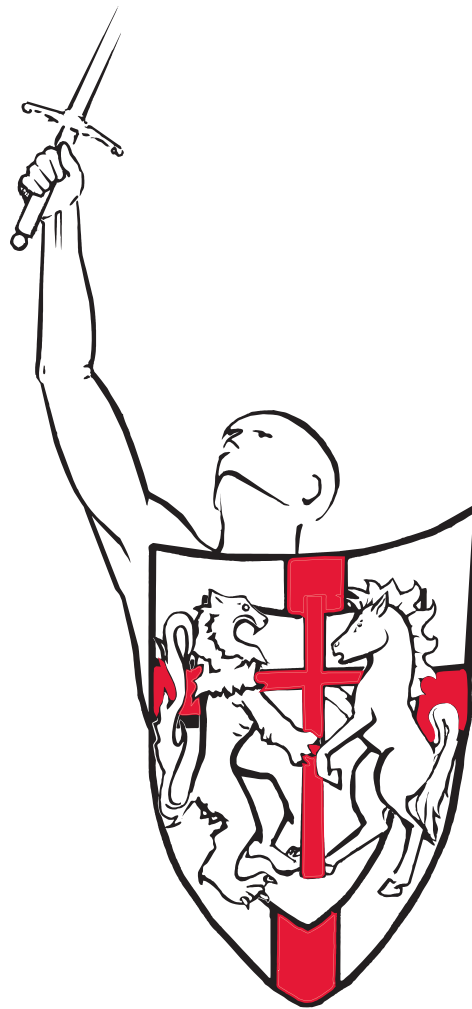


Casas Christian School

**HANDBOOK FOR PARENTS & STUDENTS
2011 - 2012 SCHOOL YEAR**



WARRIORS

"...fight the good fight, keeping faith and a good conscience."

1 Timothy 1: 18-19

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Casas Christian School Vision

***Casas Christian School exists
to glorify God
by equipping children
of diverse abilities and backgrounds
to reach their highest academic potential,
to grow spiritually in their relationship with Jesus Christ,
and discover how to serve God with their gifts.***



Accredited by the Association
of Christian Schools, Inc.



Accredited by the
North Central Association

Dear Parents,

Casas Christian School (CCS) offers an excellent Christian school education to Tucson-area residents. The future of both our community and country depends greatly upon well-educated students with the Christian character and values to guide their life choices and to positively impact their world for Christ.

The 2011/2012 school year is Casas Christian School's 41st anniversary! CCS has been ministering to the intellectual, spiritual, emotional, and social needs of students by providing a quality, caring education that recognizes God and the principles of His Word. Our Christian commitment is made practical by our dedication to educational excellence, our desire for our students to exhibit the Fruit of the Spirit, and our desire to work closely with parents to help each child develop to his/her full potential.

As you read this handbook, you'll find that our program and guidelines are reflective of our commitment to the above objectives. Should you have any further questions or comments, please feel free to contact our school office or staff. Please note that this handbook is for informational purposes only and does not constitute a contract. CCS reserves the right to make changes to the enclosed information during the school year as it deems necessary or wise. Any such changes will usually be published in the monthly Parent Update.

Eric Dowdle

Eric Dowdle
Principal, CCS



WARRIORS

I Timothy 1: 18-19

*"...fight the good fight, keeping
faith and a good conscience."*

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History & Structure of CCS

Casas Christian School (CCS) first opened its doors for educational ministry to 19 students in 1970. Over the past 40 years hundreds of children have benefited from the dedicated effort and love of Christian teachers who sought to teach them from a Christian perspective. “Putting Christ First While Pursuing Academic Excellence” has been more than a motto in their lives.

CCS is a ministry of Casas Church and is operated under its ministry and doctrinal guidelines. The School Board, composed of Casas members, sets policy and oversees the operation of the school. The CCS Principal works with and under the policy set by the School Board. In addition, the Principal reports to the Executive Pastor in order to coordinate the school’s ministry within the overall church goals and ministry. The CCS Principal oversees all of the school’s K-8 programs.

Philosophy & Objectives of CCS

Casas Christian School holds to a Christian philosophy of education and views this as the foundation for all policy, procedures, instruction, and activities. A Christian philosophy acknowledges that there is a Creator God who has given us His Word and its principles as a guide for faith and life. We teach, unashamedly, that God’s Word is absolute Truth. All students are confronted with the fact that man is sinful and lost, and are encouraged to accept Christ’s free gift of salvation. Biblical understanding, worship, prayer, and the development of Christian character and a Christian mind are taught as foundational for a successful life in Christ. Students are encouraged and motivated to share their faith, stand for their convictions, serve in the community and seek to fulfill God’s plan for their lives.

Academically, students are challenged to excellence and integrity, learning the skills of analysis, problem-solving, and critical thinking. Cultivation of an intellectual curiosity that will result in self-motivated, life-long study in areas of personal interest is emphasized. Students are taught to think critically and logically and to develop research skills, while also gaining a command of the fundamental communicative processes of reading, writing, speaking, and listening. We attempt to enhance these intellectual pursuits with Christian ethics and character.

Socially, CCS seeks to help each student develop proper acceptance of himself as a unique creation of God, made in His image. Acceptance of self is then the foundation for acceptance and respect for authority, responsible freedom, and good citizenship. Students are taught Biblical truth as the basis for a morally and socially responsible, self-disciplined life. Accordingly, students are encouraged to “consider the needs of others above their own.” Good attitudes towards society’s institutions such as parents, families, and marriage, are taught and modeled. Students learn that they are contributing members of their society and should treat everyone with love and respect and seek to be of service to others.

Admission Policies/Procedures

All the admission policies are stated in the admission materials, but a few are restated here for emphasis:

Casas Christian School has a racially non-discriminatory policy. Casas Christian School admits any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Casas Christian School does not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admissions policies, financial aid program, or any other school-administered program.

CCS administration reserves the right to place children in the class and/or grade best suited to both their needs/abilities and our class composition philosophy. We cannot honor parental requests for specific teachers.

Enrollment in CCS implies your willingness to accept and cooperate with your child's assigned teacher from year to year. CCS uses standardized test scores and past report cards to make admission decisions for all applicants. Any D's or F's (or equivalent grades) on the applicant's report card in the academic areas, or unsatisfactory marks in the citizenship categories may prohibit the applicant's admission to CCS. Interviews for admission are only conducted after previous school records are received and testing is finished.

Financial Policies/Procedures

At the time of registration, all enrollment fees **MUST** be paid. If there is an outstanding balance on any CCS or Casas Christian Preschool (CCP) account, that student's application will be held until all fees are paid in full. After fees are paid, the application will be returned to active status. Application and registration fees are non-refundable. All fees must be paid in full by families requesting financial aid.

Tuition payments can be set up on a two, ten, or eleven month plan. This option is chosen at registration and cannot be changed after June 1st. A billing statement is mailed at the end of each month. Tuition is due by the 1st of each month. If it is not received by the 10th, a \$30.00 late fee will be assessed. If, for some reason, a statement is not received, the family is still obligated to remit payment by the 10th. All accounts must be paid in full within 30 days. If an account is delinquent at the end of 30 days, the student will not be allowed to continue unless special arrangements are made through the business office.

