



CASAS
CHRISTIAN SCHOOL

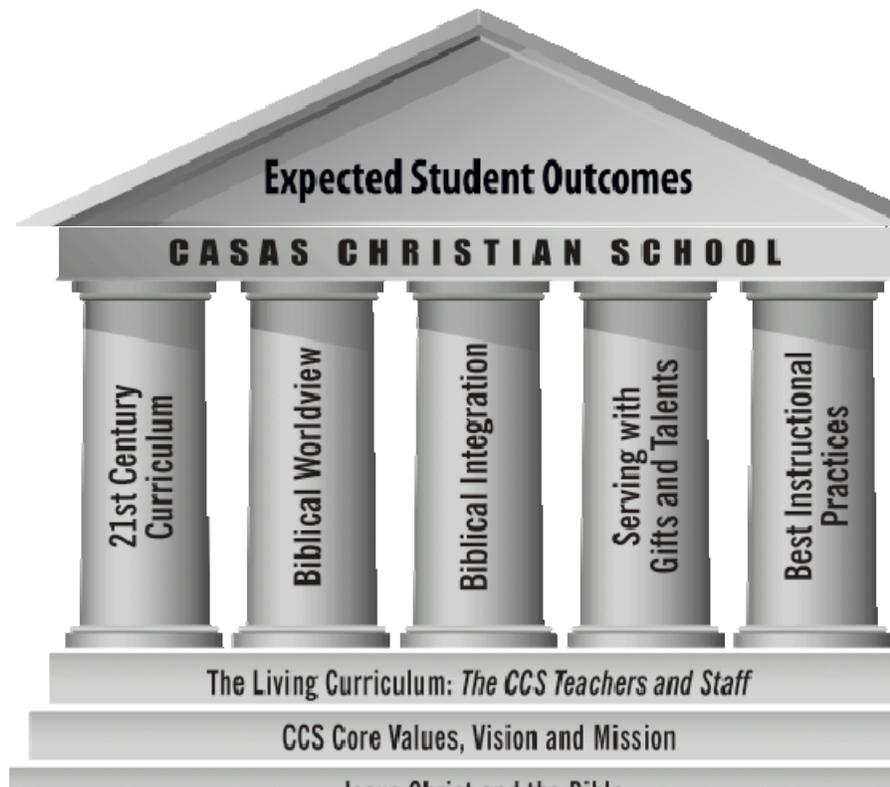
PARENT - STUDENT HANDBOOK

**"... fight the good fight, keeping faith and a good conscience."
1 Timothy 1:18-19**

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*How is Casas Christian K-8 School unique?
How does CCS accomplish its mission?*

CCS Strategic Distinctives



“For it is God who works in you to will and to act according to His good purpose.” – Philippians 2:13

Casas Christian School Mission Statement

“Casas Christian School exists to glorify God by providing a quality Christian education and Christian role models for students, equipping them to have a positive impact in the world for Christ.”

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.

Casas Christian School was established in 1970. CCS has been ministering to the cognitive, spiritual, and emotional needs of students by providing an education that addresses the needs of the whole child, and one that honors God and integrates His Word throughout all subject areas. Our commitment to His purposes 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 partner with parents to help each child develop to his/her full potential and begin to understand God's plan for his/her life.

As you read this handbook, I trust that you will find our program and guidelines are reflective of our commitment to the above objectives. Should you have any 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. We at CCS must reserve the right to make changes to the enclosed information during the school year as it becomes necessary or wise.

Thank you for enrolling your child at Casas Christian School. We consider it a great honor and privilege to serve the needs of your child.

Blessings,



Eric Dowdle
Principal

**Casas Christian School
Vision Statement**

*Casas Christian School exist 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 to discover how to serve God with their gifts.*

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CCS Expected Student Outcomes

(The traits and abilities CCS students should exemplify by the end of 8th grade.)

These Expected Student Outcomes Reflect the Five Core Values at Casas Christian School:

Embrace a Christ-Centered Academic Institution Pursue

Academic, Spiritual, and Leadership Excellence Nurture a

Loving, Christian Environment

Fulfill Our Responsibility to our Church as a Mission to the Community Prayerfully

Seek God's Plan with the Resources He's Given Us

Students Who Promote from Casas Christian K-8 School...

