.

Suspension Out-of-School – The length of time will be determined by the Principal. It will be used when other efforts have failed or the offense is of such a nature that the student should not be with other students. Any work missed as a result of the suspension may be made up for full credit, as long as the student meets teachers' timelines for completion of the work.

THREE SUSPENSIONS DURING THEIR TENURE AT DES MOINES CHRISTIAN SCHOOL MAY RESULT IN THE STUDENT BEING ASKED TO WITHDRAW FROM THE SCHOOL.

Fines – Students may be charged monetary fines as a consequence such as parking violations, tardies, or damage to school property.

Behavioral Probation - this form of discipline will be used by the administration for the purpose of guiding and controlling future behavior of students. It is preventative in nature and is designed to remind students of their responsibility to act appropriately in the future. Terms of the probation will be set by the Principal and may include any or all of the following:

- loss of student leadership roles, such as student council, class officer, team captain,
- loss of designated extra-curricular activities or suspension from the activity, or
- other follow-up counseling or assignments as set by the discipline committee.

Academic Probation – Students who appear on two successive midterm reports for poor grades (D or F) in one or more class will be placed on academic probation. The probation will last for two semesters. Academic probation can limit a student's participation in extra-curricular activities. Students who earn two failing semester grades during their secondary career can be asked to withdraw.

Physical Force- Physical force may be used in the following situations:

- to prevent harm or injury to school personnel,
- to prevent harm or injury to the student,
- to prevent harm or injury to other students, or
- to prevent vandalism or destruction of school or church property.

Physical force in the form of corporal punishment will not be used by school officials.

Expulsion - the decision will be made by the school board upon recommendation from the Principal and Superintendent.

Re-admittance Policy - In the event that a student is expelled, s/he may reapply for admittance after one-full semester has passed. Re-admittance will be dependent upon the administration and School Board approval. A probationary period may be used as a condition of re-admittance. The conditions of re-admittance may include any or all of the following:

- periodic administrative review
- counseling
- restrictions
- other conditions recommended by administration

Respect

Students will show respect and obey all faculty and staff of DMCS.

Students will show respect to each other.

Student harassment of each other will not be tolerated.

Plagiarism

We are aware that plagiarism occurs at our school. We also know equally well that this is displeasing to God, so we need to be responsible in eliminating it from our school culture. There is a great website on plagiarism located at www.plagiarism.org which provided the following information.

The dictionary defines to “plagiarize” as:

- to steal and pass off (the ideas or words of another) as one’s own
- to use (another’s production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source.

We use the term “cheating” interchangeably with plagiarism. The bottom line is that using someone else’s work without proper citation or permission is illegal. **This does not mean that if a friend says it is OK with him to copy his assignment, you may.** This is still plagiarizing. The following are all examples of plagiarism:

- turning in someone else’s work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source or quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Statistics show plagiarism is at an all time high. Unfortunately, the stats hold true for Christian schools as well as secular audiences. Surveys in US News and World Report show:

- 80% of “high-achieving” high school students admit to cheating
- 51% of high school student did not believe cheating was wrong
- 95% of cheating high school students said that they had not been detected
- 75% of college students admitted cheating
- 90% of college students didn’t believe cheaters would be caught
- almost 85% of college students said cheating was necessary to get ahead

Plagiarism hurts everyone involved:

- plagiarists do not acquire the skills legitimate work would teach them, and risk failure and expulsion
- classmates who have worked hard for their grades have to compete with plagiarists for jobs and admissions
- teachers have to take time out of the education process to deal with plagiarism
- administrators find the principles upon which their institutions are founded undermined by plagiarism, and must devote resources to combating it.

We are making a concerted effort to eliminate plagiarism. Part of that effort is increased education so students clearly know the expectations. Another part of that effort is working with teachers to make sure they can provide the necessary accountability for students tempted to plagiarize. The last part of

the effort is to clearly state consequences for cheating. We will implement this process for plagiarizing:

- **1st Offense – Zero for the assignment**
- **2nd Offense – Zero for the assignment and suspension**
- **3rd Offense – Recommendation for expulsion**

It is our hope and prayer that our students can become sensitized to this issue to the point where they eliminate plagiarism from our school out of obedience to God rather than avoidance of consequences.

Gym Rules

God has truly blessed us with outstanding facilities. In order to maintain these facilities and to ensure that the playing surfaces remain safe for participants, the following rules must be observed:

- Gym shoes are required for all activities. Your gym shoes should not be worn outside prior to the gym period due to the dirt and rocks they will pick up and then “flake” off on the floor.
- No black soled shoes are permitted.
- Everyone must wipe their feet off on the mats before entering the gyms.

Hall Passing Rules

- Loud talking, yelling, or disruptive behavior will not be tolerated.
- No running in the hallways or stairways and no pushing or disruptive behavior.
- Individual students in the halls during regular class times must have a pass from their teacher

Restroom Rules

- During school hours, the restroom will be used only with the permission of the teacher. Pupils are requested not to ask to be excused during class time except in an emergency.
- There will be no loitering in the rest rooms during class time.
- No destruction of school property in the restroom.
- Students will give respect to their fellow students and their property.
- All school rules will apply to rest rooms.
- No loud voices are to be used in the restroom.

Study Hall Rules

- Study halls are to be quiet places of study and reading.
- Students may not use study halls for playing games, talking, or daydreaming.
- Work must be brought to study hall.
- Only two to three students at a time may be checked out of a study hall.
- Music students may use a study hall for extra practice.
- Students may use computers during study hall with teacher permission and supervision.

DRESS STANDARDS

Student Dress Standards

One of our primary goals at DMC is to provide a positive atmosphere where students are able to develop their God-given talents to their highest potential, without interference from what is worldly, distracting and otherwise inappropriate for them.

The purpose of specified dress standards is to provide guidelines within which students may have a measure of freedom to express individual tastes, while not being disruptive to the educational process or detrimental to one’s Christian testimony. Christian students should remember the central truth that we need to conduct ourselves in a way that pleases God and which glorifies the name of the Lord Jesus Christ (2 Thes.1:11-12).

A biblical approach to the dress policy is one which will neither be burdensome or legalistic. A reasonable dress code should not frustrate the students who must abide by it or the faculty and administrators who must enforce it. It is ultimately a matter of the heart.

In addressing spiritual matters, we find numerous disciplines within the Christian life which, in and of themselves, do not create a mature believer, but which do provide a framework for growth to occur. While certain clothing will not by itself create a responsible, humble student, a dress code can present opportunities for personal growth and development of Christian character, especially when applied in an atmosphere which seeks to integrate all aspects of life from a biblical perspective.

We expect our students to exemplify biblical standards in their dress as well as their attitudes and lifestyles and to encourage other students to do likewise. We encourage parental direction and support since the burden of supervision rests with parents.

This dress code applies to any and all DMC activities.

- Shoes must be worn at all times.
- Clothing with any writing on it must not be sexually suggestive and must not promote tobacco, drugs, alcohol, gangs or music groups that have demonstrated non-Christian values.
- Clothing needs to be in good repair with no holes whether accidental or purposeful.
- One's midriff, either front or back may not be exposed.
- Underwear is not to be visible. This includes bras, bra straps and guys underwear.
- Pants/slacks which can be pulled down over the hips when fastened are too loose and not to be worn.
- Cleavage must not be visible when standing or sitting.
- Caps/hats/headwear is not allowed during the normal school day. Administration may waive this for religious convictions or special activities.
- Skirts, dresses, shorts, skorts must be fingertip length plus two inches when standing to be appropriate.
- Girls may not wear tank tops/camis as an outer garment. They can be worn under a sleeveless shirt as part of a layered look. They can also be worn over a full t-shirt.
- Spandex may not be worn as a single garment.
- No body piercings are allowed while a student at DMC. Girls' ears are the exception. No gauging is allowed for girls.
- Guy's hair must be clean and well groomed. It must be shorter than the collar (as measured by the chapel shirt) in back and may not extend beyond the eyebrows in front. Ear lobes must be visible on the side. Beards and moustaches must be trimmed.
- Swimsuits for all school related activities will be either one piece or appropriate tankini.

Activity sponsors and administrators have the authority to establish additional guidelines for attire for students participating in school activities. Adherence to these additional guidelines is necessary for participation in the activity. Administration has the right to evaluate clothing trends and fads and to determine appropriateness for school functions. The administration has the authority to review any school functions or occasion and to waive the dress standard when appropriate.

Chapel Dress

Chapel attire for all students will consist of khaki slacks/pants and an official DMC navy blue logo shirt. Shirts need to be tucked in. Capris, shorts or khaki colored jeans are not permitted. Girls may wear a khaki skirt of appropriate length (finger tip plus two inches). Chapel clothing will be worn the entire day. This includes students who may be part-time and attending at other campuses for a portion of their day. No jackets or overcoats may be worn over the chapel shirt other than the official DMC fleece.

Prom

Prom is a formal occasion for juniors and seniors. Because of the unique formal wear available for girls, the following guidelines are set:

- Slits in the dress will be no higher than the fingertip rule for normal wear.
- No bare midriffs in the front. The top half of the back may be exposed, but not the bottom half.
- The dress top must be modest to show no cleavage when standing or sitting.

Spirit Dress

Each Friday a home game is played may be Spirit Day and any DMCS clothing or clothing in school colors may be worn.

Tatoos and Body piercing

These are not allowed at DMC. Neither of these events happen “accidentally” – they are active choices. Students know they are not allowed, so if the choice is made during the school year to receive a tattoo or piercing, it is clearly a defiant act. Students who get either a tattoo or body piercing during the school year will be suspended from school.

Consequences

Students who do not abide by the dress code will be asked to change clothes. There are a couple of options to accomplish this task:

Parents can bring appropriate clothes

Students can wear clothing provided by DMC for the remainder of the day.

Students who refuse to change clothes will be held in the office on an unexcused basis. Students who miss classes while waiting for clothes or changing clothes will be considered unexcused.

DRIVING POLICIES

Cars will not be driven to DMCS until students have a valid driver’s license or a school permit is obtained. All cars will be registered in the high school office. The student parking area is off limits during the school day unless permission is granted by the secondary principal. The following policies govern student drivers at DMCS:

- Student drivers must have registered their vehicles with the secondary principal’s office and filled out permission forms to drive to school. These forms may be obtained from the principal’s office. Each student will be assigned a parking space.
- Students driving to school, once they have parked their cars, may not leave in them until normal dismissal, or by written permission from their parents. If leaving the school early, follow normal check out procedures.
- Student drivers must use extreme caution on the school’s parking lot and driveway. The established speed limit is 15 mph. Pedestrians always have the right of way.
- Reckless driving, speeding, leaving school without proper authorization, or failure to follow these established policies will result in the denial of further permission to drive to school and use of the school parking facilities.
- Students can be fined if they park in areas other than their assigned parking space. This fine is \$20.

EMERGENCY PROCEDURES

FIRE DRILL EVACUATION PROCEDURES

DMCS is required to have four fire drills a year. Teachers will assist students in identifying exits from each classroom, the cafeteria, gym, and chapel. It is the responsibility of each student to know ALL emergency procedures for each room in which s/he has class.

The procedures for fire drills during class are as follows:

- All students will walk single file out of their assigned exits in an orderly manner. Do not stop for belongings.
- No one is permitted to talk during the drill. All must listen to the teacher’s directions.
- All classes are to stay in single file facing the building.
- Attendance will be taken outside as soon as the students are lined up.
- Missing students will be reported to the assigned staff members for that area.
- Rest rooms will be checked immediately.
- A student monitor should be selected to help handicapped or injured students.

- The signal to return to the building will be given when all is clear.

The procedures for evacuation during class changes are as follows:

- All students will exit the building at the nearest point.
- Once outside, all students will report to the nearest classroom teacher for line-up and roll call.

The procedures for fire evacuation during dismissal from the building are as follows:

- All students will exit the building at the nearest point.
- Once outside, all students will report to the last period teacher for line-up and roll call.
- Students will return to class and be dismissed.

The procedures for fire evacuation during lunchtime are as follows:

- All students assigned to the cafeteria will report to the front of the building. The faculty members and principals will keep order.
- Exit will be through the exits nearest the cafeteria.

LOCK DOWN PROCEDURES

There may come a time when a dangerous person(s) may attempt to enter the building intent on causing harm to our students. A lock down procedure puts a locked door between students/staff and the dangerous intruder. This lock down will include classroom doors as well as the external doorways leading into the school. In this way we can control access to the building and the students inside. Students will remain in a locked and secure area until the potential threat is neutralized. Communication with parents about a lockdown will be made using the most efficient mode possible.

TORNADO DRILL PROCEDURES

There will be two (2) drills in the fall and two (2) drills in the spring. Lunchroom students will go to the gym locker rooms and storage areas. Students should not be in front of doors. Students must remain quiet.

