

Faith in Christ

Walking in Truth

Grace in Community

Biblical in Worldview

LEARNING FOR a LIFETIME



**Christian International
School of Prague**

Parent-Student Handbook

2019-2020

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[view and print the
SCHOOL calendar here](#)

The calendar on FACTS ParentsWeb is official version and kept up to date regularly. Remember to check the FACTS ParentsWeb calendar often!

CISP uses the online program [FACTS ParentsWeb](#) for school news and announcements, as well as grading and information. ***Please check regularly*** for news about school events or other information updates.

SCHOOL HOURS

School starts at 8:15. Students may arrive at 8:05. Dismissal is at 14:00 on Wednesdays for all grades. Dismissal on half days is at 12:00. Students must leave 15 minutes after dismissal. Aftercare is available for Grade 1-5 students who need to wait until an older sibling's dismissal.

Elementary Schedule

School start: 8:15
 Recess: 9:50-10:05
 Lunch: 11:30-11:50
 Recess: 11:50-12:10
 Dismissal: 14:15
Wednesdays:
 Chapel: 13:15-13:45
 Dismissal: 14:00

Secondary Schedule

Period 1: 8:15-9:00
 Period 2: 9:05-9:50
 Homeroom: 9:55-10:10
 Period 3: 10:15-11:00
 Period 4: 11:05-11:50
 Lunch: 11:55-12:20
 Period 5: 12:25-13:10
 Period 6: 13:15-14:00
 Period 7: 14:05-14:50 (*grades 6-8 dismissed after Period 7*)
 Period 8: 14:55-15:40 (*grades 9-12*)

**Wednesdays:*
 8:15-14:00
**schedule will vary*
between high school
and middle school

CONTACT INFORMATION

Monday – Friday 8:00 a.m. – 4:30 p.m.
 272-730-091 (office) 776-358-121 (mobile)

Legerova 1878/5, 120 00 Praha 2

www.cisprague.org info@cisprague.org

You may contact any CISP staff member on email at firstname.lastname@cisprague.org.

If you have a question about...	Ask	Email
Admissions/Enrollment	Rindee Tucker	info@cisprague.org
Graduation Requirements	Lori Gregory	school.counselor@cisprague.org
FACTS SIS/Parents Web	Rindee Tucker	rindee.tucker@cisprague.org
Tuition & finances	Romana Grindeland	finance@cisprague.org
Aftercare & Clubs	Marketa Huber	marketa.huber@cisprague.org

LUNCH

Students may bring sack lunches or make arrangements to get the hot meal through the jidelna (Czech lunchroom). This lunch program is overseen by Czech health authorities, and CISP does not bear any responsibility for it. Contact lunch@cisprague.org with questions.

Prices*: Ages 6-10: **58 Kč** Ages 11-15: **60 Kč** Ages 15+: **63 Kč**

Payment options: In cash at cafeteria office or CISP office.

By bank transfer. Acc #: 38234021/0100. Contact the office for a variable symbol.

Identification Chip: 100kč deposit. Deposit will be refunded when the chip is returned.

Placing orders or cancelling lunches: *It is the parent's responsibility to cancel lunches or bear the charge.*

- www.jidelnasokolska.w1.cz by 2pm the day before. Login information available at the cafeteria office.
- At the cafeteria office, 12:00-14:00, the day before
- By phone 224.262.152, by 6am on the same day. Mention your child's name and the date.

* Prices for the Jidelna will change August 2019, but were not available at Handbook publishing time.

PLEASE NOTIFY THE SCHOOL...

1. If your child will be late to school, email

attendance@cisprague.org by 8:15.

In an emergency situation, call the office. Then, send a note (email or paper) within a day.

2. Whenever your child will miss school, write the school office as soon as possible. Email attendance@cisprague.org or send a handwritten note with your child to the school office.

- For sick days, email by 8:15
- For planned absences, write at least **2 school days** in advance.
- In an emergency situation, call the office. Then send a note (email or paper) within a day.

3. In the case that both parents (or legal guardians) will be out of town, email attendance@cisprague.org and communicate the dates, as well as, where and with whom the student(s) will be staying. Confirm that the office has an additional and accurate emergency contact who will be in Prague during that time.

4. If you have changes in contact information (phone, email, address), or changes in insurance, medication, or guardianship, call or email info@cisprague.org.

SCHOOL STAFF

SCHOOL BOARD

CISP's governing board meets monthly, with an agenda including: financial items, a staff update, director's report, legal issues, and board business. Planning for the future is also a part of the board's task. A Supervisory Board reviews what has been accomplished during the year and reviews the finances annually.

School Board Members: Boyd Hatchel (chair), Katie Ford, Andrew Funka, Christine Fetzko, Dita Špurková, and Jessica Weaver

DIRECTOR

The director serves as the education leader, responsible for managing school policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school. The director works collaboratively to direct and nurture all members of the school staff and to communicate effectively with parents. The director reports to the School Board.

PRINCIPAL

The principal provides spiritual, educational, and administrative leadership to the school. The principal strives for excellence by guiding, inspiring, and directing all phases of the school's academic programs, personnel, and environment with the assistance of the coordinators. A majority of time is spent on faculty development through formal and informal activities, establishing clear lines of communication regarding the school goals, accomplishments, practices and policies with parents and teachers. The principal reports to the Director.

ADMINISTRATIVE STAFF

Terry Chumbley, Director/Principal
Vicky Mobley, Secondary Coordinator
Becca Miller, Elementary Coordinator
Andrea Craddock, Curriculum Coordinator
Sheri Lefebvre, Supplemental Services Coord
Jeff Rogers, Chaplain
Bill Gregory, Athletic Coordinator
Lori Gregory, School Counselor
Katie O'Boyle, Nurse

Rindee Tucker, Admissions Manager
Romana Grindeland, Business Manager
Marketa Huber, Communications Manager
Abbey Flaherty, Human Resources
Renee McLean, Special Projects
Mark Krahn, Librarian
Lily Bozovska, Administrative Assistant
Robin Harsh, Administrative Assistant
Julia Kim, Admissions Assistant

FOUNDATION STATEMENTS

PHILOSOPHY OF EDUCATION

Given the articles of faith to which we hold, we believe that the education of children needs to be comprehensively and radically Christian.

OUR VIEW OF GOD

We believe God is the Creator of all things, infinitely perfect and eternally existing in three persons: Father, Son and Holy Spirit. He is a multi-faceted God of order, knowing all things, and full of power. He is just, communicative, and relational. Yet he also loves and cares for his people, full of mercy and grace.

OUR VIEW OF THE STUDENT

We believe that every student is made for relationship with God. That relationship is a journey, and we endeavor to assist students to grow in their understanding of his excellence, power and love through learning of his Word and creation. God reveals himself through his Word and his world – in knowing them we come to know Him. We believe that this knowledge is not simply intellectual, but if empowered by the Spirit, will transform the whole person into someone eager to love and serve as Christ has loved them. We recognize that one's faith is a personal commitment and students of all faiths and of no faith are equally welcome. It is our desire to serve these non-Christian students as well; there is much for them to learn at CISP. However, we are, unashamedly, a Christian school and desire to communicate and demonstrate our faith in such a way that students will desire to follow Jesus.

Our students are global representatives from a variety of countries and people groups. Our desire is not only to provide a quality education, but also to prepare them to be leaders and people of influence for the Lord's sake wherever they are.

We believe that God created people after his own image. Our students bear God's image not just in terms of rationality or intellect, but in other ways, such as imagination, emotion, creativity, moral sensitivity and action, and community. Therefore, we endeavor to educate students in these various facets of God's image.

OUR VIEW OF THE PARENTS

We believe that the primary responsibility for raising children belongs to the parents. We seek to assist parents in training children in the way of the Lord Jesus (see Ephesians 6:4b).

OUR VIEW OF THE BIBLE

We believe that the Bible not only communicates "religious" knowledge, but that it provides a lens that illuminates all aspects of life. Therefore, we endeavor to integrate all of our educational disciplines with a distinctively biblical world and life view. Not that we attempt to substitute the Bible for a science textbook; rather, the Bible gives us a perspective through which to view science as deeply meaningful and ordered to the glory of God. We want each of our students to be familiar with this biblical perspective on reality, and to be able to understand everything from that Christ-centered perspective.

OUR VIEW OF TEACHING

Our desire is to prepare each student to bring the influence of a comprehensive biblical worldview upon their life and community. This means teachers should find ways of tying course content back to the larger story of God's creation of the world, human sin which has twisted that creation, and God's intervention to redeem his creation. It also means that teachers should find methods of teaching that treat the student as someone who has been created in God's image (that is, a being who is creative, communicative, relational, etc.).

