

Purpose Statement

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Category	Administration
Sponsor	Administration Ambassadors
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Review Frequency	Annually

PURPOSE

The purpose of this policy is to define Cornerstone Family Schools in terms of purpose, philosophy, history, services available, contact information, and statement of faith.

DEFINITIONS

Homeschool Student

This definition of a homeschool student is used by Cornerstone Family Schools for prospective and current members. Students who do not meet the definition below are not eligible to participate in CFS activities. If at any time, a member's student no longer meets the below definition, they are required to notify the CFS Board to be removed as a member of CFS.

1. For purposes of determining membership eligibility, CFS policy requires that a parent oversees the student's regular weekly course of instruction. Outside classes and resources may be used, as long as fifty-one percent (51%) or more of the regular weekly hours of instruction or study are supervised by a parent, including a minimum of four hours per week of direct facilitation by the parent. For grades 11-12, full-time dual credit undergraduate/certification coursework is permitted, providing it conforms to these standards. Once a student is awarded a degree from college (Associates or above), the student will no longer be considered a home school student eligible to participate in CFS activities.
2. If the student is enrolled in any program sponsored by or operated by a primary or secondary public school authority, the student may not be enrolled in more such classes than will entitle or would have entitled the school or school authority to more than forty-nine percent (49%) of the public funding it would receive for a full-time student enrolled on dates for determining public funding for the student to retain eligibility for enrollment in CFS.

Please see Appendix A for some fictional scenarios of legitimate homeschooling students in CFS.

PROCEDURE

Purpose:

Cornerstone Family Schools (CFS) is an independent educational organization composed of individual home educating families, dedicated to assisting Christian families who have chosen to

educate and train their children, in a responsible manner, primarily at home. To accomplish this, CFS provides a structure of accountability, support, and encouragement for parents who desire to provide their children with the best possible training. This includes development of faith and virtue, essential knowledge and skills, and preparations for “life work.”

Cornerstone Family Schools is not a textbook publisher or distributor. Parents are free to choose the texts or curricula that best meet the needs of their family, so long as their curriculum is consistent with the goals and statement of faith of CFS, where possible, and covers commonly accepted areas of learning for each child’s level. Families may enroll and participate in national curricula and training programs, as CFS is intended to supplement and support, not supplant, such organizations. While the primary role of CFS is to provide accountability and support to home school families, CFS also offers a variety of optional group activities and enriching options not normally available to an individual home-educating family. In summary, the combination of accountability, familial responsibility, and resources is intended to educate and train young men and women to work in and minister to the world with the character and love of Christ.

Philosophy:

Cornerstone Family Schools believes that God has entrusted to parents the great responsibility and authority to see that our children are educated and trained according to his unique design for each child. The State of Kansas has a legitimate interest in seeing that each child becomes a productive member of society. These two spheres need not clash. Cornerstone Family Schools, and its predecessor, Cair Paravel-Latin Satellite School, have found great liberty in a system of accountability with responsible parents and open communication with the authorities charged with protecting the state’s interests. While Kansas’s compulsory attendance laws are vague and necessarily require subjective determinations by local authorities, the officials with whom we have dealt have always been satisfied with the structure and substance of the program.

Another important aspect of the CFS philosophy is that formal book learning has its place, and its limitations. We believe that a child should be encouraged to learn by doing, to gradually learn how to respond to and affect the real world not simply by reading about it, but also by acquiring valuable skills under the tutelage of those with experience in a wide variety of fields. Therefore, CFS supports apprenticeship training and opportunities in such areas as business, manual skills, law and legislation, medicine, counseling, and ministry. It is by experiencing these and other disciplines that a young person will be able to best discern how God would use him or her.

History:

The roots of CFS go back to 1982, when a few families associated with the Cair Paravel School (now Cair Paravel-Latin School) decided to train their children at home. Because of the evident advantages of association with a traditional Christian school and its resources, the Cair Paravel Satellite School was organized. At the time, the home education movement was young, small, and controversial; therefore, the Kansas Commissioner of Education was presented the satellite school concept with its attendant accountability and activities. His response was as follows

(excerpted from a letter from Merle R. Bolton, Kansas Commissioner of Education, September 6, 1983):

... have reviewed this matter with our director of legal services ... he believes the structure and operation of the Cair Paravel Satellite School Program to be in substantial compliance with the Compulsory School Law, if the instructor(s) is competent and the school is in session a period of time as above stated.