A series of short blasts will indicate the beginning of a tornado drill.

Students must be in a formed shelter area within two (2) minutes.

A signal will be given when all is clear.

EXTRACURRICULAR ACTIVITIES

Des Moines Christian School seeks to promote the development of the whole person through a variety of programs and activities. Opportunities for participation in the life of DMC outside the classroom give our students a chance to explore the many talents God has given them. Our membership in the West Central Athletics and Activities Conference allows the students to compete in sports, fine arts and academic competitions. The student extra curricular activities program is designed to help students develop Christian friendships, learn social interaction, develop leadership abilities, and glorify Christ.

Home school students in grades 7-12 may participate in athletic or extra-curricular activities offered. They need to fill out the full registration packet and pay the appropriate fees.

When a scheduling conflict arises between an academic event and an extra-curricular event, the academic event will be given preference.

Sports

Each year, students participating in a sport need to provide a certificate of physical examination signed by a licensed medical professional and parent to the effect that the student has been examined and may safely engage in athletic competition. Practices will be held before or after school hours and on Saturday. Announcements concerning practices and games will be given to the students in school. There is a fee per student per sport for participation. This fee is assessed to student athletes after the first game of the season.

Des Moines Christian School offers several fall, winter, spring, and summer sports. Through the 2009-20010 school year, DMCS provides students with opportunities to compete with Urbandale High School

athletics. Your city of residence does not determine the location for sharing of a sport not offered by DMCS at DMCS.

90 Day Rule

The Iowa High School Athletic Association (IHSAA) and the Iowa Girls Athletic Union (IGAU) require a 90 day sit out rule for high school students participating in varsity level athletics. The purpose of this rule is to discourage recruiting of students. A high school student has eight semesters of eligibility in high school athletics.

- If they have not participated in a high school level sport when they move to DMC, they may participate immediately.
- If a student changes their living address, they are allowed to participate immediately (please check with us on this one as there are parameters).
- High school age students are allowed to participate in junior varsity level competitions during this 90 day sit out period.
- Home school students CANNOT be involved in their resident district in any way academically to participate in sports with DMC.
- The 90 days are calendar days and begin on the first day of official enrollment at DMC.

All questions should be directed to the athletic director for clarification prior to the beginning of the athletic season. Please make decisions about involvement in sports carefully, since eligibility may be impacted by any changes in participation. If you have any questions about DMCS' sharing arrangement or eligibility issues, do not hesitate to speak with the Athletic Director or Principal.

High School Sports

Football	Track
Volleyball	Softball
Boys Soccer	Baseball
Basketball	Golf
Cheerleading	

Contests

Conference Art Fair	ACSI Fine Arts Festival
Knowledge Bowl	Conference Honor Band
ACSI Speech Meets	Math Counts
ACSI Creative Writing	

Secondary Honors

National Honor Society

HS Activities

Student Government	Art & Music Festival
Science Fair	Spring Musicals/Play
Speech Meet	All State Band
Community "Impact" Day	All State Chorus
Prom	Drama
Homecoming	National Honor Society
Senior Class Trip	Show Choir
Career Day	Student Publications (Media class)

JH Extracurricular Activities

Volleyball	Conference Art Fair
Football	Knowledge Bowl
Basketball	Spelling Bee
Track	Math Olympics/Math Counts
Baseball (summer after Grade 8)	ACSI Fine Arts Festival
Softball (summer after Grade 8)	Conference Honor Band
Speech Meet	

Student Government

The responsibilities of the student government of DMCS are many and varied. They include promoting the Christian atmosphere of the school; sponsoring school social activities; fostering communication; advising the principal; and working with the staff, faculty and administration to improve the overall quality of the school. We have established effective qualities for leadership as outlined in *1 Tim. 4:12 – Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.* The student body nominates their peers who they believe do an effective job of living out these qualities on a daily basis. The list of nominated students is then given to the faculty to review. The faculty may remove any student they believe is not an effective example of the leadership qualities. The remaining students on this list are then invited to participate in student government.

Student government runs as a council with all members having equal authority. The council is facilitated by the senior class representatives. Student government representatives are involved in leadership development opportunities throughout the year to help them develop into more effective leaders.

Extracurricular Eligibility Policy Code No. 603.9

Des Moines Christian School encourages students to be involved with extracurricular and co-curricular activities as an integral part of the educational experience. The eligibility standard for participation in these activities is to maintain a minimum grade point average of 1.67 (C-) and have no "F's" on a weekly basis. An "F" is a cumulative grade in the class and not an individual test/assignment grade. The eligibility report will be printed on Tuesdays. Students not meeting the eligibility standard at the end of one week will be placed on probation for the following week. The probation period will begin on Wednesday and end on the following Wednesday. Parents will be informed as soon as the list is available by telephone or e-mail.

During the probationary period, students are allowed to attend practices and games as usual. At the end of that week, if the student continues to have an F or be below 1.67, they will be ineligible to play for one week. They are able to take an eligibility form to their teachers at any time, but will not be eligible to play until they have been out for one week. If they have raised their grade in the one class, but have a new failing grade in a second class, they will be placed on probation for one week for the new class F, following the steps above.

Ineligibility is defined as no participation in practices and performances/games until the conditions for eligibility are met. This eligibility policy covers all non-graded school activities. Examples included but not limited to are: sports, student council, cheerleading, worship team, drama.

The eligibility for summer sports is slightly different. If a student fails 2nd semester of a class, they are ineligible for 20 days according to rules from the IHSAA and IGAU.

Extracurricular Good Conduct Policy

The following is a list of violations and consequences to behavior that is detrimental to the witness and testimony of DMCS. The school principal, athletic director, music director and coach will be responsible for carrying out the following penalties.

LEVEL I: The use of drugs, alcohol, and tobacco (smoking and smokeless), stealing and vandalism are prohibited.

- 1st Occurrence: 1. Voluntarily admitted-off the team for 1/3 of the season.
 2. Not voluntarily admitted – off the team for one-half of the season.
- 2nd Occurrence: Permanently removed from the team for the season.

LEVEL II: Inappropriate language (swearing).

- 1st Occurrence: 1. Voluntarily admitted-off the team for one game
 2. Not voluntarily admitted-off the team for two games
- 2nd Occurrence: 1. Voluntarily admitted-off the team for two games
 2. Not voluntarily admitted-off the team for four games
- 3rd Occurrence: May result in missing up to 1/3 of the season

LEVEL III: Technical foul, taunting, retaliation, poor sportsmanship, and poor attitudes.

- 1st Occurrence: Coach will meet with athlete and parent(s) and the student will sit out for a portion of the next game.
2nd Occurrence: Off the team for one game
3rd Occurrence: Off the team for two games
4th Occurrence: May result in missing up to 1/3 of the season or dismissal from the team.

All technical fouls will be reviewed by the Athletic Director who will determine the severity of the foul. If the foul is caused due to retaliation, taunting, or swearing, then the athlete will be off the team for one game. If the violation occurs again, then the athlete will miss two additional contests. The third offense may result in missing up to one third of the season, or dismissal from the team.

Ineligibility must be served before an athlete participates in any other sport. If the athlete is suspended at the end of one season or school year, then the ineligibility will carry over to the next sport or school year.

FIELD TRIPS

Periodically, classes take trips to interesting and educational places. Parents will be notified and must sign a permission slip for the student to go. Students are responsible to the classroom teacher while on the buses and at the site and also to any parents who are chaperoning. If you plan to chaperone, DMCS asks that siblings not accompany the parent on field trips.

GUIDANCE OFFICE

Des Moines Christian School employs a full time school counselor in our guidance office as an integral part of our educational program. Our school counselor provides college/career planning services as well as brief personal counseling and family consultation. The counselor's function allows the school to more completely address the academic, spiritual and social/emotional needs of our students.

HOMEWORK POLICIES - Code No. 603.3

Homework assigned by teachers at DMCS must be completed on due dates. Teachers will keep students accountable for homework and require that it be completed. Homework that is missed due to excused absences can be made up. **The students are responsible to go to their teachers to find out what work should be made up.** Students should check the teacher's lesson plans on schoolnotes.com. If the student is absent for longer than 2 days, you may e-mail the teacher directly to see if there is additional work beyond what is on NetClassroom at dmcs.org. One day will be allowed for make up work for each day absent. **All make-up work must be completed and turned in within 5 days** after the absence unless other arrangements have been made with the teacher.

This policy does not apply to tests. Students who are aware of a pre-scheduled test may be asked to take that test when they return. If additional instruction is required after the student's return, the teacher will provide that and then schedule the make up date for the test. **NOTE: The previous procedure of "Gone a day, get a day" does not apply to tests.**

Late Work is work not turned in on time without good reason. Being gone for an illness or other excused absence is **NOT** late work. Teachers may choose to not accept any late work or accept it but at a reduced credit level. It is clearly in a student's best interest to turn in their work on time.

Teachers will attempt to assign homework in a judicial manner in keeping with the following general rules: middle school students should have no more than one to two hours of work per night; high school students should have no more than two or three hours of work per night.

Teachers will not make homework assignments on Wednesday night that are due on Thursday, unless class time is allowed to complete the work or scheduled in advance. This is in recognition of the fact that Wednesday night is traditionally "church night". **Major tests will not be scheduled on Thursdays** unless approved by the administrator or planned in advance.

Date of Adoption: Jan 14, 1992 Revised: Jan 19, 1998

HOURS OF SCHOOL DAY

School hours are from 8:20 a.m. to 3:30 p.m. Except for those with specific responsibilities, students will wait in the cafeteria prior to 8:10 a.m. We ask, therefore, that your children not arrive any earlier than this time. Students will be asked to leave the building after 3:35 p.m. if they are not under staff supervision.

ILLNESS OR INJURY

Parents must not send children to school who are ill. Students who become ill at school should notify their teacher and report to the school nurse/health office.

The health office is a temporary place for ill students until a parent can pick them up. Every effort will be made to make the student comfortable.

The school nurse or qualified designated personnel may not diagnose injuries or illness. First aid will be provided.

Parents/Guardian or adult designated by parent must sign their child out in the academic area Principal's office when they pick up their child. High school students may sign out, with a pass from the school nurse indicating that their parent has given approval for the student to go home. The school nurse or qualified designated personnel will have final say as to whether an ill student may drive home.

The school nurse may administer up to 5 doses of ibuprofen or acetaminophen without a doctors order, with parental permission. All other medication must come to school in the bottle obtained from the pharmacy with the correct prescription label. Over the counter medications must come to school in the original manufacturer's container and with an authorization from the parent and licensed health professional.

Date of Adoption: October 15, 1991 Revised: July 1, 2003

INTERNET POLICY

To gain access to the Internet, all students must obtain parental/guardian permission and must sign and return a permission form to the office. The permission form will need to be completed once during the student's 7-12 years. (See Appendix)

LUNCH AND MILK INFORMATION

Hot lunch is available, through cooperation with the Urbandale Public School system. Milk is included with each hot lunch and available for students bringing sack lunches. On days when the public schools are NOT serving lunch, but DMCS IS IN SESSION, hot lunch and milk will still be available. Announcement of the menu will be posted in the classroom, and available on the website www.dmcs.org.

Federal Free and Reduced Lunch Program

DMCS does participate in the Federal Free and Reduced Lunch Program. Applications are available at any time in the main office. If your student is part of this program but brings a sack lunch, s/he will be charged \$.30 for milk should they wish milk with their sack lunch. The Federal Free and Reduced Lunch Program does not cover the purchase of milk with sack lunches.

Lunch Room Policies

DMCS has a closed campus policy. Students may not drive their cars or leave the school grounds during the lunch period. Students may leave the building for lunch only when accompanied by a parent (for special occasions) and with the approval from an administrator. Students who leave without permission may receive an automatic in school suspension.

Seniors who wish to leave the building for lunch **MUST** have written permission from their parents in advance.

Students may invite guests for lunch such as parents, alumni and student youth pastors with an administrator's approval.

Ordering food from an outside source at lunch by secondary students will be allowed on a limited basis and without disruption to the educational environment:

- To be used for special occasion: birthdays, going away party, etc.
- Students may not use class time for ordering food or collecting money.
- Students should gain office permission to order food.
- Ordering can and should be done by a parent outside of school.
- The administration may suspend this privilege if abuses occur.

The individual lunch room supervisors will set rules governing lunch periods. These rules should be observed at all times.

Two microwaves are available for student use. Please be considerate of other's time restraints and only bring items that use a minimum amount of microwave time.

Tickets and Payment

Hot lunch is available from the school. Milk is available for students bringing sack lunches. Family lunch accounts are computerized. Each student is issued a ticket with his/her name and a personal bar code for the school year. The bar code number relates to the family account code. This ticket may be used to purchase hot lunch and/or milk.