Because students are made in the multi-faceted image of God, we seek to educate the whole person in all of these facets. Our teachers seek to encourage and model a love of learning as a lifelong process of personal, relational, creative and intellectual growth.

We believe that education at a Christian school ought to be academically excellent. The primary reason for this is that Scripture (1 Corinthians 10:31) teaches us that the purpose of our lives is to glorify God. Therefore, everything we do ought to be full of excellence and integrity. Ephesians 6:7 and Colossians 3:23-24 command us to do our work wholeheartedly because ultimately we serve the Lord. We seek to provide an atmosphere in which each student can fulfill his or her academic potential as he or she explores the fascinating creation that God has given us. The appropriate response to the richness of creation and the grace God has shown us is wonder and worship that leads to a heart ready to serve him with excellence in everything we do.

Education never stops at books and labs. We believe that ideas have practical implications and applications. Education is not complete until students learn how it changes themselves and the world. We endeavor to train students to recognize the practical benefits and consequences of what they are learning.

OUR HOPE FOR THE STUDENTS' FUTURE

We believe that students, rooted in the knowledge of Christ's love for them, will in turn be agents of God's love to the world. Students are educated for a purpose – to be used by God to mend our broken world, heal broken lives, to be agents of positive change in their communities wherever they are. Students are encouraged to live out their Christian faith in whatever vocation or task God gives them. In this way they bring grace to a fallen world, whether it's the world of business, academics, entertainment, politics, medicine, or in any other field, so that by the power of the Holy Spirit, communities will be transformed.

our community

We believe that education is about more than academics. Human beings exist in relationship with God, with others, and with creation. These relationships are to be characterized by biblical love (Matthew 22:33). We endeavor to train students to mature in their ability to love and care in these relationships wisely. We seek teachers and administrators who will be able to model, mentor, and teach Christ's love to our students. God, in Jesus Christ, invites us as broken people, into his family.

In the same way, CISP seeks to create an environment characterized by generosity, acceptance of difference, and forgiveness. In our community life and relationships, we seek to model a mercy and acceptance that reflects the grace extended to us in Christ Jesus. Being a grace-centered community has several practical consequences:

We are an open community as much as possible. We want people from different races, backgrounds, denominations, even different faiths, to feel loved and accepted at CISP. We strive to be as inviting and accommodating of personal differences as we can be, as long as doing so does not cause us to violate our vision and faith statements, strain our resources too greatly, or undermine school policy.

We seek to resolve conflicts by listening, seeking to acknowledge and repent of our own faults before finding fault with others, and finding creative solutions that will encourage and build up the other person. We avoid gossip, instead following the pattern of Matthew 18:15-17.

We recognize that human beings reflect God's image through a dazzling range of cultures, and that God has connected with us despite our own cultural biases. Therefore, we seek to imitate God's grace and generosity of spirit through our own openness and respect of different cultures.

We recognize that often a sense that one's own culture is superior to all others has gotten in the way of communicating God's love; we strive to hear what is good in cultures different from our own. While inevitably we will do things according to the culture of the majority of the teachers and students, we strive to distance ourselves from cultural arrogance that would hinder or detract from the recognition of Christ in our midst. We want people who feel outside the cultural mainstream of the community to feel accepted and understood.

We especially seek to learn and understand our host culture. Practically, we want our students to learn the language and culture of the Czechs as a way of enriching our own cultural heritage. We also seek to affirm Czechs who make this community their school-home.

our ultimate goal

Everything we do in this school we do to honor Christ and to recognize him as Lord of all. Education does not involve just accumulating facts. It is a process of growing and responding to the amazing God who created all things and continues to uphold this universe. Thus, students and teacher alike are training their imaginations toward the worship of God the Father, God the Son, and God the Holy Spirit.

EXPECTED OUTCOMES OF THE LEARNER AT CISP

Academic Outcomes

The maturing CISP learner will:

- A-1. be inspired to investigate the many facets of God and his creation as a form of worship;
- A-2. understand the depth and coherence of the Christian worldview's perspective on the many facets of creation, that is, to understand that all exists for the glory of God;
- A-3. develop habits of the imagination, inquisitiveness, and worshipful fascination that will deepen his or her whole life;
- A-4. develop sound discipline and approaches for investigating creation using diverse methods including mathematical, scientific, technological, historical, artistic, etc.;
- A-5. display competence in written and oral communication, as well as skillful listening, as a way of loving and respecting others;
- A-6. be prepared for the rigors of study at a college or university;
- A-7. display a solid grasp of content in the standard academic areas.

RELATIONSHIP and CHARACTER OUTCOMES

The maturing CISP learner will:

- R-1. demonstrate an understanding of how the gospel of grace applies to interpersonal relationship (Mt. 18:21-35);
- R-2. demonstrate an understanding of how to apply basic biblical principles regarding major areas of human concern (money, sexuality, stewardship of God's world, social justice, etc.);
- R-3. reflect the character of Christ as a means of thanksgiving for grace shown, rather than as a way of establishing his or her own legalistic righteousness or moral superiority;
- R-4. show an ability to handle relational conflict in a way that honors Christ (Mt. 18:15-17);
- R-5. demonstrate love for others in the CISP community in practical ways, such as welcoming the outsider, resisting exclusive cliques, eschewing gossip, etc.;
- R-6. demonstrate an adequate and sober self-image as one created in God's image, marred by sin, yet deeply loved and redeemed in Christ as God's adopted child.

COMMUNITY OUTCOMES

The maturing CISP learner will:

- C-1. demonstrate a deepening awareness of and sensitivity to those in practical and spiritual need;
- C-2. reflect the servant-character of Christ by sharing his or her talents, time, and energy in serving those in the surrounding community;
- C-3. as opportunity allows, be active in sharing the gospel of grace in relationships with those outside the CISP community;
- C-4. be integrated into a local Christian church and seek to be of help within it;
- C-5. demonstrate a deepening respect and love for family members;
- C-6. demonstrate an understanding of what it means to be a responsible citizen (or resident) of the country where he/she resides;
- C-7. find creative ways of being salt and light in the community, being a healing and transforming influence in society.

INSTITUTIONAL GOALS FOR CISP

In addition to the outcomes expected in teaching, guiding and forming the CISP learner, CISP endeavors to:

- I-1. provide an education that is Christ-centered, displaying an understanding of how the Christian worldview applies to all areas of knowledge;
- I-2. demonstrate what a community of grace looks like by treating the students and each other with the gentleness and compassion which God used in dealing with us;
- I-3. provide a relationally nurturing community space, where children feel accepted and encouraged to find and strengthen their gifts, and further develop weak areas;
- I-4. provide a launching pad for students to be more involved in their communities in healing and creative ways;
- I-5. provide the above at a price that is as affordable as possible to all sectors of the Czech and ex-pat communities, and in so doing, provide a Christian service to our host culture, seeking outside sponsorship to help make this education available to those who cannot otherwise afford to send their children to CISP;
- I-6. provide assistance to the home-schooling community within the Czech Republic;

- I-7. expose families to biblical literacy and issues of faith;
- I-8. become and remain a fully recognized member of the Czech educational system as an English-language, faith-based international school;
- I-9. become and remain fully accredited by the appropriate accrediting agency (ACSI);
- I-10. become independent with respect to facilities by purchasing our own building(s) when it becomes fiscally possible and responsible to do so.

ADMISSIONS STATEMENT

CISP is open to anyone interested in securing a Christian education whom the school finds qualified for admission and who agrees (and whose parents agree) that he or she shall abide by CISP rules. CISP does not discriminate on the basis of race, color, national or ethnic origin in admissions policies, scholarship, athletic and other school-administered programs. CISP reserves the right to admit students on the basis of academic performance, religious commitment, lifestyle choices, and personal qualifications including a willingness to cooperate with CISP administration and to abide by its policies.

It must always be understood that attendance at CISP is a privilege and not a right. This privilege will be forfeited by any student who does not conform to the school's standards of conduct and/or who is unwilling to adjust to our environment as outlined in this handbook.

All secondary students must agree to apply themselves honestly and sincerely to honoring CISP's community of grace and working to the best of their abilities in their particular studies.

CISP requires *all full-time, enrolled students* to take a Bible course as part of their core curriculum for every term of attendance.

STATEMENT OF FAITH

We believe:

1. The Scriptures, both Old and New Testaments, to be the inspired Word of God, without error in the original writings, the complete revelation of His will for the salvation of men and the Divine and final authority for Christian faith and life.
2. In one God, Creator of all things, infinitely perfect and eternally existing in three persons: Father, Son, and Holy Spirit.
3. That Jesus Christ is true God and true man, having been conceived of the Holy Spirit and born of the Virgin Mary. He died on the cross, a sacrifice for our sins according to the Scriptures. Further, he arose bodily from the dead, ascended into heaven, where at the right hand of the Majesty on High, he is now our High Priest and Advocate, until one day when he will personally return in power and glory.
4. That the ministry of the Holy Spirit is to glorify the Lord Jesus Christ, and, during this age, to convict men, regenerate the believing sinner, and indwell, guide, instruct and empower the believer for godly living and service.
5. That man was created in the image of God but fell into sin and is, therefore, lost, and only through regeneration by the Holy Spirit can salvation and spiritual life be obtained.