All fees (tuition, late or tardy fees, damaged book replacement cost, lost/returned library books, etc.) must be paid in full before a new semester begins. Accounts must be paid in full to ensure release of quarterly report cards, records, and/or transcripts.

Attendance Policies/Procedures

K-5 Elementary School Day: 8:00-3:00

6-8 Middle School Day: 8:00-3:10

One of the most significant factors in a child's school success is consistent attendance. If a child frequently misses school it creates unnecessary work for both the student and our school staff. Parents should plan carefully to avoid taking children out of school for activities that could be scheduled at other times.

A. Arrival/Dismissal

Our Extended Care program opens in the morning at 6:30 a.m. Any students on the property before official school arrival times, and not waiting with a parent, must sign in to the Extended Care program. The official arrival time for K-8th grade students is 7:45 a.m. Students should not be left unsupervised by parents on school property before 7:45 a.m. CCS cannot supervise or be responsible for students left in other areas of the property in order to avoid Extended Care fees.

Please do not send your child to the classroom or plan to visit with teachers before school begins. If you need to discuss a matter with a faculty member, please schedule a conference time or send a note so the teacher can give your concern the attention it deserves.

At 7:45 a.m. Middle School students (6th-8th) will be dismissed from Extended Care or may arrive to go to their lockers, etc. Their first class period begins at 8:00 a.m. Middle School students are tardy if not in class by 8:00 a.m. K-5 students stay on the playground until lining up and going to class at about 7:55 a.m. Students are marked tardy after 8:00 a.m.

In the afternoon, all students remaining on the property ten minutes after the dismissal times must sign into Extended Care and have to be signed out by their parent or persons authorized on the student's emergency form. When you come to get your child, please note that, because of Arizona law, we cannot let any non-students (brothers, sisters, etc.) into the playground area.

Please do not arrange for your child to be picked up or to wait at any location other than the designated dismissal areas. Please do not stop or park in areas other than identified parking areas. CCS does provide two drop off/pick up lanes-one near the school office and one on the north side of the North Education building for older students. All families may use the drop off/pick up lane by the school office in the morning. However, in the afternoon, only parents of fourth and fifth grade students may use it. **Parents are not allowed to leave their cars parked in the fourth and fifth grade pick up area. They must pull forward and wait in the vehicle until their child is released.** K-3 families must park and sign out students from the teacher.

B. Tardiness

To protect the learning environment in our classrooms, we urge all families to arrive at school by 7:50. To emphasize the importance of arriving to school on time, families are charged a \$15.00 fee for the third unexcused tardy of the quarter and every subsequent tardy in that quarter. If it is determined that this amount doesn't offer

the level of “deterrent” we need, we reserve the right to increase the fee at any point during the school year. We would encourage you to “charge this fee” to your children (upon the third occurrence in the the quarter) if they are responsible for their tardiness.

The business office collects these fees and designates all proceeds to CCS mission projects. The school does not directly profit from these funds; the policy is only meant to discourage tardiness.

Students who are late must be signed in at the school office. If the late arrival meets the criteria (automotive problems, traffic accidents, medical appointments, illness, weather-related traffic delays or emergencies) the tardy will be marked “excused.”

C. Excessive Absenteeism

Although a small percentage of our student population is “chronically absent,” the impact on their lives and those around them is significant. Excessive absences are detrimental to a child's academic success, his or her self image, and can even impact the child’s ability to maintain friendships. These problems often result in undue stress, guilt, and frustration, which often cause stomachaches and headaches, resulting in additional absences. Furthermore, excessive absenteeism creates unnecessary work for both the child and our school staff. Ten or more absences in a school year is considered excessive. Regular notification by mail will occur regarding recorded absences. Upon the 10th absence of the year, we will notify you in writing to remind you of this policy. Upon the 20th absence of the school year, the student may be expelled from CCS.

If a child has been chronically ill and, therefore, has accrued excessive absences, the child’s physician must complete the “Chronic Illness Form” describing the child’s chronic medical condition. This form may be obtained from the school office and may be completed at any point in the school year. It is strongly recommended that parents plan carefully to avoid taking children out of school for activities that could be scheduled during the various vacation breaks planned throughout the calendar year.

D. Extended Care

The hours of operation are 6:30 a.m. to 7:45 a.m. and from dismissal to 6:00 p.m. Extended Care is only available on the days that CCS is in session and only for CCS students. Any charges accrued are added to the monthly tuition bills and are due on the first of each month. Students who have not been picked up by parents are automatically sent to Extended Care. Students sign in at this time, but at the morning drop off and afternoon pickup times, a parent or authorized person must sign the child in or out. We are required by law to note with whom and at what time each child arrives and leaves. Any visitors to Extended Care are to be approved and accompanied by staff personnel. During inclement weather, the children will be signed in/out in room SE 209 rather than the playground. It is not necessary to provide advance notice if your child will be using the program. However, it is usually less upsetting to your child if they are aware of your plans in advance. Please also note the discipline policies for Extended Care under the Discipline section in this handbook.

E. After-School Clubs

On occasion, Casas Christian School offers after-school clubs for enrichment. These clubs are sometimes taught and managed by outside groups.

Enrollment: Registration forms with the activity's details will be published for each session. Enrollment in classes is based on a first-come first-served priority. A waiting list is then started for the next session to ensure fairness.

Refunds: If a student is absent from school or leaves early and misses the after-school club class, no refund is issued for the missed session.

Sign In and Attendance Verification Procedures:

- A class list based on enrollment will be provided to the school one week prior to the start of the class. This list will be distributed to teachers, extended care staff, and the school office. Any change to this list must be approved by the individual club and reported to the office as they occur.
- Each day, prior to meeting with students, club teachers must obtain an absentee list (for that particular age group) from the office, and then indicate on the roster which students will be absent that day.
- Regular classroom teachers will ensure that students are directed to the teacher of the after-school club.
- There will be a predetermined meeting place where each student will sign into the club.
- Students who are listed on the roster will be expected to go to the club unless a parent notifies the office and Extended Care staff that the student will not be attending.
- After each student has signed his/her name on the attendance sheet, and prior to the start of the class, the teacher of the club will take roll to ensure that all that have signed into the club are still present.
- If a particular student on the roster does not sign into the class, and that student isn't listed on the absentee list, the club teacher will call down to the school office to ask for help locating the student.
- All rosters will be delivered to Extended Care staff along with students that have not been picked up. Following the club meeting, the club teacher will initial the roster to sign students into Extended Care.
- Extended Care staff will also be familiar with "club rosters" to make sure students do not sign into Extended Care when they should be attending an after-school club. Clubs will be evaluated by the School Administration on a yearly basis. All "club personnel" must hold a valid Arizona Fingerprint Clearance Card.

F. Leaving Campus

Since we have a closed campus, students are not allowed to leave school property at any time without permission from the school office. They must be accompanied by an authorized person when permitted to leave.