From a pilot program of three families, the satellite school grew to include over 60 families and over 120 students throughout northeastern and central Kansas. Until the spring of 1990, the satellite school operated with a director and coordinator under the Cair Paravel-Latin School board of directors. At that time, it was determined that the program was large enough to require its own board of directors. Cornerstone Family Schools was born, and incorporated as a non-profit, tax-exempt organization.

Services Available to All CFS Families:

- Orientation seminar (required)
- Standardized achievement testing (required)
- Directory of CFS families
- Access to the members-only link on the CFS website-
www.cornerstonefamilyschools.org
- Membership in the American Association of Christian Schools (AACCS) and the opportunity to participate in association Bible, academic, and fine arts (BAFA) competitions
- Junior and Senior High School level athletics program
- Options and possibilities for field trips, science fair, family nights, etc. according to interest and availability of volunteer leaders.

In the event of inquiry by authorities, although CFS cannot provide financial or legal assistance, CFS will provide available records, information, and general assistance in demonstration of a quality educational program in compliance with Kansas Compulsory Education Statutes.

CFS Contact Information:

Cornerstone Family Schools

P.O. Box 4968

Topeka, KS 66604

www.cornerstonefamilyschools.org

Cornerstone Family Schools Statement of Faith:

As a Christian organization, the following statement of faith expresses the basics of our beliefs:

1. We believe the Bible to be the only fully inspired, infallible, inerrant and authoritative written Word of God. (2 Timothy 3:16; 2 Peter 1:21)
2. We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit. (Genesis 1:1; John 10:30, 37, 38)
3. We believe in the full deity and full humanity of the Lord Jesus Christ, in His virgin birth, in His Sinless life, in His miracles, in His vicarious, substitutionary atonement through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory. (Isaiah 7:14; Matthew 1:23; Luke 1:35; Hebrews 4:15, 7:25, 9:12; John 2:11, 11:25; Colossians 1:14; Acts 1:11; Revelation 19:11, 16)
4. We believe that the human race is fallen in Adam and that the salvation of lost and sinful man depends upon the substitutionary death of Jesus Christ and is made effectual by grace through faith. (Romans 3:23; John 3:16, 19, 4:24; Ephesians 2:8-9; Titus 3:5-6)
5. We believe in the present ministry of the Holy Spirit, by whose indwelling and filling the Christian is enabled to live a godly life. (Ephesians 5:18, 4:30; 1 Corinthians 3:16, 6:19-20)
6. We believe in the resurrection of both the saved and the lost; they who are saved unto the resurrection of life and they who are lost unto the resurrection of damnation. (John 5:28, 29)
7. We believe in the spiritual unity of believers in our Lord Jesus Christ. We believe that all disciples are called to attend, worship and serve Him in a local congregation or fellowship that is part of His Body, the Church. (Romans 8:9; 1 Corinthians 12:12, 13; Galatians 3:26, 28)
8. We hold as belief and conviction that children are given by God as a stewardship to the parent and not the state and that parents have the wherewithal and authority to teach and educate their own children. (Proverbs 22:6; Deuteronomy 6:6-7; Ephesians 6:4; Psalms 127:3-5)
9. We believe that man was created in the image of God and that, from the moment of conception, each bears His image. (Genesis 1:26-28, 5:1-2)
10. We believe marriage constitutes the union between one biological man and one biological woman. (Genesis 2:22-24; Matthew 19:4-6; Hebrews 13:4-7; Mark 10:6-9; 1 Corinthians 7:10-16)