6. That the shed blood of Jesus Christ and his Resurrection provide the only ground for justification and salvation for all who believe, and only such as receive Jesus Christ are born of the Holy Spirit and, thus become children of God.
7. In the bodily resurrection of the dead; of the believer to everlasting blessedness and joy with the Lord; of the unbeliever to judgment and everlasting conscious punishment.
8. We believe that God created the cosmos and everything in it, and that he continually rules over all of creation. While we believe that there are several viable interpretations of Genesis 1 and 2, we affirm that God directly created the world. We deny that creation came about merely through a naturalistic process of evolution (evolution understood as time plus chance plus natural selection). Specifically, he created human beings in his image, thus endowing them with an immortal soul, an essential dignity, and a special position as stewards over creation. We have been entrusted by God to develop his creation carefully, creatively, and responsibly, in order to glorify God and love other people.

AFFILIATION

CISP is independent in its ownership and is a member of the Association of Christian Schools International (ACSI). CISP is fully accredited by ACSI (Association of Christian Schools International) and MSA (Middle States Association.) Grades 1 through 9 are recognized by the Czech Ministry of Education.

Parental Involvement

As stated in its purpose and educational philosophy, CISP was established to assist parents in their God-given responsibility of educating their children within the framework of a sound Christian worldview. To best fulfill its purpose, CISP seeks to develop a partnership relationship with parents.

The effective Christian school is one where there is a dynamic flow of activity, communication, and interaction between home and school. The Christian school teacher realizes the need to become subservient in assisting parents in their responsibility of training and disciplining children. Parents must support the administration and the teachers. Parents who assume biblical responsibility of training their children, and who work in harmony with a church and Christian school that support their values, will develop " a strong cord of three strands that cannot be easily broken" (Ecclesiastes 4:12). (Kienel, Gibbs, & Berry. 1995. Philosophy of Christian School Education, ACSI, p. 391).

communication

New family Orientation is held at the start of school each year. At least one parent is required to attend this meeting. School events and news items are communicated through FACTS ParentsWeb. Please check this website regularly during the school year to be informed. FACTS ParentsWeb is also used to relay any information during an emergency situation that may occur at school or with staff or students. Student grades are posted on FACTS ParentsWeb, and parents are expected to check on their children's academic progress. In addition, parents are encouraged to email teachers if they have questions or would like to discuss their child's progress. {FACTS ParentsWeb}

Parent-Teacher Conferences

Individual meetings between parents/guardians and classroom teachers are scheduled after the end of quarter 1. Parents are asked to sign up for a time to meet with their child(ren)'s teachers. This is an important time for teachers and parents to discuss the student's progress, and as necessary, to develop a plan for helping the student grow. Other meetings between parents and teachers may be requested by

parents or teachers at various times throughout the school year. These meetings will need to be scheduled with the appropriate teacher at an available time for all involved. Any meeting between parents at CISP may require all parents to attend, at CISP discretion.

Parent Volunteers

Parents are encouraged to get involved in the school program. Parents interested in helping should contact the school office. Possible areas of involvement include:

- Serving as a room parent
- Working as an aide in the library, for a teacher, or in the office
- Sharing your talents, skills, and expertise as a guest presenter in the classroom or chapel
- Using your skills and expertise in the area of building maintenance
- Coordinating and/or supervising field trips and service projects
- Leading music for a chapel service or a prayer group
- Coordinating Parents In Touch, a prayer group
- Translating documents or interpret for meetings
- Helping with Fundraising Events
- Cooking or baking for school events
- Reading to individual students
- Substitute teaching
- Tutoring

Academic Program

The courses at CISP follow a United States curriculum with limited flexibility. For example, a wide range of literature and world history is studied; both metric and US customary systems of measurement are used, etc. Also, we are sensitive to students who need specific courses for entrance into universities in their home countries and help students meet requirements as we are able. We allow homeschooling families to send their children to our school for individual classes when we offer courses and schedules that meet their needs.

We recognize that all truth comes from God. This means we seek the best resources from both Christian and non-Christian authors and publishers and encourage students to read books from both. In fact, we see it as a crucial part of teaching the students how to think about and relate to the world around them. They need to be exposed to the various philosophies and beliefs present in the unbelieving world, and taught how to respond from a Christian perspective, sifting truth from error. Then they may live in the world with confidence, having been firmly grounded in the truth.

Details about our curriculum, and high school graduation requirements and courses are available in the [Curriculum Guide](#) and High School Course Catalog. If you have any questions about high school course requirements, please direct them to the [school counselor](#).

Parents who enroll their students as full-time agree to submit to the curriculum of CISP. Students in grades 1-8 take all the courses listed. Czech language is required each year for our full-time students, grades 1-8, except for students enrolled in ELL, Discovery classes or for native Czech speakers whose parents opt out. Students in grades 9-11 must enroll with a minimum of 6 credits to be full-time. Students in grade 12 must enroll and complete a minimum of 5 credits to be considered a full-time student and graduate with a CISP diploma. Any online classes for which a student has registered through Sevenstar Academy or NorthStar Academy will be counted as CISP courses for GPA and graduation purposes. Full-time students are expected to attend chapel weekly and homeroom daily.

SECONDARY CLASS REGISTRATION

Selecting classes. Returning students in grades 8-11 will be given an opportunity to express their course preferences for the following year during a pre-registration time in the spring. When possible, new students will meet with the school counselor before the start of school in the fall to select their courses.

A Course Catalog is available for grades 9 through 12 listing the courses, a description, and their prerequisites. Students who do not meet the prerequisite for any given course can speak to the school counselor regarding any extra considerations. The teacher and the school counselor may grant exceptions.

Dropping classes. A student may drop a class within the first eight (8) *school* days at the beginning of the course without penalty. Such a class will not be shown on the student's official record. To drop a class, the student must talk with the class teacher and the school counselor. Students must complete the [Drop/Add form](#) requiring teacher and parent signatures. The student *must remain in class* until notified by the school counselor that the class has been dropped. AP or AP-prep courses dropped within the first eight days will still incur a 2 000 CZK fee to cover individual materials ordered for the course that cannot be returned.

Students may withdraw from a course after the first eight (8) days of school if approved by the parent(s) and with school administrative permission. The student will incur a final grade of WP (withdraw passing) or a WF (withdraw failing). The withdrawal grade will appear on the student's report card and final CISP transcript. No financial refunds will be given for a withdrawn class.

ACADEMIC EXPECTATIONS AND EVALUATIONS

Homework. Homework is meant to be a reinforcement of things learned and/or an opportunity to prepare for the next lesson. It also builds good study and work habits for the future, whether for university or the world of work. Students will be assigned homework for most courses at CISP, particularly at the middle school and high school levels. Students are required to keep up with their homework and be prepared for tests. Assignment books are available upon request.

Secondary School Homework Guidelines. At CISP, we want each of our students to live a balanced life. We highly value family time, and believe that exercise and other activities outside of school are important. Therefore, we have delineated guidelines for the length of time students will spend on work outside the classroom. Students who feel that their homework is consistently taking longer than these guidelines should keep a log of how many minutes they spend on homework per class for one week. Then they may bring the evidence to their teacher. If their teacher does not initiate change, they may speak with the school counselor or principal about the situation.

The following table shows the average of out-of-school assignments (including long-term projects and test and quiz preparation) for the secondary students. ***This does not apply to honors or AP courses.***

Grade	Per Night	Per Week
6	1¼ hours	6 hours
7 & 8	1½ hours	7½ hours
9 & 10	2 hours	10 hours
11 & 12	2½ hours	12½ hours

Students will be assigned no more than 2 tests or projects on any given school day. Long-term projects will be broken down into multiple graded mini-assignments in order to provide shorter term accountability. Teachers will give prior notification for special projects and papers as early as possible. Each classroom teacher sets a late homework policy and CISP students are expected to follow each teacher's late homework policy.

Assessment criteria. Performance in each course may be measured by attendance, attentiveness, discussion, participation, projects, individual homework, written papers, quizzes, test results, projects, cooperation, etc.