At dismissal, K-3rd grade students' parents (or individuals listed on the student's "Blue Card") must pick their child up directly from the teacher and initial the teacher's list indicating that the child is being picked up by an authorized individual. 4-5th grade students and 6-8th grade students are picked up by parents in specific "drive up" zones on campus.

Academic Policies/Procedures

To accomplish our goal of educating students from a Christian perspective, we integrate biblical content and concepts in each content area. Our educational philosophy is based upon the conviction that basic life principles from the Scriptures are foundational to all areas of learning.

We desire to help students integrate the information they study into a Christian worldview. Middle School curriculum and academic policies are described in their handbook. CCS has established an extensive scope of Academic Standards, content, and skills in its curriculum guide. These standards exceed Arizona state standards in most content areas.

A. Curriculum

1. Bible

At every grade level, Bible occupies a prominent place in the curriculum. Bible materials have been designed and selected on the basis of how well they explain our beliefs, their academic presentation, and their interest and appeal to each grade level. In each grade, students are expected to memorize sections of Scripture. A strong emphasis is also placed on character development as a key to successful living.

Chapel services are a regular part of the CCS program. It is a time of devotion and worship. Students attend chapel once a week. The format for chapels includes prayer, singing, Bible stories, and object lessons. On different occasions, guest speakers are invited to address the students. Parents are welcome to attend any or all chapels.

Additionally, the school has a *Serving Others* program that facilitates character trait development based on scripture. Each year classes select organizations to serve through mission and outreach.

2. Reading

Our reading program combines a variety of approaches. It starts with a strong phonetical approach. Sound/symbol relationships and reading fluency are emphasized in kindergarten, first, second, and third grades. The development of precise word attack skills is stressed at all primary levels. Comprehension and critical thinking skills become the focal points in third through fifth grade. Reading and writing are focal points of instruction at all grade levels because they are the foundation for exploring every other subject. The vocabulary and spelling programs are connected with outgrowths of the reading texts. Authentic literature is integrated into the reading program as well—beginning with picture books and gradually introducing novels.

3. Language Arts

Manuscript writing is taught in kindergarten and first grade. Cursive writing is introduced during second grade. Studies in traditional English grammar begin in first grade and continue through all grades. Correct spelling is emphasized in every subject area. Mastery of a weekly list of spelling words is required in first through fifth grade. Literature works and thematic units are also part of the program. The Six Traits of Writing model is part of the CCS writing curriculum in all grades.

4. Mathematics

Traditional mathematics is taught at each grade level. In kindergarten, children learn to count by 1's, 5's, and 10's and recognize numbers from 0 to 100. They learn to recognize simple shapes, concepts of more/less, larger/smaller, telling time and money values. Addition and subtraction are introduced.

In first grade, students study addition and subtraction facts, place value, and story problems.

In second grade they learn to add and subtract up to three-digit numbers. Education in multiplication begins toward the end of second grade.

Third grade math deals with multiplication drills and the corresponding division facts. Easy fractions and decimals are introduced.

Fourth grade math deals mostly with multiplication, division, work with factoring, solving equations, graphs, and decimals.

In the fifth grade, multiplication and division are completely mastered. Fractions and decimals take on added importance, and percents are introduced. By the time the Fifth Grade has been completed, students will have learned how to add, subtract, multiply, and divide whole numbers, decimals, and fractions. Work will also be done with graphs, basic geometry, metrics, etc.

Sixth grade math includes the four basic operations of numbers, decimals, fractions and integers; number theory and patterns; statistics and graphs, ratios, proportions and percents; metric and standard measurement; algebra-solving equations; geometry-angles, polygons, measuring area and volume.

Pre-Algebra (6th or 7th grade) includes evaluating expressions with numbers and variables; solving equations with variables; mathematical properties; ordered pairs and relations; integers; multi-step equations and inequalities; factors and fractions; rational numbers; ratio; proportion percent functions and graphing; real numbers and right triangles; two and three dimensional figures, and statistics.

Algebra (7th and 8th) includes the language of algebra, real numbers, solving linear equations, graphing relations and functions, analyzing linear equations, solving linear inequalities, polynomials, factoring trinomials, quadratic and exponential functions, rational expressions and equations. All middle school students learn how to use graphing calculators.

Geometry (8th grade students) includes tools of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships in triangles, quadrilaterals, proportions and similarity, right triangles and trigonometry, transformations and symmetry, circles, areas of polygons and circles, and extending surface area and volume.

Students in 3rd-8th grades are placed in one of two math classes—a regular-paced class or an accelerated class—based on their ability. Standardized test scores, report cards and, in some cases, teacher recommendations are used to make that placement by the school administrators.

5. History

In the primary grades, social concepts are developed as they relate to the home, the community, and the country. In these early years, a love and appreciation for the democratic way of life is nurtured. The history program in fourth grade involves a formal study of Arizona history. The program in Fifth Grade focuses on American history. Sixth grade focuses on world history. Seventh grade focuses specifically on the Eastern Hemisphere. Eighth grade history focuses on American history with a strong emphasis on the 20th century.

6. Science

Science concepts are related to the heavens, earth, man, and animals. Some of the themes, depending on the grade level, are animal and plant life, the solar system, climactic conditions, creation, health, and nutrition. God is viewed as the Creator of the universe; His design and purpose is taught in conjunction with each science topic.

Foss kits (“hands on” science labs) are used in elementary grades to augment the curriculum. Middle school students attend a 50 minute science class each school day. The Middle School has a fully-equipped science

lab, and students are provided with many hands-on learning opportunities. In each grade level, students are required to complete laboratory experiments on a weekly basis—a “learning science by doing science” philosophy. The content area studied is unique to each grade level.

Eighth grade students learn about physical science—including the nature of matter, physics, chemistry, sound, light, electricity, magnetism, and astronomy. Seventh grade students learn about life and environmental science with in-depth studies of ecosystems, cells, microorganisms, plants, animals, and human body systems. In sixth grade, the emphasis is on earth science with investigations into minerals, rocks, plate tectonics, earthquakes, volcanoes, surface water and groundwater systems, oceans and meteorology. In each of the content areas, the curriculum meets state and national standards, and emphasis is placed on a biblical worldview of God’s creation.

7. Physical Education (P.E.)

All students have regular periods of physical education—twice per week in K-5 grades and 3 times per week in 6th-8th grades. In the primary grades, the development of gross motor skills and good attitudes are stressed. Creative games and activities that promote physical fitness characterize the programs in the early years. Team sports and group games distinguish the activities in fourth and fifth grade. If students are to be excused from P.E., parents should send a doctor’s excuse or personal note to school. Otherwise, the student must participate. On days students have P.E., they need to come dressed appropriately. Tennis shoes are required on P.E. days.

8. Music

The music programs at Casas Christian School balance basic music theory and music history with vocal and instrumental units of instruction. We teach from the perspective that all music was created and inspired by God, and our desire is that, as we explore all genres of music, we honor Him by understanding the amazing order with which music was designed. Each grade level presents a variety of concerts and productions every year—as well as periodically leading their peers in chapel worship. Just as we focus on teaching the fundamentals of music, we strive also to instill an understanding of the value of worship. Hopefully, that is something students will weave into all other areas of their lives as they grow both academically and spiritually.