Are Followers of Christ (2 John 4-6)

- * Have received Jesus into their lives
- * Are committed to a personal relationship with Him
- * Walk in truth and love
- * Engage in worship (1 Peter 2:9)
- * Understand and apply God's word in daily life (2 Timothy 3:16)
- * Seek God's wisdom - make wise decisions (Proverbs 9:1)
- * Articulate their biblical worldview - have a basic understanding of other worldviews
- * Personally respond to carry out the Great Commission locally, through mission trips, and in other settings God provides in daily life (John 15:15-17; 1 John 1:3)
- * Serve the needs of other people as Jesus would (Mark 12:29-31)

Are Empowered by the Holy Spirit

- * Live a life of faith with evidence of a transformed life
- * Exhibit the Fruit of the Spirit
- * Exhibit gratitude and compassion
- * Learn which spiritual gifts God has given them and how to use them according to His purposes (Eph. 4:1-15)
- * Honor their parent(s) and other family members
- * Invest in lasting friendships (Proverbs 17:17; 1 John 1:7)
- * Have an appreciation for and practice responsible stewardship of God's creation

Are Proficient in All Disciplines According to CCS Curriculum Guide Standards

- * Language Arts: Reading, Listening, Speaking, Writing, and Grammar, with an appreciation for literature and original sources
- * Mathematics
- * Science
- * History
- * Government and Civics
- * Foreign Language: Spanish
- * Geography
- * Economic
- * Health Literacy and Physical Fitness
- * Fine Arts

Are Proficient in Higher Level Academic Skills

- * Ability to think: To inquire, problem solve, and discover (critical thinking, systems thinking; problem identification, formulation and solution; creativity and intellectual curiosity)
- * Ability to communicate, present, articulate, and persuade– in speaking and in writing
- * Ability to utilize resources (including technology) to locate, synthesize, analyze, and evaluate information
- * Understand that work has dignity and a strong work ethic is an expression of the nature of God (Ephesians 6:7)
- * Are intrinsically motivated and committed to lifelong learning
- * Value intellectual inquiry and engage in open and honest exchanges of ideas; to work creatively, and implement innovation
- * Exhibit good time management skills in order to fulfill their responsibilities and attain their personal goals

Have a critical appreciation of the current and historic world in order to dispel prejudice, promote harmony, and lead others to Christ (Romans 10:12)

- * Have a knowledge and understanding of people, events, and movements in history
- * Have a knowledge and understanding of the cultures of other peoples (ethnic groups) and places
- * Appreciate literature and the arts and understand how they express and shape beliefs and values
- * Respect and relate appropriately with integrity to the people with whom they work, play, and live

Refer to the Partnership for 21st Century Skills (www.p21.org) and International Society for Technology in Education Standards (www.iste.org) for future reference and clarification.

History & Structure of CCS

Casas Christian School (CCS) first opened its doors for educational ministry to 19 students in 1970. Over the past 43 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 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 Christ-centered philosophy of education and views this as the foundation for all policy, procedures, instruction, and activities. A Christ-centered 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 Biblical worldview are taught as foundational for a fulfilling life in Christ. Students are encouraged and motivated to share their faith, stand for their convictions, minister to others in the community and pursue God’s plan for their lives.

The Academic: 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. These intellectual pursuits are justified and made complete with the Word of God.

The Social and Emotional: CCS seeks to help each student develop proper acceptance of himself as a unique creation of God, made in His image. Acceptance of His purposes in our lives 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 community and society and should treat everyone with love and respect and seek to love others, according to Matthew 22:37-39.

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. Invitations to enroll are only given 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 Kid City Christian Preschool (KCCP) 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. The application fee and tuition deposit are non-refundable. Both amounts must be paid in full by families requesting financial aid.

Tuition payments may be billed on one of two payment plans – a ten-month or an eleven-month plan. This option is chosen at registration. A billing statement is emailed 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.

Attendance Policies & Procedures

K-5 Elementary School Day: 8:00a.m. – 3:00p.m.

6-8 Middle School Day: 8:00a.m. – 3:10p.m.

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, and often has a negative impact on the child's relationships. 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 7:00a.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 7:45a.m. Students should not be left unsupervised by parents on school property before 7:45a.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 teacher or staff member, please schedule a meeting time or send a note so the teacher or staff member can give your concern or question the attention it deserves.

At 7:50a.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 8:00a.m. Middle School students are tardy if not in class by 8:00a.m. K-5 students stay on the playground until lining up and going to class at about 7:55a.m. Students are marked tardy after 8:00a.m.