Secondary Semester Examinations. Semester/Final examinations will be given the last week of each semester in the core classes in the secondary. Exams are required in grades 9 through 12 for English, mathematics, science, social studies, and Bible. Teachers may give final exams in other classes. The final exam will count no more than 20% of the total semester grade. **Parents are responsible to ensure their family's travel plans do not interfere with their student's examination schedule.**

Achievement Tests. Standardized achievement tests will be administered twice per year, once in the fall semester and once in the spring every year for grades 3 through 10. Any part-time students and homeschoolers are welcome to take the test for a fee. Students in grades 11 who have not taken (or are not scheduled to take) the SAT or ACT are also required to take this achievement test. They are administered in order to measure achievement and to provide help in assessing student academic strengths and weaknesses.

College Board Examinations. The Preliminary Scholastic Aptitude Test (PSAT) is a practice test for the SAT as well as the test for the National Merit Scholarship. This test is administered to students in grades 10-11 who register ahead of time. **CISP requires all students in grade 11, who are U.S. citizens, to take the test.** An additional fee is required for PSAT's. SAT and ACT information will be available from the school counselor's office. English Language Learners may see information about the TOEFL from ELL staff.

SUPPLEMENTAL SERVICES

CISP offers a variety of services to support the academic success of our students. Struggling learners or students with learning disabilities may receive some of the following services.

Discovery Program. Developed by the National Institute for Learning Development (NILD), the Discovery Program is designed to assist students who learn differently. The program treats the underlying causes of learning challenges, rather than just the symptoms. The goal of the program is to help students develop tools and strategies to become independent, lifelong learners.

Educational Therapy is provided, at a minimum of one 90-minute or two 45-minute sessions of intensive one-on-one therapy per week. During these sessions the educational therapist uses a variety of techniques designed to address the student's specific areas of difficulty and to improve their overall ability to think, reason, and process information. More information about NILD therapy is available at nild.org.

Students transferring into CISP with an IEP, 504 Plan, or other *modification* plans, may be required to be a part of the Discovery Program to ensure that the modifications are followed and monitored. Teachers may not *modify* the curriculum (change academic expectations) for a student unless that student is in the Discovery Program. If parents feel *accommodations* (supports and services to help students learn) are necessary, they may make arrangements to discuss this with the Principal and/or Supplemental Services Coordinator. Additional testing may be required by a licensed professional.

There is an additional fee for the Discovery Program.

Tutoring. Tutoring may be available to provide ongoing academic support for students struggling academically. Tutoring is available to provide supplemental instruction in specific subject matter, assistance in writing papers, instruction in reading comprehension strategies, accountability, organizational skills and/or study skills. If the schedule allows, tutors may also be available to provide academic support for students who need temporary assistance. Requests for tutoring should be made to the Supplemental Services Coordinator.

Accountability. Students (by student, parent or staff request) meet regularly with a staff member to check on academic progress.

Accommodations. These are changes made in how the content is taught and/or assessed. Accommodations do not change what the student is expected to master. The objectives of the course remain intact.

Modifications. These are changes made in how the content is taught and/or assessed as well as changes in what the student is expected to master. Course objectives are modified to meet the needs of the learner. A student must be enrolled in the Discovery Program to receive modifications.

GRADES AND REPORTING OF GRADES

Grading System and Scale. CISP uses the following grading scales for recording students' achievement on Progress Reports, Report Cards, and Transcripts.

Grades 1-5		
Grademark and Percentage		Explanation
E	95% - 100%	Exceeds expectations at this time
M	80% - 94%	Meets expectations at this time
M-	70% - 79%	Approaching expectations
N	Below 69%	Not meeting expectations
R	-	Refer to teacher comments

Grades 6-12

Grading Scale			Grade Point Average	
			Honors/AP	Regular
Excellent	A	92-100%	4.25	4.00
	A-	90-91%	3.90	3.67
Good	B+	88-89%	3.54	3.33
	B	82-87%	3.19	3.00
	B-	80-81%	2.84	2.67
Satisfactory	C+	78-79%	2.48	2.33
	C	72-77%	2.13	2.00
	C-	70-71%	1.77	1.67
Needs Improvement	D+	68-69%	1.41	1.33
	D	62-67%	1.06	1.00
	D-	60-61%	0.71	0.67
Unsatisfactory	F	59% or below	0.0	
	INC	Incomplete	0.0	
Passing	P	Credit given	Not calculated	
Withdrawal-Passing	WP	No credit	Not calculated	
Withdrawal-Failing	WF	No credit	Not calculated	

Student Progress. A secure Internet system makes a student's progress available for online viewing at any time. Parents are encouraged to monitor their child's reports by going to the [FACTS ParentsWeb](#) and logging on with their registered username and password. Parents may contact teachers at any time of the school year by email or by appointment in person to ask about the progress of their student(s).

Grade Reports. The academic year at CISP is divided into four quarters, which are eight to ten weeks in length. Progress reports are generated midway through each quarter. At the end of each quarter, a student's academic achievement is communicated on reports. Both of these reports will be available on-line in the [FACTS ParentsWeb](#). The school will print quarterly reports and send them home only to families that request it.

Parent-Teacher Conferences. Conferences are mandatory for the parents of every student. Please check the school calendar and plan to attend.

Academic Probation. Secondary students will be put on academic probation if they have received 2 grades of a D (67% or below), for any subject in any of the quarterly grades over the course of the year. Academic probation means that the student's progress will be closely monitored, and certain stipulations will follow:

- A member of the academic team will communicate with the student's parents, and meet with the student to discuss what steps will help the student succeed.
- The student's teachers will keep in close communication with the parents (by email, telephone, or meetings) about progress or regress.
- The student may not be allowed to participate in any co-curricular activity (e.g.: performance in school play, athletic teams, student leadership, etc.).
- The student may not be allowed to go on school trips.
- The student may be required to do additional summer work as a prerequisite for entering the next grade.
- The student may be required to repeat a course the following year.
- The student might not be promoted to the next grade level.

A secondary student will remain on academic probation until the student no longer has 2 grades of a D or below at the following midterm or quarter grading period, or until their teachers and parents collectively decide the student has made sufficient progress to remove the probation.

The decision to retain any student back a grade, regardless of grade, will be carefully discussed with the student's teachers, the school counselor and the principal. It will be taken very seriously, and factors besides academic performance will be considered.

ATTENDANCE POLICIES

Regular attendance and promptness are expected of all students. Students will be admitted into the school building beginning at 8:05 am and not before.

TARDY POLICY

If a student is not in his or her first class at the beginning of the day, he or she will be considered tardy to school. We recommend students arrive at least five minutes early to get ready to start the day. Students who arrive late must report to the school office first to pick up a tardy slip. This slip is to be given to the student's teacher when the student reports to class.

Excused tardy. Some tardies are beyond an individual's control and will be excused without penalty (e.g., extreme weather conditions, accidents, transportation breakdowns, feeling sick, etc.). However, these types of tardies will not be excused if the administration sees a pattern developing.

Unexcused tardy. Some tardies are avoidable (e.g., missing public transportation, not getting up on time, or not leaving home early enough). A *secondary* student will be allowed two (2) unexcused tardies each quarter without penalty for homeroom, chapel, and all classes. Following the third and any subsequent unexcused tardies in that quarter, the student must serve an early morning detention (7:35am), or may have to suffer other consequences deemed appropriate. The parents of elementary students who have a habit of unexcused tardies will be contacted by the school.

Three unexcused tardies to class per quarter will be counted as an unexcused absence. If a student arrives more than halfway through a class, he or she will be considered as having been absent from that class.

ABSENCE POLICY

Consistent class attendance is necessary for a student to be successful in school. Elementary students may miss no more than 20 days of school. Secondary students may have to repeat the class, and high school students may not receive credit if more than the following number of classes are missed:

- One-credit, 45-minute class: 20 classes
- One-credit, 90-minute class: 10 classes
- Half-credit, 45-minute class: 10 classes
- Half-credit, 90-minute class: 5 classes

These totals include both excused and unexcused absences from school. Classes missed for school-related activities are not counted toward these totals.

If a student exceeds the allowed absences, the Academic Advisory Team will determine whether the student will receive credit in the class(es) or not.

For unplanned absences (such as illness) parents should notify the office in writing as soon as possible, preferably by 8:15. Emails may be sent to attendance@cisprague.org. If the student has been ill more than 5 days, a doctor's note is required before the student may return to school.

For planned absences (such as family travel, visa appointments) parents should notify the school office in writing at least 2 school days in advance. Absences should not be planned during standardized testing or the last two weeks of a semester. Absences will be considered unexcused if these conditions are not satisfied.

Unexcused absences also include oversleeping, staying home to complete homework, hair appointments, or any unexplained absence. Students will not receive credit for work missed during unexcused absences and they may not participate in an co-curricular activity that day.

MAKE-UP WORK

Because assignments are an important part of the learning process, students are expected to make up work missed during an absence.