9. Elementary Enrichment Module: Art and Spanish

To provide effective and concentrated enrichment to the curriculum in grades K-5, CCS offers 12 week segments in art and Spanish. During each 12 week course, students attend two classes a week dedicated to the subject designated for that part of the school year.

10. Middle School Enrichment Courses

6th – 8th grade students take four of the classes listed below per year. We typically offer the following classes: Art, Contemporary Christian Issues, Dance, Drama, French, Show Choir, Math Group Tutoring (Algebra & Pre-Algebra), Peer Mentoring, Sign Language, Spanish I, Spanish II, Speed & Agility, Study Hall and Web Design.

11. Computer

CCS has excellent technology the computer lab, and older students are allowed supervised use of the Internet services. Middle school students may sign up for a Web Design elective class utilizing this computer lab.

B. Homework

Homework has a critical role in the education of our children. It allows us to practice skills and complete lessons introduced during the day, which are necessary for the mastery of that content and placement into long-term memory. Homework also allows our students to create, compose, and read for periods of time that establish a challenging pace for instruction, enabling us to present and experience a diverse and significant amount of content, which allows us to achieve our curriculum standards.

Even so, these pursuits of academic excellence, a rigorous curriculum, and a breadth and depth of learning, can result in some overwhelmed students (and parents) from time to time. In a program where academic productivity is a priority, where “boredom is a bad word,” and preparedness for high school is foremost, there is a fine line between “challenge and periodic bouts of exhaustion.” We ask our parents to notify us when they witness exhaustion or frustration in their student so that we can work to address that.

When a student is absent, it is the student’s responsibility to contact the teacher about missed work. Parents are encouraged to assist their children in completion of homework by structuring a time and place for homework activities. Parents may also want to review the homework assignment with the child after it has been completed. A home learning environment which provides for the completion of homework will greatly enhance the child’s learning experiences. Parents, please do not do the homework and deprive the student of the intended learning experience.

K-5 homework is usually assigned Monday-Thursday, and sometimes on Friday. Middle School students usually have homework every day. Normally, the average amount of time spent on homework on these nights will be as follows:

Kindergarten & First Grade	20 min.
Second & Third Grade	40 min.
Fourth & Fifth Grade	60 min.
Sixth-Eighth Grade	90 min. per day

Please note that being at a CCS athletic event or on a team, being out with the family, or being at a church meeting are not valid excuses for not doing homework.

C. Make-up & Incomplete Work

Students will normally have one day for each day absent to make up work if the absence was excused. Make-up work should be requested on the **second consecutive day of absence before 9:00 a.m.** Extended illness may receive special consideration. Any work assigned and due before the absence is to be turned in the day the student returns. (Any assignment that isn’t completed within the days allowed may be given a failing grade, or the final grade may be deducted 10% for each day it is late, or simply collected “as is” depending on the assignment and the student’s situation.)

Students who have been absent may have to take make-up tests after school or during recesses to prevent further loss of instructional time. The student is responsible to find out what work was missed and arrange to make it up promptly after returning to school.

If a student has incomplete work unrelated to absence, he/she may stay in at recess until the work is completed or have it assigned as extra homework. If the situation continues, parents will be contacted to determine steps for

correcting the problem. Assignments due, but not completed on that day, will receive a lowered grade. Students receiving an incomplete on their report card will have two weeks to complete the work and have an official grade entered. Classwork and assignments assigned or due on days of suspension will receive zero grades but must be completed. Students absent during testing times in the last week of school forfeit their privilege of taking the tests unless the absence is due to illness.

D. Grading Scale

Percentages to letter grade equivalents:	98 - 100 = A+
	94 - 97 = A
	91 - 93 = A-
	88 - 90 = B+
	84 - 87 = B
	81 - 83 = B-
	78 - 80 = C+
	74 - 77 = C
	71 - 73 = C-
	68 - 70 = D+
	64 - 67 = D
	61 - 63 = D-
	0 - 60 = F

Grades K-1st

E = Excellent
G = Good
S = Satisfactory
I = Improving
N = Needs Work

Grades 2nd-8th

Grade point averaging scale:	A+ = 4.0
	A = 4.0
	A- = 3.7
	B+ = 3.3
	B = 3.0
	B- = 2.7
	C+ = 2.3
	C = 2.0
	C- = 1.7
	D+ = 1.3
	D = 1.0
	D- = 0.7
	F = 0.0

E. Academic Honors

Students are expected to put forth their best academic effort each day. Those in grades 4th-8th who earn a grade point average of 3.50 or better will be placed on the Honor Roll at the end of each quarter. Students who earn a GPA of 4.0 will be placed on the Principal's List. If the student is in 7th or 8th grade, they may also be selected and invited to join the National Junior Honor Society.

F. Academic Difficulties

When K-8th grade students experience difficulty in fulfilling class requirements, a conference may be arranged with the parent, teacher, and administrator. Prior to this meeting, the administrator may ask the parent and teacher to complete the "Referral to Student Study Team" form which will aid in the discussion in this meeting. Various ideas may be suggested to help the student in class and at home. Additionally, it may be determined to seek formal academic testing from the public school in the child's home area or from an independent testing organization. The results of this testing will be reviewed to determine the best course of action for the student. If the test results show that the student needs specialized help or is unable to perform at grade level, the family will be required to consider solutions such as employing a tutor, receiving assistance from public schools, or transferring. If CCS cannot meet the academic needs of the student, administration will require the student to withdraw. The following information is intended to inform you of the steps and information we use when attempting to help a struggling student.

Step I Identifying the Struggling Student

- **Informal Identification:** General Observations and Assessments by Faculty, Staff, Parents, and Students involved
- **Initiating Formal Identification: Student Study Team Process**
 - Completion of SST form and meeting
 - Compilation of other previously acquired data
 - Observation and Anecdotes
 - Perceptions of all adults, the student's own perceptions and reflections

Where Students Struggle in the School Setting

1. Language Arts: Reading, Writing (Composition), Spelling, Grammar/English
2. Social Studies/History
3. Science
4. Mathematics: Computation, Concepts/Problem Solving
5. Homework Completion: Accurate, Complete
6. Work Ethic
7. Speech and Language
8. Peer-Peer Relationships
9. Attention Span: Focusing Ability
10. Following Directions
11. Indoor or Classroom Behavior
12. Playground Behavior

Why Students Struggle: The Six Areas of Development and Growth

1. Academic: Ability, Intellect, Aptitude
2. Affective: Work Ethic, Attitude, Attention Span, Follow-through
3. Behavior
4. Social/Emotional: Maturity in comparison with peers
5. Physical: Size, Gross Motor, Fine Motor
6. Relationship with Jesus

Step II Evaluation and Our Options

- Additional data collection
- Formal evaluation through the public school system
- Formal evaluation by the pediatrician
- Formal evaluation by the Psychiatrist/Psychologist/Counselor
- Formal evaluation by other educational service organization (Learning Lab, Sylvan, etc...)
- Formal evaluation by a CCS Administration & Faculty

Step III Planning for Success

- Draw conclusions and pray continually
- Identify results to be achieved
- Plan for success with optimism (use resources: fellow teachers, counselors, administrators, and the “Pre-referral Intervention Manual”)
- Implement
- Assess and review

Step IV Expecting and Achieving Success

- Prayer
- Accountability (teacher-student, student-teacher, student-student, parent-teacher, teacher-parent)
- Praise and encouragement
- Success Breeds Success

Students in grades 2nd-8th are placed on academic probation status for the next quarter if they receive grades averaging 1.70 or lower. At mid-quarter, they will receive a mandatory academic review to check progress and set goals. If they are unable to raise their GPA above 1.70 during the next quarter, they will be required to withdraw from CCS. If a student's GPA falls below 1.70 on the fourth quarter report card, the student will be placed on academic probation for the first quarter of the following school year.