Similar to a checking account, money put in the family account is deducted when a lunch and/or milk is purchased. When the family account is out of money, the student is notified. There is a \$10.00 credit limit. When the account is overdrawn by \$10.00, no more credit is given and no more lunches and/or milks are available for the student to purchase until enough money is placed in the account to pay the outstanding amount and provide a draw for lunch charges.

Statements will be emailed to parents and are available on-line through the dmcs website. All students' lunches in a family may be paid by one check. Please help us maintain accurate records by writing "lunch account" on the memo portion of your check and the student's last name if different from yours. Lunch checks must be a separate check. **PLEASE DO NOT** include lunch payments with other payments being made to the school. When sending cash, please place the money in an envelope with "Lunch Account", the student and family names listed, and the amount enclosed.

MESSAGES AND DELIVERIES

Only emergency messages and deliveries from home are relayed through the office.

MINISTRY OPPORTUNITIES

One goal of DMCS is to help students find God's calling upon their lives. Various ministry opportunities are available to assist young people in finding God's plan for their lives. A few of the options are:

Christian Service: Some Bible classes have a Christian service component. Students may find their own ministry-related area of service and earn Bible credit for their participation.

Prayer Partners: Bible classes may pair high school students with lower grade students for prayer and activity. The older students learn what it means to be a "role model" and the younger students gain important attention from "heroes" whom they learn to imitate.

Chaplain Program: Each class elects a class chaplain each year to serve the needs of the class spiritually. These individuals help organize class devotions and encourage the other students to pursue their walk with God.

Internships: For students interested in ministry as a career, an internship with a church or para-church organization can be arranged for credit. See the guidance counselor for more information.

Habitat for Humanity: Opportunity for community involvement is available for students 9-12 to work with the Habitat for Humanity program. Students spend a day on-site helping the local chapter build a home.

Impact Day: One day is set aside each year to work with another local community organization. Students may do painting, general clean up or grounds-keeping work for area non-profit organizations.

DMC Day Care Center: Students may be given the opportunity to work with the children on site in our day care center.

PARENT-TEACHER FELLOWSHIP (PTF)

The purpose of the PTF is to serve and support the parents, administration, teachers, staff, and students at DMCS. All parents are automatically members of the PTF. The PTF by-laws, Policy Manual and stewardship sign-up sheets are available in the office. All Des Moines Christian school parents, teachers, and faculty are encouraged to participate. There are a wide variety of activities and projects available – some require a lot of time – others just a minimum.

PERSONAL PROPERTY AT SCHOOL

The school cannot stress enough the importance of students assuming personal responsibility for the safekeeping of all personal articles as well as those assigned to them by the school. The temptation to steal is sometimes too strong for a given student and they choose to take something that does not belong to them. Please report when this occurs immediately. We will do what we can to track down the missing property, although we are limited in this process. In serious cases, a police report can be filed with the Urbandale police department.

DMCS offers these guidelines:

Students are responsible for their valuables. They should not bring money except for school purposes. Pad locks are provided at the beginning of the school year for each locker. **It is recommended that students use the school provided locks on their lockers and in the gym.** A \$5.00 fee will be charged to students who do not return the padlock at the end of the year.

Articles lost or stolen should be reported to the classroom teacher immediately.

It is recommended that each student have his/her personal possessions clearly marked for easy identification.

Students will be assigned a locker. Due to limited locker space, students may share a locker with another student.

No student is to bring his/her own athletic equipment to school unless requested to do so by his/her teacher or the physical education teacher.

No cell phones, radios, cameras, MP3 players, Ipods or other musical devices may be used during class time (8:20-3:30). If the student has prior authorization, then the item must be left under the teacher's supervision.

PETS AT SCHOOL

Students bringing pets from home should have a rabies certificate with them and permission of the classroom teacher.

PHYSICAL AFFECTION

Hand holding, kissing, and embracing are not proper in a school environment. Students are expected to act becomingly and appropriate as young Christian men and women.

PICTURES FOR THE YEARBOOK

Student pictures for the school yearbook will be taken in the fall and may be purchased by the students. A yearbook may be ordered in the spring and will be distributed in the fall of the following year. (Senior pictures for the yearbook must be a digital head-shot, measuring 2 ½" x 3" billfold size submitted by December 1. An additional vertical pose of your choice should be turned in to the office for the wall composite picture.)

SEARCH OF STUDENT LOCKERS, SCHOOL FACILITIES

School officials may at any time conduct such searches as are essential to the security, discipline, and sound administration of the school. Students and their lockers may be searched when there is probable

cause to believe that the student possesses an item, the possession of which constitutes a criminal offense, under State Law.

SPIRITUAL LIFE

Spiritual life at DMCS is of fundamental importance. The center of spiritual life is the weekly chapel service. Worship, prayer, testimonies, films, teachers and pastors make up the roster of chapel activity. It is important for students to seriously participate in the chapel hour and help to make it meaningful and worshipful. Other aspects of spiritual life at DMCS include the following activities:

- Spiritual Emphasis Retreat
- Christ-centered social activities
- Student Leadership Retreats
- Devotions in homeroom
- Prayer Partner Programs
- Informal prayer and Bible study groups
- Worldview Week
- National Day of Prayer
- Habitat for Humanity

Through these activities and others, a Christ-centered environment is created and maintained. We try to manifest the spiritual life of DMCS in the classrooms, locker rooms, and hallways.

STUDENT RECORDS

DMCS maintains records on each student in order to facilitate the instruction, guidance and educational progress of the student. The records contain information about the student and his/her education and may include but are not limited to the following types of records: identification data, attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations, and external agency reports. Student records shall remain confidential, except according to the 1974 Privacy Act. The records of each student are located in a fireproof file at the school which s/he is attending.

The following information may be released to the public in regard to individual student of the school: name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, the last previous school attended by the student, and other similar information. **Any student, parent or guardian not wanting this information released to the public must make objections in writing to the respective principal, and this objection must be renewed at the beginning of each school year.**

TELEPHONE USAGE

The office telephone is available for emergency use only, with office staff permission. Students may only use cell phones during passing periods and during lunch time. Cell phones are not to be used during class time and ringers/vibrators must be turned off. Absolutely no text messaging during class time. Teachers may confiscate phones if this policy is being abused during class time. On the second offense, the phone will be taken to the office and the student can pick it up at the end of the day.

TEXTBOOKS

Academic fees help to provide such items as textbook rental and workbooks. Students should furnish their own Bibles, notebooks, assignment books, theme paper, pens, pencils, crayons, scissors, and paints. They are required to keep a book cover on each textbook checked out to them. Any book damaged or lost must be paid for by the student.

The following fees are charged for lost or damaged texts.

- 1-3 year old book
- \$10 will be charged if the student has significantly cut down the life of the book
- Full replacement cost will be charged for lost or destroyed books

Books older than 4 years

- Half price will be charged for books that are lost or destroyed.

The teacher and student should examine the condition of the book when it is issued. When the book is returned, the teacher and the student will assess a fee for damages. A missing page destroys the value of the book and the book will need to be replaced.

VISITORS TO SCHOOL

DMCS faculty and staff welcome parents, family and friends to visit the school with an appointment. The following guidelines pertain to school visits:

A parent, family or friend, who wishes to speak to a student, teacher or staff member must receive permission from the principal.

A parent or family member should first report to the respective principal's office.

In order to keep classroom disruptions to a minimum, only prospective students will be allowed to visit during the school day.

WITHDRAWAL

A parent who plans to withdraw a child from Des Moines Christian School must take the following steps:

Send a signed note to school stating the date and reason for withdrawal. The note should be addressed to the principal.

Obtain a withdrawal form from the office for signature of each assigned teacher before date of withdrawal.

Return completed form to the office before date of withdrawal.

Return all textbooks to school office before date of withdrawal.

Tuition contract will need to be assessed for current/delinquent charges.

The school your child will be going to will request cumulative health records.

Academic Information

GRADUATION REQUIREMENTS For 9-12th Graders

Students are required to successfully complete **57 credits**. A credit represents one semester of study. The educational standards and minimum requirements set by the Board will be strictly observed as stated in the Board Policy, Code No. 605.4. The breakdown of credits is as follows for the classes of 2002 and beyond:

Required Credits

Bible	8 credits (one for each semester at DMCS)
English	8 credits
Science	6 credits
Mathematics	6 credits
Social Studies	4 credits
American Government	1 credit
Economics	1 credit
Business Technology	2 credits
Health	2 credits
Physical Education	2 credits
Fine Arts	1 credit
Speech	1 credit
Electives	15 credits

The physical education requirement may be waived if a student enrolls in both **band** and **choir**.

Courses in the areas of math, English, social studies and science taken beyond the requirement are counted as part of the elective credits.

Graduation

Seniors who have not passed all of their required classes at the end of their senior year will not be allowed to walk across the platform at graduation. Their diploma will be issued to them when they complete the required number of credits.

SCHEDULE CHANGES

Once courses are selected and scheduled, adjustments will be made on a limited basis. Schedules may be adjusted if any of the following qualifications are met:

- Incomplete schedule
- Duplication of courses
- Teacher recommended level changes
- Re-enrollment in a course (s) in which the student received a failing grade
- Failure to meet a pre-requisite
- Courses out of sequence
- Computer or clerical error
- Course(s) required for graduation or grade level needed
- Misplacement due to inappropriate skill level for course

Adding or Dropping Courses

At the beginning of each semester, students will have a period of **five (5) school days** to add courses.

At the beginning of each semester, students will have a period of **10 days** to drop courses without penalty. Courses dropped **after 10 days** will result in a grade of **“F”**.

Procedure for Adding or Dropping Courses

- Obtain a drop/add form from the guidance office.
- Have all teachers involved in the schedule change sign the form.
- Changes involving the major academic areas must have a parent signature.
- Return the form to the secondary office before 3:30 p.m. of the **fifth** day of each semester to **add** courses or the **tenth day** of each semester to **drop** courses. Forms turned in after this time period will be invalid.

The schedule change will not go into effect until the above steps have been completed.

A student requesting to drop a course after the tenth day will receive an “F” grade for the course for the semester. Students electing to drop a course after the tenth day of the semester must follow the drop procedure. The student will be rescheduled for study hall for the period of the dropped course. However, full-time students must maintain the minimum **course load of five academic courses**.

If an instructor and the administrator recommend that a student withdraw from an academic course later than the tenth day of the semester, the student may withdraw from the course without a grade. In addition, if, for medical reasons, a student must drop a course, it may be dropped without a grade.

SCHEDULES WILL NOT BE CHANGED

- To accommodate students who want to be with friends.
- To accommodate students who prefer another teacher of the same course.
- If the change would overload a class or section.

GRADING POLICIES

Weighted Grading System

Des Moines Christian High School uses the following grading system to calculate grade point averages: Students who enroll in advanced placement courses, DMCS courses with advanced in the title, or take college classes for high school credit will be given an additional weight of one point on the four -point scale used for regular curriculum. Therefore, an “A” in a weighted course would be worth five points (with the exception of a failing grade).

Grading Scale

Grade	Range	Standard GPA	Weighted GPA
A+	98-100	4.33	5.33
A	95-97	4.00	5.00
A-	92-94	3.67	4.67
B+	90-91	3.33	4.33
B	87-89	3.00	4.00
B-	84-86	2.67	3.67
C+	80-83	2.33	3.33
C	76-79	2.00	3.00
C-	72-75	1.67	2.67
D+	70-71	1.33	2.33
D	67-69	1.00	2.00
D-	65-66	0.67	1.67
F	64-below	0.00	0.00

I – Incomplete: Work must be completed within two (2) weeks of grading date or grade will become and “F” grade. Exceptions are made in cases of extreme illness.

Marking System - Progress Reports

Progress reports are issued at the midpoint of the marking period for all students receiving a grade lower than a “C”. They may be issued at the discretion of the teacher anytime during the marking period up to two weeks before the end of the marking period.

Marking System - Report Cards

Some of the important goals of education: self-regulation, self-responsibility and development toward the objectives of the curriculum with emphasis on individual initiative. Grades naturally reflect the extent to which students are meeting the goals of a Christ-centered education. Report cards are issued at the end of each quarter.

Reporting/Parent-Teacher Conferences

The purpose of our reporting system is to give parents and children an indication of the progress, which is being made. Each student’s ability, attitude, application and achievement are taken into account in the grade, but the students are marked on actual achievement, not primarily on effort put forth.

In order for the parents to know first hand their child’s progress, there will be at least two conference periods each year in addition to the written reports. Parents are urged to ask for conferences at any time that they believe they are necessary. The teachers and principals welcome such opportunities. A student’s progress and daily assignments may also be monitored through a secure web-site called NetClassroom. From the DMCS homepage select NetClassroom and enter your ID and password. Families may obtain their student’s logon ID and password from the office. Teachers will update these records weekly.

Students should be encouraged to work for achievement as such, not for grades. They should learn to work in order to achieve and please the Lord (Colossians 3:23). Please do not compare your child's grades with those of another.