If you are out when an assignment is due, turn it in as soon as you return. If you are absent the day of a test, you are expected to make it up upon returning to school. If your illness kept you from completing the assignment (or studying), you may bring a note from your parents explaining the situation and asking for an extension.

For each day of an excused absence, a student will have at least one school day to make up any work or test missed.

Secondary Students: For planned absences, such as a doctor's appointment, family trip, or school field trip:

- **Remember, you as the student are responsible for getting and completing your make-up work. Don't be afraid to ask your teacher if you need more help.**
- Communicate with your teachers ahead of time. Make sure they know you will be out, and ask if you may have assignments ahead of time. Writing an email or inviting your teachers to a google doc where they can list assignments may be much more appreciated than approaching teachers between classes.
- Sometimes a teacher will have assignments prepared to give you in advance. In this case, work ahead or during your trip so that you do not fall behind.
- Other times a teacher will not be able to give you work until you return. When possible, check online for assignments during your absence. Otherwise, collect make-up work when you return.

PICK UP AT END OF DAY

Students must leave campus within fifteen minutes after the end of that child's school day (barring other arrangements made with the school). Parents or guardians who are late to pick up students beyond fifteen minutes must notify the office by phone and pay for aftercare. For additional information about aftercare fees, see the link on the school website.

Parents of elementary students (Grades 1-5) should notify the office of:

- any adult who is authorized to pick up their child - this information must be communicated in advance and a photograph of the authorized adult needs to be uploaded to the student's FACTS RenWeb account under Contacts or Authorized Pick-up persons.
- any child who is authorized to depart without an adult.

Communicate in writing to attendance@cisprague.org and the classroom teacher.

ACADEMIC SUPPORT DURING AN EXTENDED LEAVE

Often times a CISP family has to leave Prague for an extended period of time during a school year. When a family wishes to return mid-year and join (or re-join) CISP classes, the parents may decide it would be most beneficial for the student to follow CISP curriculum and textbooks.

Our goal is to promote student learning, and the following policy is what we believe will be best for the student:

1. The learning progress will be entirely the responsibility of the parent and student. Likewise the grading and credit will be the responsibility of the parent/student.
2. CISP will:
 - Lend textbooks (a deposit may be required; consumables will be charged at replacement cost)
 - Provide curriculum documents already prepared, such as year plans or unit plans.
 - Provide chapter tests to a trustworthy parent/guardian
 - Respond to emails from the parent asking the teacher for information such as the class's progress in the textbook
3. CISP will not:
 - Grade tests or projects
 - Include the student in online FACTS classes
 - Award CISP credit
 - Check on the student's progress mid-year
 - Allow or expect our teachers to email frequently or initiate toward the student to encourage progress
4. CISP reserves the right to deny the student (re)entry into the class mid-year if the student is not sufficiently on track with the class.

Families who would like more support in schooling their children should look into local schools or other online school options. CISP cannot provide further support for distance learning than what is outlined above.

If the family would like the credits earned during this period to be recorded on the CISP transcript, a homeschooling transcript must be submitted to the CISP School Counselor. Homeschool grades are not factored into CISP student GPA.

SECONDARY STUDENT DEPARTURES BEFORE EXAM WEEK

We strongly discourage students from leaving before the end of the school year, but we understand that there are some situations where this may need to happen. Students who must leave CISP before the official end of the school year must have their parents write a letter of notification at least 1 month prior to their departure from CISP. The parents should give the reason for the early departure and specify the last day the student will be in class. Specifics concerning receiving credit must be worked out with the school administration.

The end of the school year is a busy time for staff and students alike. Teachers have little time to prepare long-range assignments in advance and to write alternate exams for those who need to leave early. Therefore, high school students departing early will be charged an *early exam fee* for each exam.

Early Withdrawals

Parents wishing to withdraw their children from CISP before the completion of the academic school year, must complete the [Withdrawal Notification Form](#) a *minimum of two (2)* months prior to a student's last day of school. The parents should give the reason for the withdrawal and specify the last day the student will be in class. Parents who inform CISP of their intention to withdraw with less than two month's notice, will be subject to an Early Withdrawal Penalty equivalent to one (1) quarter's tuition and fees. This penalty must be paid in full or CISP will withhold all report cards, transcripts, and/or other records until all financial accounts have been settled (i.e. tuition, library fees, etc.). Please allow two weeks for processing paperwork from the date requested.

STUDENT BEHAVIOR

CODE OF CONDUCT

At the start of the school year, all students in grades 6 through 12 will read and sign the student [Code of Conduct](#).

As a Christian school, CISP encourages students to desire to have a lifestyle that is above reproach.

It was for freedom that Christ set us free; therefore keep standing firm and do not be subject again to a yoke of slavery...For you were called to freedom, brethren, only do not turn your freedom into an opportunity for the flesh, but through love serve one another...But I say walk by the Spirit and you will not carry out the desire of the flesh...But if you are led by the Spirit you are not under the Law. Now the deeds of the flesh are evident which are immorality, impurity, sensuality, sorcery, enmities, strife, jealousy, outbursts of anger, disputes, dissensions, envying, drunkenness, carousing, and things like these...But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control, against such things there is no law.

Galatians 5:1, 13, 16, 18-23, NAS

Knowing that students at CISP are at varying stages of spiritual growth and that outward conformity does not signify internal change of heart, the school board, administration, and faculty of CISP covenant with parents and students to provide an environment where godly values are taught and modeled in the hopes that each student will more fully embrace these values. To that end, positive values (Gal 6:22-23) will be emphasized, acknowledged, and rewarded, and negative values (Gal 6:19-21) will be appropriately corrected (Gal. 6:1).

Further, the school board, administration, and faculty of CISP acknowledge the primary authority for the student is given by God to every parent, and seek to partner with parents. Because CISP is a community of many people of varying ages and values, the school board has established general guidelines of moral behavior that the administration and staff of CISP, in cooperation with parents, must always encourage and expect of a student enrolled at CISP.

GUIDELINES FOR STUDENT BEHAVIOR

Certain guidelines and rules have been established at CISP for the purpose of creating an environment conducive to learning, protecting the safety of students, staff members, and visitors; and providing students with an opportunity to learn and to practice good manners.

At school and all school functions, students are expected to ...

- Be courteous and respectful to adults and other students at all times.
- Obey faculty and staff members recognizing that they are under school authority when school is in session or when they are involved in any school function.
- Address faculty and staff members as Dr., Mr., Mrs., Miss, etc.
- Refrain from skipping, pushing, shouting, and jumping off the stairs.

In the school building, students are expected to ...

- Take off outdoor shoes when entering, store in the appropriate place and put on indoor shoes (all elementary students; secondary students when the weather is bad).
- Wear ISIC cards visible at all times (below the neck; above the waist) - Grades 6-12.
- Walk quietly in the hallways as to not disturb classes in session at CISP or other institutions in our shared building.
- Stay with the teacher in charge of the class unless given permission to do otherwise.
- Refrain from disruptive or harmful activities toward students and property.

In classrooms, students are expected to ...

- Come to class prepared with necessary books and materials.
- Be at your desk by the time the class starts.
- Work on tasks as directed by the teacher.
- Observe other rules individual teachers establish in their classrooms to ensure a sound educational environment.

In the lunchroom, students are expected to...

- Speak quietly to those sitting nearby and refrain from shouting across the room.
- Leave the table and chairs clean and orderly when finished eating.
- Stay in your chair in the lunchroom until dismissed by the teacher in charge.
- Throw any leftover food and trash into the wastebasket.
- Carry out clean-up duty as assigned.

In the courtyard, students are expected to...

- Be under adult supervision at all times.
- Be conscious of the classroom windows that may be open and keep noise to a minimum outside these classrooms.
- Return all balls and all sports equipment to their storage area/container at the end of the recess/lunch period.

Closed Campus. Students must remain at school, on its grounds, or with their school group at all times, unless specifically authorized to leave by a teacher or administrator and with written permission from a parent or guardian. The campus of CISP is wherever school activities are in session. In addition to the school building, the campus includes any athletic fields, city parks, museums, public transportation, and out-of-town field trip sites. Students are accountable for their behavior on the way to and from school and school activities and should maintain appropriate standards of behavior as outlined in this handbook.

Food & Drink. Students may eat and drink in designated areas and at designated times. No food or drink is allowed in the library or computer lab at any time. Our school building is a gum-free zone, and there will be no gum chewing on school property at any time.

Elementary: During the snack times, students may eat and drink in their classroom only. There is to be no eating during class time. Students may drink only water during class time. We encourage parents to avoid fruit drinks and sodas in their children's diets. Teachers may make exceptions to these guidelines for special occasions.