G. Retention

Retention, or "repeating a grade," is sometimes appropriate if the child is meeting most or all of the following criteria: 1) The student is experiencing significant academic problems. 2) The student is younger in age in comparison to the other students in that grade level. 3) The child is physically small for his/her age 4) The child is emotionally immature in comparison to other students his/her age. The decision to retain a child is not to be taken lightly as it could have life-long positive or negative effects on the child. The parents, teachers, and administrator must all be in agreement in order to retain a child at CCS.

H. Acceleration

Sometimes, when a child is experiencing great academic success, the question is asked, "Should we accelerate my child to the next grade?" or, "Should my child 'skip' a grade?" It is extremely rare that we accelerate a student to the next grade, or "skip" a grade level. When those questions are asked, we use the following categories to help us to predict the long-term benefits of that decision. These categories are listed in order of priority:

1. Emotional Maturity
2. Social Maturity in Current Grade/Class (Do his/her peers see him/her as a leader?)
3. Current Academic Abilities and Intellectual Abilities (Excelling in all areas?)
4. Behavior
5. Age
6. Physical Size

In this process of assessing the long-term benefits or lack thereof, we will often arrive at some productive solutions, and at times, we discover other ways to challenge and help the child excel to his/her potential. If you ever have a question on this topic, please seek the advice and insight from your child's teacher.

I. Progress Reports

Renweb allows parents to check grades quarterly (see next page for more information on Renweb).

J. Parent-Teacher Communication

Our desire is to partner with our parents in this effort to educate our children. For that partnership to work, communication between parents and teachers is extremely important. We believe that the key to success for many students is for parents to take an interest in their work. In order for parents to learn of their child's progress, all parents are required to attend a parent-teacher conference during the first quarter. After other quarters, conferences will be held only if necessary to discuss student difficulties. Parents, however, may ask for a conference at any time. Call the teacher to arrange a time.

Impromptu drop-in conferences do not work well for anyone, so we encourage you to schedule in advance. Please do not expect a teacher to meet with you before or during school when they have other responsibilities. Please use Renweb (see next page) for email for regular correspondence with teachers.

To observe a classroom, make arrangements with the school office and the teacher 24 hours in advance. All visitors should sign in at the school office before going to a classroom. Visits to observe should be limited to one or two hours. Parents are asked to not visit in rooms during the first and last two weeks of the year.

It is important for our children to witness an effective, productive relationship between their teacher and their parent(s). It is also important that parents respond to teacher communications respectfully, and communicate any complaints to the teacher directly. If a mutually agreeable solution is not reached, a joint conference will be arranged, including the teacher, parent(s), and the Principal.

Each member of our staff has been employed as a qualified and competent Christian person to provide loving and understanding care for the children. CCS teachers are professionally certified by the state of Arizona and the Association of Christian Schools International. They will be kind but firm in dealing with each child according to his/her needs. Our school staff is conscientious and constantly striving to do their best for God and for the child. They are concerned for the total spiritual, mental, emotional, and physical development of each student. We believe most parents share these values.

Our staff depends upon the Lord for guidance and strength in meeting the demands of each day. We pray often for each other, for parents, and for the children in our school. We recognize that it was love that won us to Jesus, and we seek to share the love of Jesus with our students. We are convinced that God wants us to serve in a Christian school. This is our ministry. It is a privilege and an honor to work in a Christian school.

K. Student Records

A cumulative file is maintained for each student for the period enrolled at CCS. The file consists of grade and progress reports, test scores, and health forms. Parents may view the child's records upon request. However, other than the child's parents, only authorized school personnel are permitted to view the files.

L. Standardized Testing

Each Spring CCS students in grades K-8 participate in a nationally normed standardized testing program. The results of these tests are added to the student file and reported to the parents. They provide helpful counsel about the student's and the school's overall progress.

M. Withdrawal from CCS

In the event that it is necessary for a student to withdraw from Casas Christian School, he/she must formally withdraw. Simply ending class attendance does not constitute withdrawal, nor does it end financial responsibility. Withdrawal is completed through the school office. The withdrawing parent should complete the following:

1. Personally inform your child's teacher and the Principal of your decision to withdraw from the school.
2. Complete the "Withdrawal Form" in the school office before the student's last day of school.
3. Return book(s) to each teacher.
4. The Business Manager will route the withdrawal form through the lunchroom, library, teacher(s), etc. and mail a final bill.

Please note that we are unable to release any records until all financial obligations have been met. If a debt still exists upon withdrawal, a payment plan must be arranged with the Business Manager.

N. Renweb

CCS uses Renweb, a technology-based communication tool to post grades, homework assignments, important dates and events, and includes a teacher website for each class. Once a student is enrolled and placed in a class, the family will receive a password code to utilize Renweb. Parents should frequently access the information.

O. Speech and Language Services

A fully licensed speech pathologist is available on staff to provide speech and language services to preschool students through 8th grade who would benefit from this service. We are blessed to offer this program as it impacts the lives of many students in significant way.

Student Life Policies/Procedures

Basic K-5 policies are described here. Additional middle school requirements are in the Middle School Handbook.

A. Spiritual Emphasis

Being a Christian school requires that CCS emphasize not only the normal intellectual, social, and physical development of students, but also the spiritual. Biblical principles provide a foundation for how students should relate to each other, to school authorities, and to our program's requirements. We make no apologies for our faith and dependence on God. To come to know Christ is to discover the ultimate truth and freedom. All our instruction and activities are founded upon and guided by Biblical principles. The following guidelines for student life are based upon our understanding of the ministry of Christian education that God has given to us at CCS.

B. Student Conduct

Students at CCS are expected to be self-disciplined, considerate of others, respectful of authority, and responsible for both their possessions and school property. CCS should be a pleasant, safe place where a positive learning atmosphere exists. Students are expected to be calm and orderly – both in class and outside of class. They should request permission to be out of their seats or room, or to talk. Teachers will set guidelines for their classroom, communicate them well, and then enforce them. The goal of our conduct policy is for each student to develop strong Christian character. Good attitudes are just as important as outward actions in a Christian school.