Calculating Grade Point Average and Class Rank

At the end of each semester, cumulative grade point averages (GPA) are calculated for each diploma student. These are computed by assigning the corresponding weight to each grade.

For senior high students, each semester the highest cumulative GPA in the class is assigned rank 1, the next highest is assigned rank 2, and so on, until each diploma student in the class has been placed in the class rank. **GPA's with a difference of less than .001 are assigned the same rank.**

Valedictorian/Salutatorian

DMCS identifies the top students academically based on their cumulative GPA. The top student is identified as the **valedictorian** and the second ranked student becomes the **salutatorian**. This task is more difficult than it sounds given the range of academic experiences our students engage in. Mixing the credits and grades from various schools like Central Campus, DMACC, and Drake bring the challenge of equity close to home. **We officially identify the rank in class (RIC) at the end of the first semester.** This allows students to begin reporting their RIC to colleges to which they are applying throughout the remainder of the year.

If the cumulative GPA of two students is closer than .001, we officially rank them the same. This means there could be two valedictorians or salutatorians in a given year, which is acceptable.

National Honor Society

DMCS is a member in good standing with the National Honor Society. This organization values service, scholarship, character and leadership. Students with a 3.5 cum GPA are eligible for consideration. A faculty committee reviews the students regarding service, character and leadership. Students who are approved become members of the National Honor Society. A formal induction ceremony is held in December to officially welcome these students into NHS. It is an honor to be selected for National Honor Society.

Framework for Assessment

This section began as a discussion at a secondary staff meeting that attempted to answer the question, "What do we believe about assessment?" We found the discussion enlightening and provocative. It seems nothing is as powerful in education as assessment and yet so little understood or discussed, particularly with parents. This section is our attempt to clarify what we believe about the issue of assessing student achievement.

Indicator of learning – Assessments are designed to communicate information from student to teacher about academic progress. If a teacher gains little or no information about a student's level of understanding in a given subject matter, the assessment has little value. In the same way, if students have no opportunity for feedback from the assessment, they gain little from the process. There may be no opportunity for the student to change the outcome of some assessments, such as final exams, but there is much learning that can take place from going over the exam or project after completion.

An effective assessment will accurately measure what a student knows provided the assessment covers the material taught. This can be more of a challenge than what it sounds like given the use of both textbook driven assessments and teacher-made assessments. Both types of assessments have merits. A textbook company designed assessment is easy to use, but the material must be covered as it was presented in the textbook in order for it to be a reliable measure. A teacher designed assessment can be tailored for a chapter/unit, but could lack reliability and validity as well as be much more difficult to write. Regardless of its type, an assessment must communicate information about student learning.

Levels of Assessment – One discovery in our discussions was that assessments occur at different levels. These differing levels also brought differing levels of consequence. At the low end of this scale would be a spelling pre-test. These could be done weekly as a practice test in preparation for the final test later in the week. Its purpose is to highlight which words need to be studied more closely than the rest. It is an assessment, but its purpose is more instructive, in nature.

Further up on the scale of assessments would be a unit/chapter test. Most subject areas cover a unit or chapter from the textbook and then assess learning in that unit/chapter. This is a better educational practice than doing one final assessment at the end of the course because it allows the brain to process information more effectively. There will be multiple unit/chapter tests throughout a course. There will still be some instructive value in this level of assessment. For example, a teacher could identify a class trend in a given concept and realize that they need to spend more time on that concept before proceeding. The teacher could reassess learning after a process of re-teaching had occurred. The consequences of a unit/chapter assessment would be higher than a weekly spelling test, but lower than a final exam. At this level, a teacher might allow a re-test under certain circumstances.

At the highest level of assessment would be a final exam/project. This is a student's opportunity to demonstrate what they cumulatively have gathered or know about a given subject area. We do a culminating activity at the end of each semester. This may be a pencil and paper type of assessment or a project of some type. The consequences of these assessments are quite high and are reflected in the grading process for the semester (16% of the semester grade). There would be no re-testing allowed at this level. This level of assessment would also be less instructive in nature. A final exam is a student's opportunity to demonstrate what they have learned.

Flexible and authentic – Not all courses were created equal! Does it take as much time to master algebra as it does a particular technique in art class? How does a performance class such as choir compare to a literature class when it comes to assessment? Even though our course offerings are very different in nature, we allow the same amount of time for each class – 45 minutes per day for five days for either 18 or 36 weeks. This lock-step model of secondary education is very traditional and currently governs how we are accredited, which means it is difficult to deviate from. We do, however, have some latitude in our assessment practices.

Due to the variability in the courses we offer, it is foolish to believe that one type of assessment will work in every course. Teachers have flexibility in choosing or creating the type of assessments they use in a given situation. In fact, students need to have multiple types of assessments presented to them in a given course to allow them to demonstrate their progress.

Much has been written about authentic assessments. In short, it involves tailoring the assessment so that it most accurately reflects the material being assessed. For example, is the best way to assess a student's mastery of an artistic technique with a paper and pencil test? Probably not. The student should demonstrate his/her ability by actually performing the technique. However, there would be nothing to preclude the student from writing about the originator of the technique or answering multiple-choice questions about the process of the technique.

It is easy to get out of balance with the concept of authentic assessments. In fact, there are schools that have done away with paper and pencil assessments (particularly standardized tests such as ITBS) because they do not believe they are authentic. While there can be some truth to this claim, we believe the reality of the world is that students will be asked to take paper and pencil tests, and therefore, need to be prepared to take them. The reverse is also true. As an employee, our students will be asked to complete a task at work such as a project or proposal, far more often than a paper and pencil test to assess their progress. Our goal is to provide a flexible and authentic balance between the two extremes.

Grading Policies

Semester grades on transcripts will not be changed, except for clerical errors.

Credit for any given course can only be applied once toward graduation requirements.

Only high school level, semester grades earned during 7th through 12th grade affect the cumulative GPA – quarter grades do not.

Honors for Academics

Students will be recognized for their academic achievement. An "Honor Roll" is published at the end of each semester. The honor roll is divided into two categories. Students with a semester grade point average of 3.0 to 3.49 qualify for "Honors." Students with a grade point average of 3.5 or above qualify for "High Honors."

Spiritual Assessment

Assessing growth is a significant educational issue. Teachers are charged with the responsibility of reporting student academic growth to parents in their subject area. As a Christian school, we have the added responsibility of disciplining young people to a deeper walk with God. In the same way we report academic growth to parents, we need to report spiritual growth to parents. Teachers are specialists in adolescence. A given teacher at DMCS works with approximately 100 students a day each year. Teachers see your child 6-7 hours a day five days a week away from home. That adds up to a great deal of experience knowing typical from atypical student behavior.

Teachers bring that broad perspective when assessing student’s spiritual growth. When you see a hundred students each day, it becomes easier to see which ones are living out their faith and which ones are not.

Parents are responsible for the spiritual life of their children. Our goal in providing this feedback is to support parents in the most important of parental tasks, passing your faith on to your children. This is one way teachers can help support parents in that process.

The Bible is clear that no man can know the heart of another man. This process is not intended as a judgment about whether your child is a Christian or not. However, the Bible is also clear that we can know a Christian by the fruits of their life. This process is intended to give you feedback on the “fruits” of your child’s life.

Teachers may/will give you feedback in these areas: Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. This feedback may occur formally during parent/teacher conferences or informally during a less structured conversation. As with other areas of assessment, this is a two-way street. Feel free to contact your student’s teachers and request information of a spiritual nature whenever you desire.

MISCELLANEOUS

ACT National Testing Dates

ACT registration packets may be picked up in the secondary office. National dates are as follows:

Test Date	Registration Deadline	Late Fee Required
September 12, 2009	August 7, 2009	August 8-21, 2009
October 24, 2009	September 18, 2009	Sept. 19-Oct. 2, 2009
December 12, 2009	November 6, 2009	November 7-20, 2009
February 6, 2010	January 5, 2010	January 6-15, 2010
April 10, 2010	March 5, 2010	March 6-19, 2010
June 12, 2010	May 7, 2010	May 8-21, 2010

Advanced Placement

Through AP Programs, students may pursue college-level studies while at Des Moines Christian High School. At the conclusion of the course students may elect to take an examination which may qualify them to receive college credit. The cost to the student for the examination is approximately \$80. This program highlights both the academic quality of the faculty and the intellectual competence of our students.

Dual Credit for College and High School

One course currently offered at DMCS is now available for college credit through Des Moines Area Community College. AP Calculus can now be taken for dual credit – high school graduation credit and college credit through DMACC. Students can gain 3 hours of college credit for \$100. A representative from the community college will meet with students during class sometime during the first two weeks of second semester to register them for college credit.

Talented and Gifted Program

God gifts us all in different ways. For some He gives a double dose of academic gifts. Those students are frequently ready for additional academic challenges beyond what occurs in the regular classroom. We have always allowed students to accelerate to the next level of coursework if they were ready, which is one TAG strategy, but there are others. Some students need the assistance in one area and some are ready for challenges in several areas. Our school academic data shows that we have a higher percentage of students than most schools who can tolerate more academic challenge. Given this, it made sense to focus in more on meeting the needs of those students. At the junior high level, identified students can participate in a TAG exploratory class (in place of one of the regular exploratory) during quarters 2 and 4. They will be notified by the instructor if they have qualified for the program. Students will work with the academic competitions for students and help teachers plan more challenging lessons/activities for the TAG students in their classes. There is a cost for the junior high exploratory class which is \$200 for a semester. The TAG teacher will function as an advocate for gifted students at the high school level. There is not a regular class time for high school students. There is no charge at the high school level since the amount and type of contact for high schoolers will be so different.

Homeschool Coursework

Coursework that a DMC student takes at home under the direct supervision of their parent, that is to count towards a DMC diploma will be counted on a Pass/Fail basis only.

Building Your Future: 2007-2008 College Entrance Requirements

University	Science	Math	Social Studies	English	Foreign Lang
Cedarville	3 years Biology Physical Science Chemistry	3-4 years	3 years	4 years	3 years of same language
Dordt	2 years	3 years Algebra Geometry Advanced Course	2 years	4 years	2 years of same language to enter; 3 or more to graduate
Drake	Prefers student have a strong college prep background. Some colleges within Drake University have specific course requirements.				
ISU	2-3 years Chemistry Biology Physics	3 years Algebra Geometry Adv Algebra	2 years	4 years	2 years of same language; 3 to graduate in Liberal Arts & Science
Northwestern St. Paul, MN	2 years Biology Chemistry Physics Physiology	3 years	3 years	4 years	2 years of same language
U of Iowa	3 years Chemistry Biology Physics	2 years of Algebra 1 year of Geometry	3 years	4 years	2 years of same language; 4 years to graduate in Liberal Arts & Education
UNI	3 years	3 years including Advance Algebra	3 years	4 years	None to get in; 2 years are required to graduate
Wheaton	3-4 recommended	3-4 recommended	3-4 recommended	4 years	2-3 of same language

College Prep Curriculum

As a college preparation school, one of Des Moines Christian's primary goals is to develop in each student the academic skills necessary to successfully continue his or her education after graduation. The four-year curriculum is tailored to achieve this result while simultaneously instilling intellectual curiosity and a worldview in keeping with Christian principles.

Early Graduation

Des Moines Christian School will allow students to graduate early upon successful completion of all requirements in the handbook and upon approval from the administration. Students finishing all of their credits by the end of the first semester of their senior year may request early graduation. The student's accounts must be paid in full. In addition, students must agree to abide by the school's conduct code during the second semester even though they are not in residence at the school in order to be eligible for commencement exercises.

Request for early graduation forms may be obtained from the guidance office. DMCS will not allow early graduation without parental approval.

Enrollment Requirements

Full time students are required to enroll in **5 academic courses**. All full time students (5 or more courses) must **enroll in Bible each semester**. In order to graduate from DMC, students must have enrolled in Bible each semester.

Part-time students must first meet Des Moines Christian enrollment requirements. After acceptance, part-time students are permitted to enroll in one or more classes. Academic fees for part-time students are per student, per year basis, and vary according to the textbook(s) being used in the course(s) selected. These fees are charged to the student's tuition account(s) and are non-refundable.

Students entering DMCS in their senior year will be exempt from the official class ranking.

Extra Credit

Various teachers utilize extra credit opportunities in their classes. Extra credit at DMCS is designed to be an enrichment opportunity for students. It will not count for more than 5% of their overall grade and must be available to all students equally in a given class. It is not designed as a safety net to boost a student's grade if they have not done the required work throughout a grading period. There are occasions when a student needs an alternative assignment or assessment based on their unique needs. These arrangements are worked out with the teacher, but do not constitute extra credit.