Secondary: Students may have drinks in a non-breakable, sealable, closed container only. They may eat a snack during homeroom.

Romantic Public Display of Affection. CISP students are encouraged to form relationships based on friendship rather than romance. Couples are not allowed to display romantic affection (holding hands, kissing, romantic hugs, etc.) on CISP campus.

DRESS CODE

We want all students to be appropriately dressed for school in comfortable and modest clothing. We realize that "modest" is defined differently in other cultures so we ask that students' clothing follow these guidelines:

- Students should be clean and well-groomed. Hairstyles, clothing, and accessories should not distract from the learning environment. Clothing should have no inappropriate words or images.
- For girls, skirts, dresses and shorts should be at least finger-tip length (any holes in clothing should not be above this line). Tank-tops straps should be at least two-finger-widths wide. There are, however, many articles of clothing within these parameters that are also revealing, and should not be worn. Please discuss any questionable clothing options with the director, principal or school counselor.
- For boys, muscle shirts/basketball jerseys are not allowed.
- Students should respect their teachers and the authority of school in all ways, and this means responding humbly and graciously to teachers' reasonable requests regarding attire. For example, teachers who ask hats that not to be worn in their class should be honored.
- Elementary students should follow these [cold weather clothing guidelines](#).
- Elementary students will wear indoor shoes each day at school. Secondary students are required to have indoor shoes in their lockers to change into when the weather is excessively wet. Some secondary teachers may require students to remove or change their shoes before entering class. Students will wear athletic shoes with non-marking soles for PE classes.

We encourage parents to pay attention to their children's clothing choice and see that they are appropriately dressed according to these guidelines when they come to school.

Failure to follow these guidelines will result in disciplinary action consistent with our policy outlined in this handbook.

USE OF SCHOOL PROPERTY

Students are asked to take care of the resources available at CISP:

- Exercise care, neatness, and cleanliness in the use of CISP facilities and equipment. For example: push in chairs, pick up litter;
- Respect the property of others by staying out of other's desks, lockers, and personal belongings;
- Turn lights off before leaving a room;
- Report damages or needed repairs to a staff member;
- Pay for replacement or repair to library books, textbooks, chromebooks and all CISP property should they be responsible for loss, theft, or damage.

Athletic Equipment. Items are to be used only for their intended purposes. All damages or breakage must be reported to the school office immediately and charges will be assessed to the person responsible. Students may not take equipment from the PE closet.

Lockers. Lockers are school property provided for use by the students. Lockers may be checked periodically, without prior warning, by the school administration. The following guidelines should be observed:

- Lockers should be kept clean and orderly; the locker area should be kept clean.
- Lockers should be kept locked at all times.
- All personal property should be kept in the lockers or taken home after school. "Stray" items will be collected periodically.
- No items are permitted to be stored on top of the lockers at anytime. Items found on top of lockers will be confiscated.
- Students will be given a locker key at the beginning of the school year. Loss of the key will result in a 100 CZK fine; keys can be rented for 50 CZK per day if forgotten at home.

School Furniture. Desks should be kept clean and orderly. Chairs should be pushed under desks when classes are not in session. Chairs are to be put on top of desks after the last class of the day. School furniture is not to be marked or defaced in any way. To prevent damage to chairs and injury to the students, students may not lean back on school chairs or sit on desks.

Textbooks/Chromebooks. The school rents textbooks and Chromebooks to students as part of their tuition/fees. Students are responsible for keeping them in good condition and for removing any marks before returning them. Students may be charged for replacement or damage costs in cases of loss, theft, or excessive wear.

TV/DVD/Overhead Projector. The TVs/DVD players/overhead projectors are only to be operated under the direct supervision of a staff member. Students may not move this equipment by themselves. An adult supervisor must be present.

USE OF PERSONAL PROPERTY

CISP does not assume any responsibility for lost, stolen, or damaged personal items brought to school by students.

Electronic Devices. Electronic devices not provided by the Christian International School of Prague are not to be used in the school building at any time during regular school hours. Cell phones need to be switched off and stored in the student's locker during the school day. If parents need to contact their child or if students need to contact their parents, they may do so through the main office. A student's failure to comply will also have disciplinary consequences. Any devices being used improperly will be taken from the student, who may then claim it from the main office at the end of the day. Repeated infractions will result in more serious consequences.

Cash. Students are advised not to bring large amounts of cash to school. The school cannot be held responsible for money and valuable items brought to school.

Weapons. Devices known as weapons in any culture are not permitted at CISP. A possible exception would be if a teacher approved the presence of a weapon as part of an academic assignment or presentation.

ACCEPTABLE USE COMPUTER POLICY

Computers are supplied by the school for academic use and are not to be used inappropriately.

"Inappropriate Use" may be defined as, but not limited to the following:

- Accessing internet sites containing controversial material, sexually explicit material, destructive information, material inconsistent with the purpose of the Christian International School of Prague, and any material determined to be illegal.
- Downloading music, software, movies or any other copyrighted material.
- Game playing is not allowed on school computers, except as a formal component of an academic subject or through a school sponsored event.
- Installation or use of peer to peer file sharing programs such as Limewire, BitTorrent, etc. is not permitted on computers connected to the school network.

- Any use that is not considered academic use.

Parents and students should be advised that internet access is filtered, but no filter is 100% effective. If a student accidentally accesses a bad site, they MUST "back out" immediately or turn off the monitor and notify the teacher/school personnel without drawing another student's attention to the computer screen.

The Christian International School of Prague reserves the right to access and monitor e-mail, web sites, server logs, and electronic files, and any computer or electronic device connected to the school's network including personally owned equipment, should it determine that there is reason to do so. Such reasons would include, but not be limited to, suspected or reported breaches of this Acceptable Use policy, or breach of any policies of the school, or suspected breaches of the law.

The following guidelines are to be followed by students using school computers and personal devices in the following venues:

Library

1. Internet use in the library is for school related research and may not be accessed without a specific assignment from a teacher. Students must give the librarian a note from the teacher before accessing the internet. Using the internet without permission or accessing inappropriate sites as outlined above will result in discipline. All sites accessed are logged for review.
2. When in the library, students must follow the instructions and policies of the library personnel.
3. A campus wireless network is available for student access. Students are not allowed to access the wireless campus network on personal devices.
4. LIBRARY COMPUTERS ARE MONITORED!

Computer Lab

1. Each student shall be assigned an account, a password, and a computer for use in the computer lab during the student's scheduled class. Attempting to access any other students/staff members account or accessing a computer without permission will result in a detention and possibly suspension or expulsion. Any expense incurred as a result of student tampering with the school's computers will be passed on to the student and/or parents of the student at fault.
2. Students may not alter any program or set up in the computers or otherwise tamper with software or hardware without specific directions from the teacher.
3. Students must stay within the programs or activities assigned by the teacher and may not seek to gain entrance to other areas within the network.
4. Students may not bring games or disks from home to use on school computers without appropriate permission.
5. Students may not download anything onto the computers without the teacher's permission.
6. Causing the computers to display, record, or print material that is dishonoring to God, the school or other individuals is not allowed. Students doing so will be subject to serious disciplinary action.
7. COMPUTER LAB COMPUTERS ARE MONITORED!

Classroom

1. Student use of a teacher's computer is strictly forbidden. Any access will result in severe discipline.
2. Students in the 8th-12th grade will be issued Google Chromebooks for the academic year. Other students may be issued a Chromebook for academic purposes. The Chromebook is assigned for academic purposes and any use outside of its designation could lead to forfeiting the privilege of Chromebook usage. If Chromebook usage is forfeited, the student will be denied access to a school issued Chromebook for the remainder of the year and the technology fee will not be reimbursed.

School Assigned Chromebooks

Students who are assigned a Chromebook/tablet must abide by all student guidelines contained in this handbook in order to maintain the privilege. In order to receive a Chromebook, the student must meet the following conditions:

- Attend a Chromebook orientation;
- Student and Parents must agree to and sign the **Chromebook Agreement and Information Policy**.

Consequences

If a student chooses to disobey these guidelines, the student's access to CISP computers will be suspended for a length of time deemed appropriate by the director. Repeated violations will be handled by the director and the computer teacher, and may result in a permanent loss of computer privileges. The CISP administration and the computer teacher will make the final decision regarding the interpretation of these rules.

STUDY HALL POLICY

Study Hall is meant for working on homework or quiet reading. CISP believes it is important to teach students how to be good stewards of their time and show respect towards fellow students, so there is to be no talking during study hall, and the supervising faculty member will strictly enforce this. If students need to collaborate on a class project or other assignments, they may ask permission. Students who use the computer during study hall are expected to follow CISP computer policy and restrict themselves to academic work. Students are discouraged from listening to portable audio devices and may only do so with supervisor permission.