Students should care for their own belongings (books, tables, etc.) in an orderly manner. When using school equipment, bathrooms, or the playground area, care should be taken to leave it in good condition for the next person. Students need to respect certain areas as off-limits (i.e. teacher's materials, other students' belongings, and certain areas of the campus).

Students are encouraged to accept responsibility for their actions and deal with their problems in a healthy manner. Students and parents alike should note the high standard of conduct that is expected and agree to it upon enrollment.

C. Dress Guidelines

Dress at CCS must be of such a nature that it is not disruptive to the educational atmosphere of the classroom, distracting to students, or immodest. Dress and appearance are often reflective of attitude in students.

It is our belief that the responsibility for the student's dress rests, first and foremost, with the parents. Please take note of what your child is wearing to school. In all matters of dress and/or personal appearance, the school, how-

ever, is the final authority on what is appropriate or inappropriate for students to wear at Casas Christian School. The school reserves the right to require students to change their clothing or leave school if their clothing is considered inappropriate.

All students are expected to come to school neat, clean, well-groomed, and properly dressed. Male students, in middle school, with visible/dark facial hair, should be clean-shaven.

Pants: Most types of pants are acceptable on boys and girls, with the exception of sweat pants and snap apart pants. Pants must not be too suggestive, tight, baggy, frayed, or rolled up. Pants and jeans must be properly hemmed and be free of holes, rips, or suggestive patches. Leggings may not be worn alone as pants, but are acceptable when worn with a skirt, dress, or capris.

Shorts & Skorts: Shorts and skorts must be of appropriate length (longer than the student's fingertips). They must not be too tight, too baggy, frayed, or have visible holes in them. Athletic shorts may not be worn during the school day, but may be worn in middle school P.E. or after-school sports practices.

Dresses/Skirts: Dresses/skirts must be of appropriate length (not shorter than 2" above the knee). Skirts that do not meet the length requirement are still considered "too short" even if leggings are worn under them. Shorts must be worn under a dress or skirt for additional modesty.

Shirts: Shirts, t-shirts, and blouses must be modest and should not be too baggy, too tight, or too low-cut. See-through garments, spaghetti straps, short or cropped tops, or shirts that reveal the midriff or navel, will not be allowed. Sleeveless shirts (including "tank tops") must have a shoulder width equal to three of the student's fingers. Undergarments should not be visible at anytime. We do not allow t-shirts with suggestive, profane, horror images, skulls, secular band graphics or names, or disrespectful language.

Footwear: Some type of footwear must be worn at all times, indoors and outdoors. Sandals must have a strap around the heel. Tennis shoes are required for P.E. class. Slippers and flip-flops are not allowed, unless it is for a special event approved by the teacher and administration.

Accessories: Boys are not to wear earrings to school or to school-sponsored activities. Hanging belts, wallet chains, body-piercing jewelry (outside of girls' earrings) or sharp studded jewelry may not be worn to school. Any type of gang or gothic-related accessories are not permitted, including skulls on clothing, footwear or accessories.

Makeup: K-5th grade girls may not wear makeup to school as it is distracting to others. 6th-8th grade girls may wear a minimal amount of cosmetics that promotes a "natural look." Girls may wear a light shade of eye shadow and/or a light tinted lipstick or gloss. Dark or heavily applied eyeliner, dark shades of eye shadow, stickers, or tattoos are not acceptable. Any makeup applied to achieve a "gothic" or "gang style" look is not permitted. Makeup should not be shared among students (due to health issues) and should not be applied during class. Any problems associated with makeup violations will be treated as a "dress code" violation.

Hair: Hairstyles should not be extreme. Mohawks, unusual colors or styles will not be permitted, except on "Wacky Hair" days. Hair should not extend below the eyebrow for boys; should not cover the eyes of girls; and should not touch the collar for male students (as measured by chapel shirt collars, **not t-shirt collars**).

Hats: Caps are to be worn forward and may be worn during P.E., Extended Care, and while at break or lunch outside. Caps may not be worn indoors (including the hallways) and must remain in backpacks or lockers (middle school). Bandanas are not permitted.

Chapel Clothing: Thursdays are Chapel days, but Chapel dress may be worn on any day of the week, not just Thursdays. Students are required to wear a red, white, navy, or light blue polo shirt with the school logo on it. (Shirts are ordered from Land’s End.) Pants, shorts, skirts, skorts, or capris must be solid navy or khaki in color, without pattern or a large label. Previously purchased plaid “Dennis” skirts, skorts, or jumpers are also acceptable for girls. Chapel skirts/skorts must meet the appropriate length requirements. (The “two inch rule” for skirts and the “fingertip rule” for skorts applies.)

D. Dress Code Enforcement Procedures

When a child is “out of code,” we will simply send the parent an email (hopefully the same day as the infraction) describing what we see, and how the child is “out of compliance” with the dress code. In that email, we will also ask that, in the future, the parent ensure that the child does not come to school dressed or looking that way. If the clothing or overall look is too distracting to other students that day, we will require the student to change into something we provide (if possible) or we will ask that the parent bring a change of clothing to school that day (especially if it is Chapel Day). If a particular child demonstrates a pattern, or recurrent problem in adhering to our dress code, the Principal will call the parent to discuss what can be done to change that pattern.

In grades 6th-8th, we have a wonderful group of students who are respectful, and watch how they dress when they come to school so, thankfully, we don’t have many dress code problems in middle school. However, when they don’t dress appropriately, they are given a discipline slip to take home. Please sign and return it to the classroom/core teacher so that we know you have seen it. We do not offer warnings to 6th-8th students in this area unless they are new to our school. Any clothing items “borrowed” from the school are to be laundered and returned to school.

E. Discipline Procedures

Discipline at CCS is based upon the conviction that the “norm” for Christian students is to be under control and respectful of authority, of others, and of property. Hebrews 12:5-11 is very clear in affirming that proper discipline is 1) a necessary response of love 2) given by human authorities to prepare us to submit to God’s authority and 3) for our long-term good.

Purposes for Discipline at CCS: To guide, correct, rebuke, train, and encourage, so that our students...

- Love God
- Love Others (John 13:34; 1 Corinthians 13)
- Gain Wisdom (Proverbs 4:7; 13:10)
- Attain Unity (John 17:20-23)
- Exhibit the Fruit of the Spirit (Galatians 5:22-23)
- Are Restored
- Are Academically Successful
- Are safe and secure in this learning environment
- Experience Meaningful Friendships
- Other Guiding Scriptures: Hebrews 12:1-15; Hebrews 6:24, Hebrews 13:17-21; James 1 & 3

How students respond to discipline and correction is key to what the consequences will be, i.e., students who do not respond to correction and reject discipline will progress to more serious consequences quickly.

Unacceptable behavior is dealt with on three levels. Level 1 offenses are normally classroom-type problems which will be handled by the teacher or supervisor. These would include problems such as disruption of the class or incomplete homework. Teachers will have the discretion to respond to these discipline cases with withdrawal of privileges, time-out, notes to parents, extra work, detention, etc., depending on the child's maturity level and the infraction.