Final Test Policies

Students will not be allowed to take tests early or late. The only make-ups for finals are in the case of illness. Other reasons for absences will not be acceptable such as vacations, appointments, etc. **Students may forfeit the test grade if absent for these reasons. Families requesting an exemption from this attendance policy during final exams are to submit the form found in the appendix of this handbook at least 30 days prior to finals.** This written request is submitted to the principal who, along with the superintendent will approve or reject this request in writing. Rejected requests may be appealed to the board through the conflict resolution process. Forms are included in the Appendix for families seeking an alternate schedule for final exams.

DMCS requires comprehensive culminating activities and/or tests in the academic areas at the end of each semester. These tests are designed to review and reinforce learning from the entire semester (16% of the overall semester grade.). These test sessions are a major priority for the student.

Due to the unique nature of final exam time it is paramount that students be in school during that time. One of our consistent challenges at semester's end is the start of family vacations both during Christmas break and summer vacation. While we certainly support families spending time together, these absences create a great deal of difficulty for school personnel. These requests to take exams early or late create a number of challenges.

Security – It is difficult to guarantee that a student who is allowed to take an exam early will not communicate the contents of that exam to classmates. The only antidote to this is for the teacher to create a second set of exams for the student who takes the final early, which creates additional work load for the teacher.

Equity – A student who takes the final exam after the vacation clearly gets several days of potential preparation for the final exam, which is an unfair advantage in comparison with the rest of the students in that class.

Logistics – The average student will have 3-4 traditional tests during their semester exams (the remainder will be projects or other types of alternative assessments). If each of those exams is designed to take 60-90 minutes to complete, when and how are they to complete them? To do so before they leave or after they return means they will be missing other instructional time in class. The teachers are unavailable to actually oversee the exam because they are with the rest of the class, meaning they are unable to answer questions or clarify issues. This means the office staff must oversee 3-4 exams per student. If there are 5-6 students who need to make up these exams due to vacations, in addition to those who will be ill during finals, you can see that this becomes a monumental task.

We set aside the last three days of each semester for final exams. We welcome family travel at any other time during the year, except those six days. The purpose of the policy is not to penalize you or your child for missing school. The purpose is to maintain some measure of structure in the assessment process. It doesn't take long to see that 330 families all coming and going randomly creates chaos in the learning environment.

Attendance policies assure some measure of consistency in the instructional process. It is pointless to teach a class when a large percentage of the students are gone. It is also a highly inefficient manner in which to operate an educational system. The best solution is to make sure students are in school when school is in session. This is particularly true for final exam time.

Granting an exception to this attendance policy for a family to vacation also creates a dilemma regarding consistency of enforcement. As soon as one family is allowed to bypass the policy, the school must do likewise for everyone. The best and only real solution is to make sure students are in school during final exam time. I ask your assistance in making sure this happens.

NCAA Eligibility

Any student athlete desiring to compete for a NCAA affiliated institution must register with the NCAA Clearinghouse. Specific guidelines must be met to be eligible for recruitment by any NCAA college or university. See your guidance counselor or contact the NCAA's Web site at www.ncaa.org.

Off Campus Resources

One of the benefits of living in a metro area such as Des Moines is the numerous educational resources that exist such as DMACC, Central Campus and Drake University. This allows DMC students the opportunity to extend their learning in areas not found at DMCS. There are, however some parameters which surround this opportunity. Since a student's primary educational location is DMCS, our courses will take precedence. It is also important to know that these other opportunities are not faith-based. Anytime a student takes a class from another institution, they leave behind the faith integration provided at DMCS. Requests for credit from non-DMC classes should be submitted to the principal in writing prior to taking the course.

All DMCS classes must be taken in their entirety: None of the aforementioned educational opportunities have schedules that match ours. Therefore, to schedule one class at Central Campus means a student will have to schedule that class so that no class time is missed at DMCS. This could mean that an extra class period may need to be calculated in to the process to allow for travel time.

Required DMCS classes must be taken at DMCS unless administrative approval is granted prior to the class being taken by the student. (Exceptions can be made for transfer students.)

Six (6) elective credits may be taken by other means during the 9th through 12th grade years and count toward the DMCS grade point average, class rank, and graduation requirements. (Proportional adjustments will be made for transfer students.)

No more than six absences will be allowed during the time students are off-campus: Participating in an off-campus program means that a student must meet the requirements of two organizations instead of one. This will require more responsibility from the student, not less. Since DMCS will be the graduating school for a DMCS student, our courses are primary in a student's education. It is our assumption that if a student misses DMCS classes due to illness, they are also too sick to attend their off-campus classes as well.

Summer school opportunities are available for students as well. These experiences fall into a slightly different category than those described above. Details for these types of experiences are available in the guidance office. Written permission prior to taking the class should be submitted to the principal. DMCS offers an excellent college preparation educational experience. Due to our size in comparison to other metro area options, we recognize there are other opportunities we will not be able to offer and support that concept. All off-campus opportunities must be pre-approved through the secondary principal prior to scheduling.

Pass/Fail

Once the one credit of fine arts graduation requirement has been met, DMCS students may enroll in up to two fine arts courses per semester on the pass/fail option. The written approval of parents and the written notification to the instructor are necessary before this option is granted. The decision to take a course pass/fail should be made within the first 10 days of the class. All internships will be graded on a pass/fail basis.

JUNIOR HIGH SCHOOL PROGRAM DESCRIPTION

The need exists for students in grades 7-8 to be educated differently from elementary or high school students. Students in these grade levels need to gradually take on more and more responsibility in preparation for high school. By gradually shifting responsibility to the student over a period of two years, students will be much better prepared to handle the challenges and opportunities of high school.

In light of the need to prepare young people for more self-responsible behavior, the following goals are part of the DMCS Junior High program:

- a shift from teacher responsibility to student responsibility;
- increasing levels of decision-making responsibility to the student;
- gradually increasing schedule changes that require student organization and self-direction;
- exploratory course options to expose students to as many academic and skill areas as possible;
- broad fine arts offering to begin to focus student talent and interest; and a solid academic core program which focuses on basic education and study skills.

Desired Attitudes - Each student in the Junior High school will be more successful if they exhibit the following attitudes which affect their behavior:

- *Respect for Authority* - Students in the Junior High school must learn to respect and obey authority.
- *Self Discipline* – Every student needs to become self-directed and motivated in both academic and personal areas.
- *Responsibility and Follow-through* - Students are assuming more responsibility for homework and behavior. More freedom is directly linked to the ability to take greater responsibility.
- *Respect for God and His Word* – Junior High school students should show the proper attitude toward God and His Word. Behavior in chapel and in Bible class reflects a general attitude toward God.

HIGH SCHOOL COURSE GUIDE

BIBLE

Our ultimate goal is to teach the students to know God, love Him, enjoy Him and witness of Him in a life of service to God and man. The purpose of Des Moines Christian School is to assist the family in establishing quality education centered in the Bible, the inspired Word of God, for the development and growth of the complete person spiritually, academically, emotionally, socially and physically. God's Word, as revealed in the Bible, is the foundation for the truths we teach. Wherever truth is discovered or revealed, God is its source and creator. Jesus Christ is the sustainer of the truth, and the Spirit is the revealer of truth.

To fulfill graduation requirements, students must pass one semester of Bible for every semester they are enrolled.

Bible 9 - Basic Bible Doctrines

This course will acquaint the students to basic Bible doctrines. They will learn what doctrines are, their importance and value. They will develop scriptural support for each doctrine; God - Jesus Christ- Holy Spirit- Scripture- Salvation- End Times- Church- Creation- Nature of Man/Sin- Angels/Satan. Students will be taught in harmony with the DMCS Statement of Faith. We will discuss difficult issues without indoctrinating.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
BEGINS: SPRING
REQUIRED: 9th GRADE

Bible 9 - Bible Study Methods

In this class the students will learn about the development of the Bible and the formation of the canon of scripture, how we got what we have and use today. The second aspect of this course is for the students to learn and apply principles and methods of studying the Bible. As we learn a variety of Bible study methods we will be using them to dig into the riches and depth of scripture. And as a Bible study method we will be memorizing select passages of the Bible.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
BEGINS: FALL
REQUIRED: 9th GRADE

Bible 10 - Christian World

View/Ethics

This course is designed to train the student in understanding of world views. Students will formulate and integrate into their lives a Christian World View, which will apply to all areas of learning and life. Students will also develop an ability to understand ethical systems, the difference between Christian ethics and other ethical systems, and to give students a method of determining the ethical, Christian choice for dilemmas facing the world today. Students will, through class discussion, worksheets, and papers, give practical demonstration of applying Biblical principles.

LENGTH: 2 SEMESTERS
CREDIT: 2 CREDITS
REQUIRED: 10th GRADE

Bible 11 - Apologetics

The students will study scripture concerning the defense of our faith, grounding each student in his/her Biblical beliefs. These students will become knowledgeable in current philosophies and demonstrate an ability to give reasoned Biblical answers to the philosophies and issues in our world today. They will come to an understanding of various counterfeit religions and false world philosophies as they relate to Biblical Christianity. Through readings, projects, videos, lectures, assignments and discussion they will develop Biblical apologetic skills. Each student will be encouraged to pray for one another developing a love and unity among the class and a compassion for their entire world.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
BEGINS: FALL
REQUIRED: 11th GRADE

Bible 11 - Church History

This junior Bible class will take a historic look at the growth of our faith. This journey will include the roots of the Christian faith leading up to our current day evangelical Christianity.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
BEGINS: SPRING
REQUIRED: 11th GRADE

Bible 12 - Romans

Romans is the foundational book for the development of doctrinal beliefs. Through this course, the students will more fully understand such doctrinal truths as justification, adoption, sanctification, predestination and election, original sin, and glorification.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
BEGINS: FALL
REQUIRED: 12th GRADE

Bible 12 - Senior Seminar

The senior seminar class is designed as the culminating experience in the Bible department. Students have taken multiple years of Bible content leading up to the senior year and now will have an opportunity to apply what they have

learned. There is no additional content provided in this class. Students will have opportunities to create experiences in which to apply their Bible knowledge. Examples include logging community service hours, writing and illustrating a children's book which outlines the gospel message, writing their personal theology statement, creating a project of their own choosing, and doing a book study on a Christian book. Students may benefit from a flexible schedule for this class as they will need time to work on these various projects throughout the semester. The final project for this class will be presented publicly to a mixed group of peers, faculty and school board members.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
BEGINS: SPRING
REQUIRED: 12^h GRADE

BUSINESS AND TECHNOLOGY

To fulfill graduation requirements, a student must have two credits in Technology.

Computer Application I

This introductory course explores the many uses of the personal computer. This course provides a hands-on-experience with computer software applications. Microsoft Word and Excel will be utilized in this class.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
COURSE BEGINS: FALL

Computer Application II

This course continues the study of the first semester Computer Applications I. Microsoft Access and Power Point will be utilized.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
COURSE BEGINS: SPRING

Computer Graphics I

Students will be introduced to Graphic Design as a form of visual communication through the use of type, image, form, color, and visual hierarchy. Students will explore Adobe Illustrator, Photoshop and other computer applications to manipulate images and create inventive design solutions for a variety of projects. Students will also be required to produce a portfolio of all work completed in the semester.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
PREREQUISITE: ART I; 1 SEM COMP APPS I

Computer Graphics II

Students will use Graphic Design as a form of visual communication through the use of type, image, form color, and visual hierarchy as a means to transmit meaning and message. Students will continue building on skills and knowledge of Adobe Illustrator, Photoshop and other computer applications to manipulate images and create inventive design solutions for a variety of tasks. Students will also be required to produce a portfolio of all work completed in the semester.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
PREREQUISITE: COMP GRAPHICS I

Computer Graphics III

Students will use Graphic Design as a form of visual communication through the use of type,

image, form, color, and visual hierarchy. Students will continue building on skills and knowledge of Adobe Illustrator, Photoshop and other computer applications to manipulate images and create inventive design solutions for projects that could enhance our own school website and promote other DMC events. Students will also be required to produce a portfolio of all work completed in the semester.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
PREREQUISITE: COMP GRAPHICS I and COMP GRAPHICS II

Computer Programming

Students will be exposed to Visual Basic over the course of this class. A variety of applications will be utilized giving the student a basic understanding of how programs are developed. Students will be expected to use logic and mathematical equations in writing their programs. Students will become familiar with proper syntax use, if-then statements, begin-end, until loops, and other simple and compound statements.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS

Accounting

Accounting is for students who have a variety of career objectives. Some students desire beginning vocational preparation for accounting careers while others look forward to careers in related business fields for which mastery of some accounting knowledge, understanding, and application is needed. Students have an opportunity to enter accounting data into automated programs much like those found in the workplace. This course provides a firm foundation for any student entering a business field.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS

Audio Technology

This course is designed to provide students with the technical skills necessary to operate a sound and/or audio visual system. Students will be involved in setting up and coordinating chapels and special events. Special permission from the sound crew supervisor is required for entrance into this course.