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

At dismissal, 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 spaces. 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. **Out of consideration for other families, parents are asked to not 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 and the learning of each individual student, we urge all families to arrive at school by 7:50a.m. To emphasize the importance of arriving to school on time, and deter the number interruptions to the learning environment at the beginning of the school day, families are charged a \$15.00 fee upon the fourth unexcused tardy of each quarter – for each student in the family that is late to school, and for each subsequent tardy in that quarter. The only instance when a tardy can be "excused," is due to a doctor's appointment. The parent must then provide a note from that office/organization proving the appointment, in order

for the tardy to be excused. When necessary, CCS reserves the right to increase the fee or adjust the procedure any point during the school year.

The business office collects these fees and designates all proceeds to CCS mission-service projects. The school does not directly profit from these funds, but simply allocates the funds to these efforts and purposes.

C. Excessive Absenteeism

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 teacher. Ten or more absences in a school year are considered excessive. Periodic notification by mail will occur regarding recorded absences. Upon the 10th absence of the year, we will notify you via email 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 it appears the child may exceed the limit of 20 absences, we request the parent ask the child's physician to complete the "Chronic Illness Form," confirming 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 7:00 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 or former Summer FLIGHT students. Any charges accrued are added to the monthly tuition bill and are due on the first of each month. Students who are not 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.

E. After School Clubs

Each semester, 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 in to the club.
- Students who are listed on the roster will be expected to go to the club unless a parent notifies the office 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 in to the club are still present.
- If a particular student on the roster does not sign in to the class, and that student isn't listed on the absentee list, the club teacher will call 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 immediately at the end of the club/class meeting. Following the club meeting, the club teacher will initial the roster to sign students in to 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 CCS Administration on a regular 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. Students must be accompanied by an authorized person when permitted to leave.

At dismissal, K students' parents (or individuals listed on the student's Emergency form) 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. Fourth-fifth grade students and middle school students are picked up by parents in specific drive up zones on campus. They are not signed out from the teacher.

Academic Policies & Procedures

To accomplish our purpose 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. CCS has established an extensive scope of academic standards, content, and skills in its curriculum guide. It is our goal to maintain these standards to exceed Arizona state standards in most content areas.

It is our strong desire to see each child grow and excel according to his/her abilities and potential. For specific content taught in each grade level or course, please come by the school office to review the curriculum guide and/or specific text. At CCS, we constantly design and refine our practices so that all students may be challenged and nurtured according to his/her individual ability.

A. Curriculum

1. Bible

At every grade level, Bible occupies a prominent place in the curriculum. Bible curriculum materials have been selected on the basis of how well they align with CCS Bible Curriculum Scope and Sequence; expounds on the Bible; the academic presentation; and resources for teachers. In each grade, students are expected to memorize passages of Scripture, and a strong emphasis is also placed on character development as a key to fulfilling God's

plan for our lives. At the same time, our desire is that “Bible” isn’t viewed in the same ways as our other academic content areas. We don’t want our students to view the Bible as a “textbook” but as a source of strength and hope.

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, worship, sharing of truth from the Bible, and object lessons. On occasion, guest speakers are invited to teach in Chapel. Parents are welcome to attend any or all chapels.

2. Serving Others and Habits of the Heart

The school has a Serving Others program that provides opportunity for our students to minister to the needs of others. Each year our students become involved with various organizations to serve in a variety of ways. We pray that these efforts go beyond mere acts of “community service,” but actually allow all involved to experience the healing power of Jesus Christ, and other significant results as well. Our corresponding program, “Habits of the Heart,” is based on scripture, and offers a different Biblical concept each month to support the Serving Others program. The Habits are as follows: **Wise** from Understanding, **Attentive** to Learn, **Respect** and Courtesy, **Resolute** to the Finish, **Imitator** of Christ, **Obey** to Love, **Reverent** to Worship, **Sensitive** to Serve. Each initial letter spells the word “Warriors,” our mascot, and also works to define what the word “Warriors” means to us.