If a student does not respond to repeated correction, the problem becomes a Level 2 offense. Level 2 offenses are more serious in that they indicate attitude problems such as a lack of respect for authority, others, and/or property, and cheating. Cheating is generally considered to be copying answers from another student on any assignment or independent work that is graded, such as a test or homework, and may also include plagiarism, which is copying all or a portion of the written work of another person and claiming that work as their own.

Level 2 offenses would include continuing Level 1 offenses or problems such as fighting, profanity, talking back, disrespect, verbally abusing others, or minor damage to property. The teacher or administrator will assign consequences such as detention, parent conferences, and/or behavior contracts in these cases. Level 2 offenses which are not corrected by the above measures will move up to the Level 3 discipline category.

Level 3 offenses include problems such as threatening or severely endangering another's safety, property damage, possession of illegal weapons or substances, leaving the school grounds without permission, and/or repeated disobedience or defiance of school rules or authorities. The consequences for these more serious behavior problems are determined by the Principal. They may include a behavior contract, suspension and/or expulsion from CCS. Students who are suspended may not be allowed to make up missed assignments and may receive a zero grade for those assignments. It is hoped that expulsion would never be necessary, but the good of the whole student body must be considered in severe cases.

F. Harassment Policy

The policy of Casas Christian School is to provide an academic and ministry environment which is free from harassment, where all of us (students and adults) consider the needs of others above our own needs. Whether based on gender, race, color, national or ethnic origin, age or disability – CCS must maintain an environment which is free from all forms of intimidation, exploitation, and harassment (including sexual harassment). where all students treat each other with dignity and respect and love, because these are critical elements for our Christian school.

CCS does not tolerate harassment of students, nor does it tolerate reprisals against any student who makes a harassment complaint. Administration, teachers, staff, volunteers and student who violate this policy are subject to disciplinary action, including suspension, and expulsion. CCS includes bullying in its definition of harassment.

Definitions of Harassment:

- 1. Sexual harassment:** This means any unwelcome sexual advances, whether they are verbal or physical in nature.
- 2. Unwelcome and Offensive:** Acts and statements that may not offend some people may be highly offensive to others. Therefore, all students should be sensitive to the feelings of others whether they object or not. That fact that a student may not openly object to others' actions or words does not prove that they were unwelcome.
- 3. Verbal Harassment:** Examples of prohibited statements include, but are not necessarily limited to derogatory or vulgar comments regarding a person's gender, race, color, disability, ethnic or national origin, age, sexually vulgar language, remarks about a person's physical anatomy or characteristics, and dirty jokes. Also prohibited are statements that demean women.
- 4. Physical Harassment:** Display of signs, pictures, cartoons, written statements, or other material that denigrates, intimidates, bullies, or otherwise discriminates against any student. Using our bodies in any way to push, shove, hit, trip or throw items of any kind at a person, is a form of physical harassment.
- 5. Race, Color, National or Ethnic Origin, Age, and Disability Harassment:** Any unwelcome statements, name calling, or other verbal or physical conduct based on a student's race, color, national or ethnic origin, age, or disability are prohibited.
- 6. Electronic Harassment:** Most types of harassment can occur through electronic communications. CCS does not tolerate electronic harassment, as it can be just as harmful as any other form of verbal harassment.
- 7. Bullying or Intimidation:** "Bullying or intimidation" means any written, oral or physical act or gesture that a reasonable person, under the circumstances, would know that it would have the effect of harming a student or damaging his or her property or placing a student in reasonable fear of harm to his or her person or damage to his or her property, or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

After school detention will be held on Tuesdays and Thursdays from 3:15-3:45 p.m. for students in 6th-8th grade. 2nd-5th grade students serve detention on Tuesdays or Thursdays from 3:10-3:40 p.m. After a student receives six detentions, the consequence for a discipline referral will normally be a 60 minute Saturday detention and a required parent conference. Saturday detention will also incur a \$40.00 supervisory fee. This will be added to the student account when the detention is assigned. After detention is served, parents may pick up their child at the flag pole or the student will sign in to the Extended Care program.

Discipline	1st-6th	After school for 30 minutes
Referrals:	7th	60 min. Saturday detention and parent conference
	8th	60 min. Saturday detention
	9th	One day suspension and parent conference
	10th	60 min. Saturday detention
	11th	Two day suspension and parent conference
	12th	Expulsion from CCS

Students who receive seven or more detentions in a school year will be placed on conduct probation the following year and will not be allowed to accumulate more than six detentions in that school year prior to expulsion.

G. Health

1. Emergency Information: Parents are required to complete an emergency information card for their child at the beginning of each school year. If changes in information occur during the school year, parents must notify the school immediately.

2. Immunization Records: The State Department of Health requires an up-to-date immunization record upon enrollment. **This form must be provided upon registration and must be on file in order for a child to attend classes.** A photocopy of the child's original immunization record showing physician's name or signature will be attached to the child's emergency card.

3. Sick Children: We have no provisions or facilities for the care of sick children. They cannot remain in the classroom to expose their classmates. They must be picked up immediately upon notification. We encourage you to observe your child before bringing him/her in the morning. If you do this, you may save yourself the inconvenience of having to come back for him/her. We are required to notify parents if other children have been exposed to a communicable disease. Please keep your child at home following any illness until they are no longer considered contagious (i.e. they have been treated with an antibiotic for at least 24 hours, or have been free of vomiting or of any elevation of temperature for at least 24 hours). If your child is ill and cannot attend school, please notify us.

4. Medication:

A. The Health Aide or other designated school personnel will administer medication to students when required during school hours. The administration of medication during the school day is provided to enable the student to remain in school and to maintain or improve health status while in school.

B. Designated school personnel may administer medication only when the following requirements are met:

1. A signed consent requesting the administration of medication is obtained from the parent or guardian. The consent must include the student's name, name of medication, dosage, route of administration, time of day to be given, reason for medication, expected duration of treatment, possible side effects to watch for, and prescription # (if applicable). These forms are available in the school office. A new signed consent must be obtained at the beginning of each school year and anytime the medication regimen is changed. A separate signed consent form must be obtained if a student is to receive medication during Extended Care hours. All information on the consent form must be consistent with the prescription label or manufacturer's instructions (if the medication is not prescription).

2. All prescription medication must be in its original pharmacy container and be labeled by the pharmacy with the student's name, medication, dosage, time to be given, physician's name, date of prescription, and prescription number. All prescriptions must be current. A 30 day supply of medication is the maximum amount to be accepted.

3. All non-prescription medication (including cough drops) must be in the original sealed packaging and clearly labeled with the student's name.

4. The school must be informed in writing of any medication allergies a child may have.

5. Medications will **not** be given if all requirements are not met.

C. Children are not allowed to keep any medication with them (including cough drops or inhalers) unless written authorization is received from the child's physician and from the parent or guardian. CCS can assume no liability whatsoever for students who carry their own medications without authorization or misuse doctor-authorized medications.

D. No aspirin, herbal, or homeopathic remedies of any type will be administered at school.

E. The administration of any injectable medication at school will be handled on a case-by-case basis. Written protocols are to be established.