LENGTH: 1 SEMESTER
CREDIT: ½ CREDIT
PREREQUISITE: INSTRUCTOR APPROVAL

ENGLISH

To fulfill graduation requirements, a student must complete four years of English, plus one semester of Speech.

AP Literature and Composition

This class focuses on the critical reading of the various genres of literature. Students will develop their abilities to read, analyze, and interpret a variety of short stories, novels, poems, and plays (mostly British and American) written over a period of time that dates from the Renaissance to the modern era. The main objective of this course is to effectively prepare students to take the AP Literature and Composition exam in May, for which students may earn up to six hours of college credit (one semester each of a general writing and literature course).

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: ENGLISH 9 & 10
GPA of 3.5

AP Language and Composition

This course is designed to develop students' skills in comprehending, analyzing, and using language effectively. Reading assignments are selected primarily from non-fiction genres (i.e. essays, journals, biographies autobiographies, histories, and editorials), and are used for written responses that compare, contrast, and analyze writers' styles, structures, and strategies, with an emphasis on expository, analytical, and argumentative writing. Emphasis is placed on helping students develop their stylistic maturity (e.g., increasing their vocabulary, using a variety of sentence structures, and becoming proficient in the use of rhetoric to control tone and maintain a consistent voice). This course is designed to prepare students for the successful completion of the AP Language and Composition exam in May. Students may receive up to six hours of college credit for composition courses.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: ENGLISH 9 & 10
GPA of 3.5

Creative Writing

This course gives students the chance to create other forms of written work, which are creative and not expository in nature. Students examine a selection from each of the major areas of study and then seek to pattern their work after the "masters." Areas of study include the short story, playwriting and dramatic production, poetry, and the novelette.

LENGTH: 1 SEMESTER

CREDIT: 1 CREDIT
COURSE BEGINS: FALL
PREREQUISITE: ENGLISH 10

English 9

This course provides a thorough review of basic grammar, usage, spelling and vocabulary. Students will learn to write expository paragraphs and essays using different methods of support. English 9 teaches the student to go beyond simple reading comprehension and provides him/her with an introduction to literary interpretation and analysis. Students read a variety of short stories, essays and poems along with two larger works—*Great Expectations* by Charles Dickens and *Romeo and Juliet* by Wm. Shakespeare.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
REQUIRED: 9th GRADE

English 10

This course provides instruction in advanced grammar concepts such as clauses, phrases, sentence structure, usage and mechanics, and a strong vocabulary base. Students are required to learn the definition, synonyms, antonyms, word etymologies, phrases & usage notes associated with each word entry. Students strengthen their skills in expository writing through writing essays and creating a research paper. This course also provides a thematic look at world literature beginning with a unit study in Genesis where the student learns the true beginnings of all things (including literature) and progresses chronologically from ancient literature to the 20th century. Longer works include *Antigone* by Sophocles, *Julius Caesar* by William Shakespeare, *Tartuffe* by Moliere, *Silas Marner* by George Eliot and *Lord of the Rings—The Fellowship of the Ring* by JRR Tolkien.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
REQUIRED: 10th GRADE

American Literature (formerly Eng 11)

This course is mainly a study of American literature, from the histories, biographies, and journals of the earliest colonists to the poetry, prose, and drama of our modern writers. Students will learn the literary terms pertaining to the various genres of literature, and will use these terms to effectively discuss and analyze the literature read in this class. Students will increase their understanding of formal grammar usage and apply it to their written work (i.e., answers to study/essay questions, vocabulary sentences, and

essays). Students will also gain proficiency in their oral communication skills through various oral presentations.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: ENGLISH 9 & 10

British Literature (formerly Eng 12)

This course surveys the literature of England from the Anglo-Saxon period to the modern era. The emphasis of this course is on developing better critical thinking and writing skills through analyzing, discussing, and writing about literature. Students will learn and apply various literary terms to their related genres of literature, for the purpose of discussion and literary analysis. Students will enhance their understanding of formal grammar usage and apply it to their written work (i.e., answers to study/essay questions, vocabulary sentences, and essays). Students will also gain proficiency in their oral communication skills through various oral presentations.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: ENGLISH 9 & 10

Media Productions

This class, *which is limited in size*, is designed to provide students with real-life work skills in the areas of accounting, business management, copy editing, digital & print photography, graphic design and video production. Students assume leadership, production and record-keeping roles as they work independently on projects as assigned by the sponsor. The primary projects of this class include creating a traditional print yearbook, a CD supplement with audio & video capabilities, numerous graphic design projects for sporting and fine arts events and the school newspaper. Staff is required to have good computer skills—knowledge of Microsoft Word, PowerPoint & Publisher is helpful. Some out of class work is also required such as photographing and reporting on school events. Students are evaluated on the timeliness and the quality of the submission of the assigned projects. In addition, students discuss the role of media in society.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: INSTRUCTOR

APPROVAL

Research Writing

This course is designed to help the college-bound student understand and use the research process. This process culminates in a major term paper, which is due at the end of the semester. In addition to this process, students will gain experience in essay, scholarship and grant writing.

Students are required to purchase a set of resources that will aid them not only in this class but also in their collegiate endeavors.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
PREREQUISITE: ENGLISH 10

Speech

This course will survey the various types/aspects of communication (i.e., listening, verbal, nonverbal, intra-personal, interpersonal, small group, public, mass, and intercultural), with an emphasis on developing public speaking skills. Students will learn the basic elements of the communication process, and the role each of these elements plays in communication effectiveness. Students will also develop their skills in speech preparation and performance competency as they prepare a variety of speeches and present them before a live audience.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
PREREQUISITE: ENGLISH 9 & 10

FINE ARTS

It is our belief that the fine arts are innately spiritual in nature and should be used to instill a greater awareness of God. Students are encouraged to develop the individual abilities God has given each of them in our classrooms. Our aim is for the student to grow to appreciate the creative process rather than gain satisfaction solely from the end results.

One credit is required to fulfill graduation requirements. Please note that some courses have audition requirements; others are open to every student.

Art I

This beginning high school art class is designed to assist students in developing a sense of visual design and self-expression. Within the areas included are art history, art criticism, aesthetics, and the product of artwork. Creative behaviors are encouraged, such as divergent thinking, problem solving, and craftsmanship. Specific media students work with include: painting, ceramics, printmaking, fibers, lettering, drawing, crafts, advertising & design, and mixed media.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS

Advanced Art

Students are required to complete one year of Art I prior to participating in this class. Students will focus on medias of interest and work in a studio atmosphere with the freedom to select their creative challenges. They must complete four large projects each quarter and produce artwork ready to enter in art competitions and shows.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: ART I

Concert Choir

The Concert Choir is open to all students in grades 9-12. Students learn sight-reading and some basic theory along with developing a healthy singing technique through individual and small group voice lessons throughout the school year. We also introduce some major choral works. Students are tested each semester on sight reading, identifying some major and minor keys,

and singing selected repertoire from memory. Students are asked to perform outside of the regular school day approximately two times a year for concerts.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS

Concert Band

This course is designed to develop a student's basic working knowledge of instrumental music fundamentals. It is open to all interested students who have had previous instruction on wind or percussion instruments. Students learn basic, intermediate and advanced theory. Music has many different styles. To receive a solid music education, students are expected to participate the entire year in marching band, concert band and pep band. Students are asked to perform outside of the regular school day three times a year for concert band, and 3-4 times a year for concerts. Additional fees may come with concert band that are not covered by the activity fee.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS

Jazz Ensemble

Jazz Ensemble is an auditioned group that plays a wide variety of "jazz" music from swing, Latin, funk and the blues. Students commit to extra rehearsals, competitions and other engagements outside the regular school day. Additional fees may come with jazz band that are not covered by the activity fee. Concert Band membership is required of all jazz band members.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: AUDITION

Victory

Victory is a select vocal ensemble which sings a wide variety of music. Students commit to extra rehearsals, performance and ministry engagements. Additional fees come with special group outings. Students are tested on sight-reading, basic theory, as well as singing selected repertoire from memory.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: AUDITION
BEGINS: FALL

FOREIGN LANGUAGES

Learning a foreign language is useful in the preparation for Christian missionary work, whether it is overseas or in the United States. The ability to speak the language and understand another culture is a valuable tool in ministry.

Most four-year colleges and universities require two years of the same foreign language for admission. Some require students to complete four years of a foreign language. This requirement is often waived if a student has completed four years of one language in high school. Foreign language is not a requirement for graduation at DMC, but may be taken for elective credit.

Spanish I

Students will be introduced to the basics of the Spanish language and culture. They will develop novice level skills in listening, speaking, reading, and writing the Spanish language. They will learn basic vocabulary such as telling time, basic nouns, greetings, numbers, colors, everyday verbs and objects. They will develop some awareness of and appreciation for the Hispanic culture as found around the world.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS

Spanish II

This course is a continuation of basic Spanish with emphasis on developing better language skills. Students will learn more advanced grammar. More vocabulary will be introduced covering such topics as daily routines, giving advice, hobbies, entertainment, household chores, health, and eating in restaurants. Cultural studies will also continue.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: SPANISH I

Spanish III

This course is for the student who wants to continue study of the Spanish language. A wider vocabulary is developed and there is more emphasis on language structure. Students do more reading and complete a video unit consisting of a familiar movie presented in Spanish with activities involving vocabulary, speaking skills, and writing skills.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: SPANISH I and II

Spanish IV

For the student who wants to study more Spanish, this course is a continuation of the Spanish III material with increased language development. More advanced reading and cultural material will be covered.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: SPANISH I, II and III

MATHEMATICS

Much of creation can be understood in a mathematical sense by recognizing either patterns or numerical constraints. The study of mathematics can help students to better appreciate the complex nature and design of our Creator, and to know Him more. The secondary mathematics program promotes learning in a “realistic” environment. Practical methods of problem solving will come as a result of a deeper understanding of math concepts.

To fulfill graduation requirements, students must pass three years of mathematics. Three possible sequences are listed to help your planning.

Math Planning Options

Option #1 – Algebra II, Integrated Math, Pre-Calculus, AP Calculus

- This option is available to qualified students who choose to take Algebra I in a single year during 8th grade.

Option #2 – Algebra 1, Algebra II, Geometry, Integrated Math

Option #3 – Algebra I, Geometry, Algebra II, Integrated Math

Those students who plan on only taking 3 years of math should consider taking math their senior year so that they are well prepared for college. Some colleges require a full year of Geometry. Students taking Integrated Math must either take Pre-Calculus or Geometry to satisfy this requirement.

Algebra I-Part 2

This is the second part of Algebra. Students who enrolled in Algebra I-Part 1 during 8th grade should enroll in this for 9th grade. This course sets a strong, solid foundation in working with negative numbers and proceeds to introduce algebraic concepts of variables, functions, relations, polynomials, systems of equations and inequalities, rational exponents, and quadratic equations.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: ALGEBRA 1-Part 1

Algebra II

This course completes the automation of the fundamental skills of algebra and is designed to meet the needs of college-bound students. It is the springboard to advanced math concepts. It may be taken after Algebra I or Geometry. Students who received an A or B in Algebra I are encouraged to continue with Algebra II.

LENGTH: 1 YEAR

CREDIT: 2 CREDITS

Geometry

This course covers plane geometry. Both deductive and inductive reasoning is emphasized. Proofs are written after first developing reasoning and logic skills. It can be taken after Algebra I or after Algebra II.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: ALGEBRA I

Integrated Math

This course integrates algebra, geometry and trigonometry. In order to receive the standard amount of geometry and trigonometry, its sequel (Pre-Calculus) needs to be taken the following year.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: ALGEBRA 2

Pre-Calculus

This course completes both the geometry and trigonometry covered in Integrated Mathematics. It also solidifies advanced mathematics before it introduces calculus by way of limits and derivatives.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: INTEGRATED MATH OR INSTRUCTOR APPROVAL

AP Calculus AB

This integrated course contains an in-depth coverage of all topics required for the AB Advanced Placement calculus exam. The course is designed for prospective mathematics majors as well as for students whose interests include engineering, physics, business and life sciences. The areas of study include graph analysis, limits of functions, continuity of functions, derivative as a point and as a function, integration and techniques of anti-differentiation. In addition to meeting the high school credit requirement, students may receive up to 3 hours of college credit upon the successful completion of the AP Exam.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
DUAL CREDIT: DMACC
PREREQUISITE: PRE-CALCULUS;
INSTRUCTOR APPROVAL

PHYSICAL EDUCATION

Or do you not know that your bodies are a temple of the Holy Spirit? I Cor. 6:19

Students are encouraged to develop a lifetime habit of fitness. Two credits of PE and two credits of Health are required for graduation.