DISCIPLINE

PHILOSOPHY

CISP desires that its philosophy of discipline be based on biblical principles. In particular, the following understandings guide the process of classroom management and discipline at CISP:

- In its essence, discipline is closely related to discipleship. Specifically, discipline is a process of loving, strengthening, protecting, training, and correcting a person with the goal of developing an individual who practices a self-disciplined lifestyle of obedience to God and sensitivity to the needs of others.
- Discipline is based upon a relationship of love and concern. In the same way God disciplines those He loves (Hebrews 12:6), parents are to discipline their children and teachers are to discipline their students.
- Though each person is born with the tendency toward sin, each individual is of value to God and each individual has the potential of being transformed by the Holy Spirit.
- We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Acts 3:19-21; Romans 10:9-10; 1 Corinthians 6:9-11).

CISP recognizes that God has given parents the primary responsibility for a child's growth and development. Nevertheless, parents have entrusted school staff members with the responsibility to assist in the process of shaping a young person into someone able to love and respect both God and neighbor.

Together with the parents, the staff of CISP is committed to the process of developing positive character qualities in the students, including:

- Fruit of the Spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control;

- Intellectual virtues: courage, carefulness, tenacity, fair-mindedness, curiosity, honesty, and humility;
- Submission to legitimate, God-given authority;
- Respect for God, neighbor, and self;
- Perseverance, diligence, and endurance;
- Enthusiasm, discretion, creativity, generosity, and humility.

Likewise, together with parents, the staff of CISP seeks to correct negative habits and attitudes, including

- Dishonesty in its various forms;
- Disrespect to legitimate, God-given authority; and
- Disobedience.

To accomplish this task it is important that communication between parents, staff, and students be given high priority. Ultimately the success in developing a self-disciplined child depends upon parents and staff who work together and who carefully model and teach submission to appropriate authority.

DISCIPLINARY PROCESS

Each classroom teacher will establish his or her own classroom expectations based upon the philosophy stated earlier. Specific classroom expectations and the consequences for not meeting these expectations will be explained at the beginning of the school year, posted on the classroom walls, and reiterated often. Forgiveness and restoration are an important aspect of discipline at CISP. The ultimate goal is to help students become disciples of Christ.

If after attempts have been made by the teacher, the student's behavior is still not in line with the expectations, other disciplinary actions will be taken by the principal in conjunction with the classroom teacher and the student's parents. The following are listed in order of degree of the offense.

Detention. Detention can be given by a classroom teacher to be served at a time convenient to the teacher who will notify the parents about the time and reason for the detention. For all school infractions, detention will be held at 7:35 am or during lunch break and will be coordinated by the school principal. *It is the student's responsibility to communicate to their parents about these detentions.*

Disciplinary Probation. Disciplinary probation is a period of time during which the student is expected to show improvement in behavior. The school principal will communicate with the student and the parents the terms of this probationary period. To help the student successfully complete the probationary period, the student will work with a designated staff person in conjunction with the student's parents.

Before the student may be removed from disciplinary probation, the school principal and the student's teachers will review the student's case.

In-school Suspension. If a student's behavior continues to be unacceptable or if a major violation of school rules occurs, the student may be suspended *in school* for a specified period of time. The student will be held in a designated area where they will work on, and receive credit for, all his/her normal school assignments. The school principal will make this decision and communicate with the student and the student's parents about the terms of this disciplinary action.

Suspension. If a student's misbehavior continues after an in-school suspension or if the infraction is deemed serious enough, the student may be suspended (removed from school) for a specified period of time. This decision is made by the school director in conjunction with the school principal, who will then communicate with the student and his or her parents about the terms.

The director has the authority to suspend a student for up to three (3) days without consultation with the chairman of the board. Longer suspensions will be initiated only after consultation with the chairman. When such cases occur, the director will notify the school board of measures taken.

Students will receive a grade of '0' (zero percent) for all assignments assigned for the day(s) of suspension as these days are officially recorded as unexcused absences. This includes all tests and quizzes administered on those days. Students are encouraged to complete all assignments for the days missed due to suspension, but no credit will be given.

A student returning to school after serving a suspension will be placed on disciplinary probation for a period of time determined by the director. Successful completion of the probationary period will result in re-admission to the school as a "regular" student. Failure to successfully complete the probationary period may result in additional disciplinary action, including possible expulsion from the school.

Expulsion. Expulsion is a permanent removal from the CISP student body and is the prerogative of the director. Normally this step will follow a period of suspension, allowing time for the director to counsel with the school board and staff concerning the matter. The director will communicate with the student and his or her parents.

All financial obligations to the school must be current. If overpayment has been made, a prorated refund may be given. Appropriate references will be supplied to other schools requesting them after an expulsion.

Additional measures. The administration reserves the right to give appropriate disciplinary measures on a case-by-case analysis.

Behavior that threatens the health or well-being of the student or other students or staff will bring about immediate disciplinary steps.

If a parent has questions regarding an action taken by a teacher or administrator, that parent should first request a meeting with the faculty member involved. See Complaint Procedure for further instructions.

CHEATING AND PLAGIARISM

Cheating and plagiarism will not be tolerated at CISP. Cheating on homework or examinations consists of many different actions. In contrast to cheating, peer tutoring is working together toward a solution where all students involved have major input. Some teachers allow peer tutoring; please check with teachers to see if it is permissible on specific assignments.

By dictionary definition, plagiarism is the "unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." Students may not use the words or ideas of another person, unless they give credit to that person (citing). Quotations taken from another person must be cited appropriately. Failure to do so constitutes plagiarism.

At CISP there will be a conscious effort to teach the students what cheating and plagiarism is and the wrongness of these actions.

The consequences for cheating and plagiarism will be as follows:

- Cheating or plagiarism on any assignments, tests or exams will result in a zero on that work. Parents and teachers will be notified when incidents of cheating or plagiarism occur. A second incident may lead to suspension from school.

CO-CURRICULAR ACTIVITIES

co-curricular activities at CISP are offered according to the interest of students and the availability of adult leadership. Such activities may include, but are not limited to, Student Council, athletic competition, drama productions, and special class activities.

Drama PRODUCTIONS

As part of its fine arts curriculum, CISP will offer an opportunity for students to develop their dramatic talents and abilities. Students will have an opportunity to demonstrate these talents and abilities in co-curricular activities such as a school play. These productions also offer opportunities for student participation in many behind-the-scene roles, such as production, costumes, lighting, and sound.

SPORTS Programs

[Athletic Handbook](#)

The Christian International School of Prague is aligned with the International Schools Sports Association of Prague (ISSAP) for our sports program. This is a loosely organized group of international schools in Prague that compete against each other in a number of sports.

CISP may offer the following sports: soccer, volleyball, basketball, table tennis, disc golf and ultimate frisbee. Teams will be organized for these sports when adequate interest and available coaches are possible. In most cases, participation will be open to boys and girls in grades sixth through twelfth.

ELEMENTARY AFTER-SCHOOL CLUBS

Clubs are available to elementary students as opportunities come to our attention. If parents know of a resource for offering a particular club after school, please contact the director or principal.

ELIGIBILITY FOR CO-CURRICULAR ACTIVITIES

CISP encourages its students to participate in co-curricular activities as long as such participation does not become a detriment to their academic progress. The right to participate in co-curricular activities will be extended to those students who meet the qualifications and expectations related to each activity. In particular, members of athletic teams and participants in major co-curricular activities (e.g., school play) must maintain a minimum acceptable academic standing in order to continue participation. See the probation policy for specific details. If a student has an unexcused absence in any class during the school day, he or she will not be eligible to participate in co-curricular activities for that day.

If a teacher deems it necessary to spend extra time tutoring a student during the time the student would normally be participating in an co-curricular activity, the teacher is to make a request in writing to the coach or teacher in charge of that activity asking that the student spend the time in a tutorial rather than the practice for that activity. The student's parents will also be notified of this change.

APPROVAL AND SCHEDULING OF STUDENT ACTIVITIES

All school-related student activities must be approved through the administration. A master calendar is kept on FACTS ParentsWeb. To avoid any conflicts, the master calendar should be consulted when scheduling activities. To add an event to the calendar, groups or individuals should submit their request to the director; the director has the authority to approve or disapprove any student activity requests.

Student meetings related to co-curricular activities are to be conducted under the direct supervision of an adult advisor for that activity.

General Information

CHAPEL

Chapel is an important part of our school program, setting the tone of the school and providing an opportunity for the school community to focus on the Lord and worship Him together. Chapels are held weekly. Chapel attendance is required, and students are expected to be respectful and listen quietly during the chapel talk, announcements and when others are praying.