5. First Aid: Minor first aid will be administered by school staff. Accidents and injuries are covered by school insurance (secondary to your personal policy) if a report of expense is promptly filed (within 10 days) by the parent. If a child is seriously injured, we will call 911, administer first aid, and call the parent immediately.

6. Special Health Problems: Parents must notify and discuss with the school office any unique medical problems their children may have which would necessitate special attention by a member of the school staff. We may ask you to sign a medical liability release form in special cases. Any such release form or emergency plan must be provided to the office prior to the first day of school.

7. Food Allergies: If your child is allergic to or cannot eat certain foods, please inform us **IN WRITING** so we may post the information in our lunch room. The student, however, is responsible to not choose/eat prohibited items.

8. Physical Exams: To participate in interscholastic athletics, a current physical form signed by a doctor is required to be on file with the school office.

9. Vision/Hearing: Vision and hearing screenings are performed annually. These are only screenings and do not take the place of evaluation by a physician. Parents are expected to seek medical advice if a problem is detected.

10. Lice: Students are checked for head lice as needed. If a student is a carrier, he/she will be required to wait in the school office until a parent can take him/her home for treatment. After treatment, a child will be rechecked and, if clear, will be allowed to return to school.

H. Lunch Program

Vendors provide a variety of food items each day. Students may plan to bring a sack lunch or sign up for prepared lunches each month (reserved and paid for in advance on monthly order forms). Please do not send soda or energy drinks with your child to school as they have a negative affect on learning and behavior.

I. Library

A library is provided to supplement the instructional program. Though limited in space and resources, the library is extensively used by students. To broaden the research and reading resources, students are also taken to the nearby public library from time to time. For some projects, students are able to use CD-ROM resources.

J. Field Trips

Field trips and off-campus activities are scheduled by each class and are considered educational enrichment experiences. All school rules and regulations apply when field trips are taken.

As a general practice, parents are notified of each field trip prior to the date of the event so that appropriate plans can be made. In most cases, the cost of the trip and a \$3.00 “transportation fee” will be added to cover the expenses.

Parents who choose not to allow their child to participate in a field trip must notify the school in each specific instance so that other arrangements can be made.

K. Student Security/Safety

The security and safety of CCS students is a major priority to all of our staff. Students are expected to be under adult supervision at all times, whether in class, on the playground, or moving from place to place. Anyone on the property who looks suspicious will be questioned by staff and dealt with according to our crisis management plan. Crisis management procedures are practiced and updated regularly.

L. Elementary After-School Sports

CCS offers elementary students two after-school sports programs. K-2nd grades may participate in Fun and Fitness; Grades 3-5 may participate in Team Sports.

M. Middle School After-School Sports

Middle school students have the opportunity to participate in the Tucson Independent Athletic League (T.I.A.L.), a league comprised of private, independent, or charter middle schools in town.

CCS Auxiliary Organizations

A. Parent-Teacher Fellowship

The CCS Parent-Teacher Fellowship works with the school administration to arrange activities that involve the entire school family in accomplishing CCS objectives. All parents are welcome and encouraged to participate.

B. Principal’s Town Hall Meeting

This is an open forum for Mr. Dowdle to inform parents of important information and receive input on potential changes to various approaches and programs.

C. Parent Prayer Team

This special group meets bi-monthly the second and fourth Wednesday of each month, from 8:00 a.m.—9:00 a.m. Praying parents fulfill an essential role in the lives of our children and staff here at CCS.

D. Dad's Breakfast

This group is open to all CCS fathers and meets several times per year to discuss pertinent issues, ways to assist our children, and pray for our families and other important matters.

Miscellaneous

A. Lost & Found

All unclaimed items will be given to charity at the end of each month. Please check the container on the playground regularly to secure your lost items. It is also helpful to mark all your children's clothing (especially coats, sweaters, and sweatshirts) with their names.

B. Telephone

The phone in the school office is to be used by students only in unavoidable situations and only after clearance by office staff. If a teacher feels that a call home is imperative, the teacher will send a note down with the child granting permission. Each classroom has a telephone. Parents are welcome to call the classroom and leave a message for the teacher on voice mail. During the school day, students are to phone home using the office telephone – not the classroom phone or a cell phone.

C. School Pictures

Individual student pictures are taken annually and offered as a package to parents. Details are available in the Fall.

D. School Yearbook

Every year the school produces a memory book/yearbook to capture the school year in pictures. A \$25 fee is automatically billed in February.

E. Prohibited Articles

Marbles, toy or real weapons, pocket knives, pagers, laser lights, electronic toys, CD-ROM's, cellular phones, magazines, water balloons, inappropriate books, any items associated with the occult, "horror-related" books or items, and/or any articles that could be harmful to the children will be confiscated. The items may be returned to the student or to the parent at a later time—depending on its nature. Toys should be left at home.

F. Electronic Devices

Students are not allowed to bring electronic devices to school as they can cause distractions or problems in the classroom, and be lost or damaged. These devices include, but are not limited to: cell phones, MP3 players, video games, etc.

G. Party Invitations

Invitations to student parties (birthday, etc.) may not be distributed in classrooms unless every student in the class is invited. If the entire class is not invited to the party, invitations must be mailed.

H. School Sales

During the school year, groups (i.e. “after school” sports teams, choir, Parent-Teacher Fellowship or Student Council) may have fundraisers or sales. These are purely voluntary for those who care to participate.

I. Pets/Animals

Please, do not bring pets or animals to school. We cannot have them near our students due to state regulations. They cannot be present in a classroom, except on a rare occasion, under special conditions, with permission from the school office. A friendly pet can become frightened and defensive in the presence of a large group of unfamiliar children. Safety issues often arise. If you have a pet with you when you leave or pick up your children, the pet should remain in your vehicle.

J. Visitors

All visitors must check in at the school office for authorization to be on campus and wear a visitor’s badge.

K. Emergency Drills & Crisis Management Plan

Emergency drills will be held to acquaint students with the routes and precautions. Each year, to heighten awareness of fire safety, exit procedures, etc., teachers instruct their classes in these procedures. Fire drills are held monthly.

CCS has developed a Crisis Management Plan that provides procedures and protocol for staff and students in the event of most emergencies or threats to student safety. The safety and general welfare of our students is our primary concern.

L. School Property

Students are expected to respect and care for school property in a responsible manner. Textbooks are loaned to students and the books’ conditions are recorded. Loss or damage beyond normal use to textbooks, library books, or other equipment will be charged to the student’s account at replacement cost.

M. Holidays & Special Activities

Under teacher supervision, classes are allowed to plan for seasonal activities in their core class at Thanksgiving, Christmas, Valentine’s Day, Easter and the end of school. Birthday or surprise parties by parents or students are not allowed during school hours. Treats for the entire class may be distributed at snack or lunch time.

N. Classroom Deliveries

Please bring to the school office any item (homework, projects, lunch box, etc.) that your student may have forgotten at home. The office will page your student at an appropriate time. If you choose to have a floral delivery sent to your child during the school day, please give instructions for the delivery person to leave it in the school office. The delivery will be given to your student at the end of the school day. Please do not interrupt the classroom. We cannot distribute balloons to students due to safety concerns.