A student that has a physical impediment to keep them from PE can be excused one day by a parent note. After the first time, a doctor's excuse will be necessary to continue the exemption. The teacher will inform students as to what is required. The following general guidelines will apply to all students and classes:

- Students will be required to have a change of clothes for physical education classes.
- Shoes must be separate from regular street tennis shoes. A change of shoes is mandatory.
- Tight fitting "work-out" tights or leotards are not allowed. Gym shorts (not cut-offs) are necessary for PE
- A T-shirt, other than one worn under a shirt, is necessary. Tank tops are not allowed.

EB Physical Education

Students enrolled in Early Bird PE meet at 7:30 a.m., three times per week to lift weights. The instructor will tailor a weight lifting program for each student, taking into consideration their physical limitations and fitness goals. Students may be required to do additional work on the opposite days per request of the instructor.

LENGTH: 1 SEMESTER
CREDIT: ½ CREDIT

Physical Education

The high school physical education program is designed to encourage maximum participation in physical activity and also to prepare students for activities they can use for their own lifetime physical fitness.

The activities currently offered in PE are softball, flag football, indoor and outdoor soccer, basketball, handball, volleyball, tennis, Frisbee activities, indoor floor hockey, badminton, ping pong, bowling, archery, and in-line skating.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT

Health 1

Health helps students examine lifestyles, select goals, and make plans to achieve and maintain optimum health. Students will be encouraged to choose behaviors that help prevent illness and accidents, promote health or to improve the quality of the environment. Health provides current facts in areas of mental health, family and social health, nutrition, exercise and fitness, drugs, safety and first aid, and community and environmental health.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT

Health 2

This course is a continuation of Health I, to be taken the student's junior or senior year. Students will continue to look at issues of mental health, family and social health, nutrition, exercise and fitness, drugs, safety and first aid, and community and environmental health.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
PREREQUISITE: HEALTH 1

SCIENCE

“The heavens are telling of the glory of God; and their expanse is declaring the work of His hands.” Psm. 19:1

Studying God’s world and His creation can help students better know Him. To fulfill graduation requirements, students must pass three years of science.

Physical Science

Physical Science is the study of matter and energy and includes chemistry and physics. It is a basis for the further study of chemistry and physics. Labs or investigations are used to give students hands on learning and practical applications as well as to teach the material. Math is also very important to science students and calculators should be brought and used in class. Topics that will be studied include: matter, the periodic table, elements, mixtures, compounds, chemical reactions, light and electromagnetic spectrum, energy, heat, motion, Newton’s laws and momentum.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
REQUIRED: 9th GRADE

Biology

This is a general introductory biology course for the students. Topics that will be studied include: cells, genetics and heredity, botany, zoology, ecosystems, microorganisms, basic anatomy and physiology, and creations/evolution. Labs or investigations are used. Students will be able to look at any aspect of Biology that we have studied and determine how that subject is related to the Bible.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: PHYSICAL SCIENCE

Chemistry

This is a general introductory chemistry course for the students. The students will become familiar with the following areas of study: Introduction to Chemistry and Matter, Organization of Matter, Language of Chemistry, and Phases of Chemistry. Labs or investigations are used. Students will be able to look at any aspect of Chemistry that we have studied and determine how that subject is related to the Bible.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: PHYSICAL SCIENCE, ALGEBRA I

Physics

This is a general introductory physics course for the students. The students will become familiar with the following areas of study: Introduction and Mathematical Concepts, Linear and Rotational Kinematics, Forces and Work, Energy and Motion, and Electric Forces. This course will assist students to develop their critical thinking skills, which includes but is not limited to general problem solving, the break down of complex problems into workable parts, the use of math to solve problems, and working with other students to solve complex problems. Labs or investigations are used. Students will be able to look at any aspect of Physics that we have studied and determine how that subject is related to the Bible.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: PHYSICAL SCIENCE, ALGEBRA II

Anatomy/Physiology

Anatomy/Physiology is designed for students who are planning to enter the medical field. This class will study in depth the human body systems and how they interact with each other. This is an upper level course.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: CHEMISTRY

SOCIAL STUDIES

For Christians, knowledge of history is essential in understanding current trends, problems and movements in our culture. It is important for believers to positively affect the world in which we live.

To fulfill graduation requirements, a student must complete one year of World History and US History and one semester of American Government and Economics.

American Government

The course studies the foundation, structure, and practice of American government. Emphasis is upon citizenship, including voter registration and procedures, and a Christian's role in relation to government. Participation and projects are designed to teach students about government through actual involvement in the process.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
REQUIRED: 11th or 12th GRADER
PREREQUISITE: US HISTORY

AP US History

This advanced placement course will prepare students to take the AP History exam. In addition to meeting the high school credit requirement, students may receive up to 3 hours of college credit upon the successful completion of the AP Exam. A thorough study of our country's political, social, diplomatic and economic history will be studied, including our founding father's Christian perspectives and the impact it had on our culture. Students will learn to assess historical material, their relevance to a given interpretive problem, their reliability, and their importance. They will learn skills necessary to make written conclusions to questions relating to United States History in both essay and document based forms. This course will effectively prepare students for the successful completion of the AP US History exam in May, for which students may receive up to three hours of college credit. Prior permission from the instructor is required for enrollment.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
PREREQUISITE: US HISTORY/3.0 GPA

Economics

Introductory economics is a clear and concrete presentation of economic foundations, micro-economics, macroeconomics and world economics that relate to our current economic surroundings. The subject of economics is understandable and interesting while at the same time covering the entire range of intellectual tools that can even be useful to the lay person.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
REQUIRED: 11th or 12th GRADER

Psychology

This course will introduce students to the history of psychology and the theoretical knowledge needed to understand psychology. Various theories, both secular and Christian, will be analyzed by their relationship to Scripture. A common theme in the course is humanity striving to understand themselves and their relationship to others in God's Kingdom.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT

Sociology

Sociology focuses on the study of human relationships and how we interact within our own society, in terms of group relationships, and the different roles we as individuals play within these groups. Students will examine society using Biblical principles. The course will also prepare students to accept cultures different than our own and understand the cultural relevance of each society.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT

United States History

This course surveys nearly 500 years of American history and emphasizes the Judeo-Christian foundations and influence on the American nation. Beginning with exploration and colonization, students will explore the major events and trends in American history through the most recent times. The approach is conceptual, emphasizing cause and effect relationships in history and utilizing evaluation and decision-making skills.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
REQUIRED: 9th GRADE

World History

This course provides students with a broad background in the history of mankind from creation to the present. Emphasis will be placed on cultures up through the Middle Ages in the first semester and continue with post-Middle ages in the second semester. The main theme running through the course is the effect on history by people created in God's image who are also sinful. A chronological and cultural approach will be used.

LENGTH: 1 YEAR
CREDIT: 2 CREDITS
REQUIRED: 10th GRADE

SPECIAL PROGRAMS, SERVICES

Students may receive one credit of internship, work study or teacher's aide per semester.

Family and Consumer Technology (Home Ec)

This class limited to 12 students, and is open to Juniors and Seniors.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
BEGINS: FALL

Internship

Internships provide the opportunity for students to study career goals while working in an area of interest to them. School officials will work with off campus partnerships to provide direction and assessment for juniors and seniors. On campus internships are open to grades 9-12, while off campus opportunities will be limited to juniors and seniors who have a GPA of 3.0 or higher. All internships will be evaluated on a pass/fail basis. Internships must be approved by the administration prior to scheduling.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT
PREREQUISITE: 3.0 GPA

Work Study

This program provides an opportunity for students to receive direct, job-related work experience in a chosen field of study. Students should view this as an opportunity to evaluate and clarify their future career goals. Students may receive pay for their work while in the work study program during school hours. Students are required to work a minimum of 5 hours per week to receive credit for this class. Work Study will be evaluated on a pass/fail basis. This class is open to Juniors and Seniors.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT

Teacher Aide/Office Aide

Teacher aides will assist either elementary or secondary teachers in preparing bulletin boards, copying, collating and stapling materials, reading to students, grading papers, or listening to students practice their reading skills. Students must have a GPA of 3.0 or higher in order to participate in this course. All internships will be evaluated on a pass/fail basis. This course will be evaluated on a pass/fail basis.

LENGTH: 1 SEMESTER
CREDIT: 1 CREDIT

Driver Education

Our driver's education program is offered through Street Smarts. A valid Iowa student permit and ten hours of driving experience are pre-requisites. The Driver Education program consists of two concurrent phases. The classroom phase consists of over thirty hours of instruction in driver education and traffic safety. The laboratory phase includes six hours of behind-the-wheel operation of a dual-controlled car. Drivers are accompanied by a certified instructor. Students will also experience twelve hours of observation.

To pass the Driver Education course, the student must pass both the classroom and laboratory phases of the course. The course is based on the student's knowledge of the law and driving safety, the ability to drive safely, and the improvement of such ability and attitude. Driver Education will be graded on a pass/fail basis. The course is conducted during the early summer months of the year and is held outside the regular school day.

LENGTH: 6 WEEKS
CREDIT: ½ CREDIT

JUNIOR HIGH COURSES

7th Grade Required Courses

Exploratories 7

Students will alternate between four nine-week classes, as an introduction to the areas of study.

Keyboarding

Music 7

Art 7

Discovery/Study Skills

Geography 7

Students will be able to locate the major countries, landforms, water forms, as well as many of the world's landmarks. They will be able to relate history, politics and economics to the development of a culture of both the past and the present. Students will also gain an understanding of events of one region and their affect on other regions of the world in our ever changing world. They will also be able to understand how a region's geography affects a people's way of life.

Language 7

Students will study the fundamentals of the English language. Grammar, sentence structure and proper word use will be stressed, as well as units in spelling.

Bible 7 – 2 (formerly Life of Christ)

This course is designed to facilitate the student in coming to a knowledge of Jesus Christ as the promised Messiah and Savior of the World and salvation through His blood and finished work on the Cross. The student, if necessary, will accept Jesus Christ as his Savior. The student will demonstrate an understanding of the life and teachings of Jesus Christ. The students will also demonstrate an understanding of discipleship and grow in his Christian life.

Life Science 7

Students explore and experience scientific classification, cell structure, ecological relationships, origins, and human systems. Through the use of selected readings, research, class and group discussion, group and individual projects, and utilization of scientific inquiry and experimentation.

Pre-Algebra

Foundations for a solid mathematical understanding will be studied. Students should be proficient in their multiplication and division tables. Students will also receive a good understanding of the metric system.

Bible 7 – 1 (formerly Old Testament I)

This course is designed to examine and study the Old Testament books from Genesis to Esther—Creation and early human history; the history of Israel, God's chosen people; the covenants; the Exodus; the entry into the Promised Land; the time of the Judges; the rule of the Kings; the dispersing and return to Israel; and the thread of Messianic prophecy—in order that the students may discover that the Bible, Old and New Testament, exists as a whole, in which the underlying themes are the faithfulness and mercy of the Sovereign God, Who fulfills His promises to His People, and the plan of salvation through the Messiah.

Physical Education

Students attend physical education three days per week, alternating with a study hall on the other two days.

Talented and Gifted

Students will be identified for the talented and gifted program, and may opt out of two exploratory classes in order to participate in this additional class. These students are frequently ready for additional academic challenges. Students will work with the academic competitions as part of this exploratory. Cost: \$200

JH Elective Classes

Junior High Band

Junior High Jazz Band (meets two mornings per week before school)

Junior High Chorus

Teacher Aide (students may elect to take teacher's aide for no credit in place of a study hall.)

8th Grade Required Courses

Math Options

All students will begin taking Algebra I during their 8th grade year. Students will be given the option of enrolling in Algebra as a 1 or 2 year course. Placement determination is based on the secondary guidance counselor recommendation, taking into account the student's current math grades, ITBS scores, math placement aptitude score, a strong work ethic, and recommendation of teachers.

Algebra I (one year)

This course sets a strong, solid foundation in working with negative numbers and proceeds to introduce algebraic concepts of variables, functions, relations, polynomials, systems of equations and inequalities, rational exponents, and quadratic equations. Students successfully completing Algebra I will receive 2 high school credits.

Algebra I – Part 1

The students will master the foundations for a solid mathematical understanding which will prepare them for a successful experience in high school mathematics. Algebraic and geometric concepts will be integrated into every unit and meaningful connections will be made to real-world problem solving.

Bible 8 (formerly New Testament & Old Testament II)

Students will understand an overview of the New Testament. They will understand and be able to name each book, its author and give its basic outline and primary theme. They will know the geography involved in the NT and the missionary journeys of Paul. They will understand the historical context of each book and its impact on our world today. The students will discover the awesome and incredible plan of God through the ages and will memorize selected passages as well as read sections of the NT.