CHILD PROTECTION POLICY

CISP values human life regardless of age, gender, religion or race. Desiring to reflect Christian philosophy and belief, CISP expects every individual to be treated with dignity, respect, and care. The emotional and physical vulnerability of children under the care of CISP should never be violated.

Normal, healthy human relationships between adults and students include expressions of proper care and affection. Adults working with children are encouraged to provide a warm, supportive, and nurturing environment. Supportive nurture is always to be guided by biblical standards of morality, ethics, and prudence. CISP expects proper moral and ethical conduct toward all children.

COMPLAINT PROCEDURE

It is the nature of our fallen world that we will be dissatisfied with people and situations. While we want to keep an attitude of thankfulness and give grace to those around us, there will be times when we need to express our concerns. Staff, students, and parents in our community should follow these guidelines whenever they have a complaint.

If you have a complaint...

Express it promptly. Internalizing ill feelings and friction decreases effectiveness in our Christian walk. Jesus says that we cannot properly worship or serve God if there is a disagreement between others and ourselves. (Matthew 5:23-24) Express it promptly after an appropriate cool-down period.

Tell it to the right person. Complaints against specific individuals should be expressed directly to the individual in question. Parents should go directly to the teacher if they have a question or concern about that teacher. Secondary students should first talk to their teacher; if the teacher does not resolve the situation, students should discuss the issue with the principal.

Express it clearly. Make sure the person to whom you are expressing your complaint knows the appropriate details of the situation, exactly what you are complaining about and why. Misunderstanding of complaints could lead to further problems and needless hard feelings.

Don't broadcast it. Express your complaint **only** to the person who should hear it. If you overhear or are told about a complaint, redirect the complainer back to the source.

Pray about it. Ask God to help you make your complaint in such a way that it will result in the improvement of our school or person involved and thus, in the glory and growth of His kingdom. Read and think about such passages as Ephesians 4:1-3 and Colossians 3:12-13.

Appeal Procedures. If after taking the issue directly to the person involved, the matter is unresolved, take the concern to the next level - department head, and then, if necessary, the principal and finally director. Upon request, unresolved matters may then be appealed to the CISP School Board, which has final review within the school. It is the clear, Biblical standard of Matthew 18:15-17 that this chain of authority be followed.

If a complaint is made to or about you...

Understand the problem. Make sure you know exactly what the complaint is and why it is being made. Ask questions to the person making the complaint, if necessary.

Give it prompt attention. As soon as possible, talk to the person who is complaining about you. Try to agree on an effective solution to the problem promptly. This will show your concern and desire to cooperate and will stop the problem from escalating.

Make it into a growth experience. Instead of taking offense at the complaint, realize that someone has pointed out something that might help you to grow. Solomon said that many times the wise man is one who can accept and learn from counsel, reproof, and/or instruction. Learn from your mistake or from what has displeased the complainer.

Pray about it. Ask God's wisdom in solving the problem and His help in putting the solution into effect. Pray that all may work out for the good of the school and for the good of His kingdom. Pray for the person who complained about you and ask God to help you love him/her more.

COUNSELING

Students and parents are welcome to discuss their educational needs with the school counselor. The services provided include academic and career counseling as well as assistance in completing college/university and financial aid applications. Informal student/teacher or student/chaplain spiritual and emotional counseling is available at the student's request. If a student needs more formal counseling, the school counselor can assist in finding appropriate help.

FIELD TRIPS

Teachers are encouraged to enrich the classroom experience of their students by taking advantage of the rich resources available in Prague and in nearby areas. Taking appropriate field trips is one way of exploring Czech culture or expanding the learning opportunities of students in other content areas.

At the beginning of the year, parents are asked to sign a travel acknowledgement form. Prior to any specific field trip, information and another permission slip will be sent home. Parents must sign the permission slip and return it as requested either to the teacher or school office before a student is allowed to go on a trip.

Field trip fees are assessed at the beginning of the school year in the activity fee. Meals, snacks, souvenirs and public transportation are not included in the activity fee unless otherwise noted. In addition, parental assistance in supervising students is often necessary. Volunteers are welcome.

While on field trips, students are expected to

- Stay with the teacher/chaperone at all times. Do not run away or lag behind.
- Younger students must stay with a partner at all times and hold hands when crossing a street. Older students should be in groups of at least three.
- Cross streets with the light and on a crosswalk whenever possible.
- Obey the teacher/chaperone.
- Stay in boundaries set by teacher/chaperone, traveling and on site.

SAFETY DRILLS

Fire drills. Appropriate fire escape information will be posted in each room. The teacher and/or supervisor will go over emergency procedures with his or her class. At the sound of the signal, a designated person will lead the class out of the room single file to the designated area outside the building. There is to be NO disruptive behavior during fire drills.

Other safety drills. Appropriate safety information will be posted in each room related to other emergency situations. The teacher will go over emergency procedures according to the particular situation with his or her class. At the sound of the distinct signal, a designated person will lead the class to respond accordingly. There is to be NO disruptive behavior during safety drills. An evacuation day may be planned to practice how to leave downtown Prague in case of a threatening event. Parents will be notified of the final destination when we have confirmation.

HEALTH CARE AND MEDICAL INSURANCE

Insurance. Parents need to ensure that their student's health information is updated annually. All students are required during Enrollment to submit a copy of their current Medical Insurance Card to the Admissions Office. If any changes to insurance coverage occur during the school year (i.e. expiration or change of company), parents are responsible for providing CISP with the updated information and submitting a copy of the new Medical Insurance Card for their student's record.

Enrolled students whose Medical Insurance Card is missing or expired will not be permitted to attend planned field trips/class trips and will be requested to stay home on the day(s) of the planned trip.

New students will not be permitted to begin attending school if this information is missing from their record.

Medication. Parents of students requiring medication during school hours should notify the school office and classroom teacher in writing to ensure proper supervision. All prescription and non-prescription (over the counter) drugs must be left at the office or with the teacher in the case of young students and should be administered by designated staff only. The student is responsible for bringing these medications to the main office or school nurse in their original containers, which should include specific instructions for administering the medications (per the parent's request). On occasion, Paracetamol/Tylenol will be administered to students in accordance with written permission given on the student health inventory. A record of all medications administered will be kept in the office.

Parents should notify the school of any health concerns for their child(ren). In particular, the school needs to know if the student has any allergies, asthma, or history of seizures.

LOST AND FOUND

Students should label all personal items. The school is not responsible for students' belongings. Items, including those left on top of lockers at the end of the day, will be placed in a "lost and found" in a designated location. Lost and found items not claimed by designated times may be sold or given away to charity at the end of each semester.

PHYSICAL EDUCATION CLASSES

Students are required to participate in all physical education classes unless excused by the physical education teacher or doctor's note. A note from home will be considered, but it does not automatically grant an excuse. Even if excused, students are expected to go with the class to watch or help the instructor. Students are not excused to go home. Secondary students **MUST** bring in a change of clothes for PE. All students must bring appropriate shoes on PE days. Students must wear shoes at all times, unless the teacher instructs otherwise.

REQUESTS FOR PAPERWORK

When requesting paperwork for visas, transcripts, college applications, etc., please allow 2 weeks for CISP to complete the requested paperwork.

REQUESTS FOR CONFIRMATION OF STUDIES LETTER

CISP can provide a Confirmation of Studies letter for your student. These letters are used as proof of enrollment for visa purposes, employment compensation/reimbursement purposes, and Czech tax purposes. Please complete the form available from the CISP website to request this letter, CISP requires 3 business/school days to prepare this letter.

SERVICE PROJECTS

We believe that students come to a better understanding of the gospel when they put it into action in service. Every student at CISP is expected to participate in service projects that bless other people in some way. High school students are required to earn a half credit for service projects each year they attend CISP. Parents and students can read more about our service project philosophy and requirements [here](#).

TUITION

Tuition must be paid for the entire quarter in which a student is enrolled. Parents should notify CISP at least thirty days prior to the student's last day of school. CISP student records, including transcripts and diplomas, will not be released until all financial obligations have been paid in full. Tuition accounts must be kept current. If parents are behind in payments, their students will regrettably be denied admission to class. Cash payments are made through the CISP office and not to other staff. When invoice payments are made, miscellaneous costs for items such as school pictures are not to be included. Tuition payments are accepted in Czech crowns, Euros or USD only. If paying in USD, the exchange rate of CNB (www.cnb.cz) on the day of the payment will be used to determine the amount due. Payments are accepted in cash or bank transfer. All late payments will be subject to a 2% late charge per month.

VISITORS

All visitors to CISP must come first to the main office to sign in and take a visitor's badge. If a student from another school (such as a cousin in town, or a former CISP student) wishes to visit during the school day or sit in on classes, the administration must be asked for permission in advance.