11. We believe that sexual immorality, those sexual acts committed outside of marriage, are prohibited and sinful. Such acts include, but are not limited to: adultery, fornication, incest, prostitution, pedophilia, polygamy, same-sex acts/relationships. (Exodus 20:14; Leviticus 18:7-23, 20:10-21; Deuteronomy 5:18; Matthew 15:19; Matthew 5:27-28; Romans 1:26-27; Colossians 3:5; Ephesians 4:17-19; Galatians 5:19; Hebrews 13:4; 1 Thessalonians 4:3; 1 Corinthians 6:9-13)
12. We believe that God created mankind in His image: male (man) and female (woman), sexually different, but with equal personal and human dignity. Attempts to physically alter or disagree with one’s predetermined biological sex, including but not limited to: elective sex reassignment, transvestite, transgender, or non-binary “gender-queer” acts or conduct is prohibited and sinful. (Genesis 1:26-28; Romans 1:26-32; 1 Corinthians 6:9-11)
13. We believe that God created and ordered human sexuality to the permanent, exclusive, comprehensive, and conjugal “one-flesh” union of biologically ordered man and biologically ordered woman, intrinsically ordered to procreation and biological family, and in furtherance of the moral, spiritual, and public good of binding father, mother, and child. Consequently, we affirm the sexual complementarity of man and woman and resist any and all same-sex sexual attractions and refrain from any and all same-sex sexual acts or conduct, which are intrinsically disordered. (Genesis 1:27, 2:24; Matthew 19:4-6; Mark 10:5-9; Romans 1:26-27; 1 Corinthians 6:9-11; Ephesians 5:25-27; Revelation 19:7-9, 21:2)

VERSION HISTORY

Version	Description	Date
1.1	Changed bullet #4 of Statement of Faith – Brewster	3/12/13
1.2	Multiple changes to reflect current processes -Brewster	7/12/13
1.3	Eliminated CFS Program Requirements & Membership & Fee Schedule (those items are redundant with Membership policies)	10/5/13
1.4	Added definition of homeschool student and updated SoF to reflect recommendations of legal advice from HSLDA as well changes to better reflect the purpose of CFS. -Pendergrass	11/2018
1.5	Changed direct instruction in definition of homeschool student to direct facilitation. Removed #4 in definition. Updated website address.	7/2022
1.6	Simplified the definition of a homeschooled student with examples in an appendix to reduce ambiguity and increase unity. -Riddle	4/22/2023

Appendix A

CFS Homeschooling Families

(All examples are fictional and meant to help families see how Cornerstone's definition of "homeschooled student" is met in different settings.)

Amy and Andy are veteran homeschoolers who use a classical approach. They conduct 90% of the academics in their home through high school, outsourcing only the high school science classes. They joined CFS for choir and debate. Because the debate program did not have volunteer leaders, it has not been active, so they hope to revitalize it.

Brad and Barb lean toward the delight-driven methods of homeschooling, using unit studies, the library, and countless community resources and field trips. They track hours, but those hours are year-round and evenings (they like to sleep in). They use Washburn Tech so their senior will graduate high school with a certificate in welding. Soccer is her sport, and CFS allowed that love through high school. They appreciate having the accountability standards recorded in one place and that CFS is known for them, since sometimes their style of homeschooling is questioned.

Carole is a single mom who uses a Catholic, on-line curriculum for her high school daughter. She spends her evenings going over her daughter's work and discussing the concepts, even though the grades are given by the on-line instructors. It is important for her that her daughter is in a safe environment where she can thrive and be instructed in the Bible. To that end, she takes time off work to make sure her daughter is able to participate in Bible Quizzing at CFS. Standardized testing reassures her that her daughter is growing and covering the basics well.

Donald and Donita have a goal for each of their children to graduate from high school with an associate's degree. They like the traditional classroom style of homeschooling and have used Abeka all the way through. Once the children are juniors, they attend full-time, dual-enrollment classes. Mom had hoped she could just turn them over to the college for dual enrollment and be hands-off, but realized not only did they still need her, she would not be fulfilling her obligation to CFS if she were not more involved. She ensures each dual credit course assignment is completed on time, she is available for questions/coaching/discussion of worldview, and she helps her students who are weaker in writing to outline their ideas for papers, though she uses Grammarly to help them edit on their own. Taking the classes on-line allows them the flexibility to participate in track and the kids have all loved the dances!

Everett and Eve pulled their children from public school. At first, they used K-12 (public school on-line) plus band, but after realizing they could not participate in CFS as a full-time K-12 family, they decided to keep public school band and use a Christian-based hybrid school T/Th to keep them on-pace as they learn to school at home. The kids are doing the "home" part of hybrid school M/W/F from 8-2 with band from 2-3 daily. They are excited they have the opportunity to play basketball under a Christian coach and to have devotionals at practice! They count the hours of home, hybrid, and band-well, they really just know that is eight hours daily, and they mark the full days and half days of school on the calendar, then add them up for their quarterly reports.