The students will also be able to understand the divisions of the Old Testament between the books of Poetry, Major and Minor Prophets. They will see the awesome provision of God for His people as well as His Holiness and Sovereignty. They will experience the majestic worship and emotion between God and His people. They will know the historical and geographical context of each book, who the book was written by, to and for what purpose. They will be able to state the major divisions and themes of each book. They will understand the dual nature of prophecy, its interpretation and observe the application. They

will also memorize passages from this section of scripture as well as reading select books.

Civics 8

Students will be able to distinguish between different types of political systems as well as economic systems found in the world today. They will understand the workings of our United States governmental system and their role as a citizen within it. Students will also understand the Christian heritage behind our government.

Earth Science 8

Students study topics on astronomy, geology, meteorology, oceanography, and origins from a Christian perspective.

Exploratories

Students will alternate between four nine-week classes as an introduction to each of four areas:

Family/Consumer Science

Art

Music 8

Career Exploration (exploring interests and different types of jobs available in the current market).

Talented and Gifted

Students will be identified for the talented and gifted program, and may opt out of two exploratory classes in order to participate in this additional class. These students are frequently ready for additional academic challenges. Students will work with the academic competitions as part of this exploratory. Cost: \$200

Language Arts 8

Students study the grammar, usage, and mechanics of the English language. Essay writing, literature selections, and spelling units are also explored.

Physical Education

Students attend physical education three days per week, with an alternating study hall on the other two days.

JH Elective Classes

Junior High Band

Junior High Jazz Band (meets two mornings per week before school)

Junior High Chorus

Teacher Aide (students may elect to take teacher's aide for no credit in place of a study hall.

Appendix

Internet Policy

Final Exam Exemption Request

Format for School Papers

Daily Schedule

4 Year Academic Planner

Supply List

DES MOINES CHRISTIAN SCHOOL
POLICIES AND PROCEDURES

INTERNET ACCESS FOR STUDENTS Code No. 603.81

Telecommunications, electronic information sources, and networked services significantly alter the information landscape by opening classrooms to a broader array of resources and by enabling students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. The Board of Directors recognizes that as other new technologies shift the ways that information may be accessed, communicated, and transferred by members of society, those changes will also alter instruction and student learning.

While instructional and library media materials can usually be screened based on selection criteria prior to use, electronic sources of information are not always capable of being screened in advance. Because the global network leads to any publicly available fileserver in the world, electronic information resources may become available which have not been screened by educators for use by students of various ages. Further, students may find ways to access materials as well. The Board of Directors believes, however, that the benefits to students and staff from access to information resources and opportunities for collaboration exceed the possible disadvantages. The Board of Directors supports access by students and staff members to a variety of information resources.

Des Moines Christian School offers access to the school computer network for educational use of the Internet. To gain access to the Internet, all students must obtain parental/guardian permission and must sign and return a permission form to the Main Office. The permission form will need to be completed once during the student's K-6 years and once during the student's 7-12 years.

The instructional staff will use a variety of information resources throughout the curriculum and provide guidance and instruction in order for the students to analyze and evaluate such resources. The staff should honor, as much as possible, guidelines for instructional material selection while working with students in the new technologies.

DES MOINES CHRISTIAN SCHOOL
POLICIES AND PROCEDURES

Code No. 603.81 (cont.)

Des Moines Christian School supports and respects each family's right to decide whether or not to apply for student access. Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards. While the intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. The benefits to individuals from access to the Internet, in the form of information resources and opportunities for collaboration, exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. The Bible is the standard for judging the appropriateness of Internet sites.

Des Moines Christian Internet Rules

Students are responsible for appropriate behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. Access is a privilege, not a right. Access entails responsibility.

Individual users of the DMCS computer network are responsible for their behavior and communications over the networks. Users will comply with school standards and will honor the agreements they have signed. Beyond the clarification of such standards, the school is responsible for attempting to restrict, monitor, and control the communications of individuals utilizing the network.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and to ensure that users are using our system responsibly. Users should not expect that files stored on the school servers will be private, nor will DMCS be responsible for the loss of data stored on the school's PC or servers.

DES MOINES CHRISTIAN SCHOOL
POLICIES AND PROCEDURES

Code No. 603.81 (cont.)

Parents have the responsibility to communicate acceptable standards to their students. Students have the responsibility to use the Internet appropriately.

The following are not permitted and are considered violations of the network:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another person's password
- Trespassing in another person's folders, work, or files
- Intentionally wasting resources
- Employing the network for commercial purposes
- Using the Internet without the permission of a teacher
- Inappropriate use of e-mail
- Downloading and installing files from the Internet
- Other activities deemed inappropriate
- Online reservations, ordering, and purchasing of items

Violations will result in a loss of independent Internet access as well as other disciplinary or legal action according to school policy.

Date of Adoption: February 26, 2001

Revised: December 18, 2006

Written Request for Exemption from Board Policy Code No. 603.11, *Secondary Finals*
(Must Be Completed at Least 30 Days in Advance of the Requested Absence from a Final)

Name(s) and Grade(s) of Student(s): _____

Date(s) and Period(s) of Proposed Absence(s): _____

Reason for Proposed Exemption:

Signature of Student(s): _____ Date: _____

Signature of Parent(s)/Guardian(s): _____ Date: _____

Decision of the Administration: _____

A decision by the administration will be made within 5 school days of the written request.

Signature of the Principal: _____ Date: _____

Signature of Superintendent: _____ Date: _____

Format for School Papers

John Doe
Extended Prose Definition (*name of assignment*)
AP Language and Composition (*name of course*)
Mrs. McCool, Instructor
February 4, 2009
TS—(hit enter 3 times between date and title)
TITLE CENTERED
DS—(hit enter 2 times between title and body)

Notice the proper way to head your paper as shown above. Using a left justified margin and single spaced formatting, write your name, the title of the assignment (assignment title should be underlined), the name of the course (course name should be italicized), the name of your teacher followed by the word, *Instructor*, and the date the paper is due. You should place three spaces between the date and the title of you paper. The title should be centered and then you should place 2 spaces between the title and the body of the paper.

For the body of the paper, indent each new paragraph five spaces. Use a one inch margin on all sides and an 11 or 12 pt Times New Roman font. The body of your paper should be double-spaced.

For papers longer than one page, create a *separate* TITLE page which includes all the information normally found in the upper left hand corner of a one page paper. For separate title pages, you must make some minor adjustments to your formatting.

First, center your information in the middle of the paper. Secondly, double-space between each line. When using a title page, do not place *name, assignment, course, instructor, or date* on the body of the paper. Also, papers longer than one page should have page numbers placed in the upper right hand corner of the paper. You can do this by going to **Insert** (at the top of Word tool bar). Click on **Page numbers** in the drop down box, and in **Position** click on the drop down box and choose **Top of page (header)**. Then, in **alignment**, choose **Right**.

John Doe
Title of Paper
AP Language and Composition
Mrs. McCool, Instructor
February 4, 2009

DMCS Secondary Daily Schedule

Normal

EB 7:25-8:10

1st 8:20-9:15

2nd 9:20-10:05

3rd 10:10-10:55

4th 11:00-11:45

5th

Jr Hi-Lunch: 11:50-12:10

Jr Hi-Class: 12:15-1:00

Sr Hi-Class: 11:50-12:35

Sr Hi-Lunch: 12:40-1:00

6th 1:05-1:50

7th 1:55-2:40

8th 2:45-3:30

Chapel - Wednesdays

EB 7:25-8:10

1st 8:20-9:00

2nd 9:05-9:45

3rd 9:50-10:30

4th 10:35-11:15

Chapel 11:20-12:00

5th

Jr Hi-Lunch: 12:05-12:30

Jr Hi-Class: 12:35-1:15

Sr Hi-Class: 12:05 – 12:45

Sr Hi-Lunch: 12:50-1:15

6th 1:20-2:00

7th 2:05-2:45

8th 2:50-3:30

Name	Des Moines Christian School
Grade	4 Year Planner 2009-2010

	SEMESTER 1	SEMESTER 2
9 th	Bible _____ English _____ Math _____ Science _____ Health 1 or PE _____ Elective: _____ Elective: _____ Elective: _____	Bible _____ English _____ Math _____ Science _____ Health 1 or PE _____ Elective: _____ Elective: _____ Elective: _____
10 th	Bible _____ English _____ Math _____ Science _____ PE _____ History _____ Elective: _____ Elective: _____	Bible _____ English _____ Math _____ Science _____ PE _____ History _____ Elective: _____ Elective: _____
11 th	Bible _____ English _____ Math _____ Science _____ History _____ Health 2 /PE _____ Elective: _____ Elective: _____	Bible _____ English _____ Math _____ Science _____ History _____ Health 2 /PE _____ Elective: _____ Elective: _____
12 th	Bible _____ English _____ Math _____ Science _____ Soc. Studies _____ PE: _____ Elective: _____ Elective: _____	Bible _____ English _____ Math _____ Science _____ Soc. Studies _____ PE: _____ Elective: _____ Elective: _____

Des Moines Christian School

7th and 8th Grade Supply List Updated 6/22/09

1. All students should bring 2-3 boxes of Kleenex to the office
2. DMCS will issue a padlock for every locker. School locks must be used. \$5 fine is assessed for lost locks.

Items needed for all classes

- Notebook or pocket folder
- Loose leaf notebook paper – either wide or college ruled
***Paper torn from a spiral notebook is not acceptable on assignments
- Book covers for every class, cloth stretch kind recommended
- Daily planner (provided by school)
- Black or blue pens
- 2 red pens
- Pencils
- NASB Bible
- Large eraser or pencil top erasers
- Hole reinforcers
- Highlighters
- Index cards with lines
- Post it notes
- Small pencil sharpener

Art

- 9x12 Sketchbook

Bible

- 3 ring loose leaf binder & dividers
- NASB Bible
- Colored pencils or markers
- Scissors

Choir

- 1 inch 3 ring binder
- Subject Notebook
- Staff Paper
- Girls – Black closed-toed shoes, black pants/skirt, pastel colored top (long sleeved or ¾ length)
- Boys – Black shoes, black socks, black pants, black long-sleeved shirt, and pastel colored top.

English

- Folder
- MEAD composition notebook

Family and Consumer Science -8th grade

- 1 ½ inch 3 ring binder with inside pocket
- Set of 8 dividers for the binder

Geography/Civics

- Spiral notebook
- A pocket folder and loose leaf paper to keep in the classroom

Math

- Calculator – Texas Instruments TI-30xa
- Protractor (Pre-Algebra)
- Compass (Algebra I)
- 12 inch ruler with metric measurements
- 4 Black or Blue dry erase markers
- Rag to wipe lap white boards
- 1 - 1 or 2 inch binder with dividers

Physical Education

- T-shirt
- Athletic length shorts (mid-thigh)
- Tennis shoes

Science

- Glue stick
- Calculator
- Sheet Protectors
- Pocket Folder
- 3 Black Erasermate Pens

Des Moines Christian School

High School Supply List - Updated 6/22/09

1. All students should bring 2-3 boxes of Kleenex to the office
2. DMCS will issue a padlock for every locker. School locks must be used. \$5 fine is assessed for lost locks.

Items Needed for all classes

- Notebook/Folder for each class
- 3-4 packages of loose leaf paper – college ruled
- Black or blue pens
- Red pens
- Pencils
- Highlighters
- Index cards with lines - 300
- NASB Bible
- Book covers
- Spiral notebooks

Algebra I & Algebra, Part 2

- Calculator – Texas Instruments TI-30xa
- 12 inch ruler with metric measurements
- 1 - 1 or 2 inch binder with dividers
- Graph Paper

Algebra II

- Graph paper
- Scientific Calculator
- Spiral Notebook

Bible – 9th Grade

Spiral Notebook – Single subject

Choir

- 1 inch 3 ring binder
- Subject Notebook
- Staff Paper
- Girls – Black closed-toed shoes, black pants/skirt, and white shirt
- Boys – Black shoes, black socks, black pants, and white shirt

Computer Graphics

- 1 1/2 inch 3 ring binder
- 16 transparent sleeves

Consumer Technology

- 1 1/2 inch 3 ring binder with pocket inside
- 1 set of dividers

Creative Writing

- MEAD composition notebook

English

- 3 ring binder with pocket folders
- Current library card at one of the area libraries
- Internet access and computer with printer
- Spiral notebook

Geometry

- Ruler
- Protractor
- Graph paper
- Compass
- 1 – 1 or 2” binder with dividers
- Calculator – TI30xa

Health

- Spiral Notebook
- 3 ring Binder

Integrated Math, Pre-calculus, or Calculus

- Graphing Calculator
- Graph paper

Media

- 35 mm camera plus film or digital camera (digital is preferred)

Physical Education

- T-shirt
- Athletic length shorts (mid-thigh)
- Court approved tennis shoes (nonmarking)

Science

- Journal (Physical Science & Biology)
- Scientific calculator with scientific notation, cosine, and tangent

Spanish I, II, III, IV

- Pocket Dictionary (optional)