3. Language Arts: Reading, Writing, Grammar, Vocabulary, and Spelling Instruction

- a) **Reading:** A child’s reading ability is best fostered in an environment which not only addresses the necessary skill development (strong phonetic approaches in the primary years), but also fosters critical thinking and the ability to respond to the purposes of the text through analysis and evaluation, and to then be able to synthesize the information in the intermediate and middle years.
- b) **Writing:** The Six Traits of Writing are taught at CCS to ensure that our students are able to communicate their thoughts, perspectives, and learning in coherent, effective ways. To write is to learn. When we engage our prose with emotion or synthesize our learning to express a position, it has a powerful affect to solidify our learning. “Fill your paper with the breathings of your heart.” ~William Wordsworth
- c) **Grammar:** Traditional English grammar instruction begins in Kindergarten and continues through 8th grade. This emphasis positively impacts our students’ writing and speaking abilities.
- d) **Vocabulary and Spelling:** Mastery of weekly spelling lists is required in 1st-5th grades. Spelling and vocabulary instruction are often viewed as one effort in 6th-8th grades. In those years, we want to make sure that the students’ required words are appropriate for his/her spelling ability and valuable to him/her as a learner. Additionally, many of those words are often concepts and topics currently emphasized in their reading, social studies, and science lessons. This integration of content enhances their understanding of those concepts and has a positive impact on spelling the words correctly.

4. Mathematics

Saxon mathematics, used in Kindergarten – 5th grade, has enabled CCS students to accelerate their learning. All students will complete a majority (if not all) of the course work of the grade level above their present grade level. In grade levels 2-8, there is an accelerated track and a regularly-paced track.

By the end of the 8th grade year, this progression allows our regular-paced classes to complete the high school algebra course and the accelerated classes to complete a high school level geometry course. Students in all grade levels, who require additional levels of challenge, may be accelerated to a math class in the grade level above their present grade level assignment. The teacher, parent, and administrator need to reach agreement for this to occur.

5. Social Studies (History and Geography)

In the elementary grades social and geographic concepts are developed as they relate to the home, the community, and the country. The standards are broken into these categories: American History, World History, Civics/Government, Geography, and Economics. In these early years, a love and appreciation for the democratic way of life is nurtured. The history program in 4th grade involves a formal study of Arizona history. The program in 5th grade focuses on American history. Sixth grade focuses on ancient world history. Seventh grade students focus on the Eastern Hemisphere, through the Renaissance period. Eighth grade history focuses on American History.

6. Science

God is the Creator of the universe; His design and purpose is taught with a Biblical worldview of God's creation in each science topic. Science permeates nearly every facet of modern life, and with His direction and provision, holds the key to solving many of humanity's most pressing current and future challenges. It is viewed as a critical content area at CCS, and is an essential component in a comprehensive, 21st century education.

CCS science content is organized in the following categories: Life, Earth, Space, and Physical Science. Some examples of this content include: the nature of matter, physics, chemistry, sound, light, electricity, magnetism, astronomy, environmental science with in-depth studies of ecosystems, cells, microorganisms, plants, animals, human body systems, investigations into minerals, rocks, plate tectonics, earthquakes, volcanoes, surface water and groundwater systems, oceans and meteorology.

Science kits (Foss and DSM Kits) are used in the elementary grades to enhance learning and enable teachers to conduct "science labs" in conjunction with the textbook. These approaches make the learning of science relevant, interesting and effective for retention of the content. The science curriculum meets or exceeds state and national standards.

7. Physical Education (P.E.) and Health Instruction

All K-5 students participate in P.E. twice per week, and three times per week in 6th – 8th grades. In the primary grades, the development of gross motor skills and sportsmanship are stressed. Creative games and activities that promote physical fitness also characterize the programs in the early years. Team sports and group games distinguish the activities in 4th and 5th grade. In 6th – 8th grades, students have P.E. on Monday, Wednesday, and Friday, and on Tuesday and Thursday they attend health class. 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 program at Casas Christian School balances basic music theory and music history with vocal and instrumental units of instruction. We teach from the perspective that music was created by God, and our desire is that, as we explore various genre 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 at chapel in worship. Just as we focus on teaching the fundamentals of music, we strive also to instill an understanding of the value of worship.

9. Art

All K–5 students receive formal art instruction each week. They learn that they can create art as an act of worship. Students learn the techniques to communicate in original or interpretive work, to demonstrate how

interrelated conditions influence and give meaning to the development and reception of thought, ideas and concepts, and how the arts reveal universal concepts and themes.

10. Spanish

K-1st Spanish classes are held 2 times a week. Students start by simply recognizing and responding to new words. Next, they can begin to provide the words independently within an appropriate conversational context. This transition happens naturally as the curriculum spirals and builds on previous learning.

The difference between K and 1st is that in 1st grade students begin to recognize the written words and vocabulary in Spanish. That is in addition to the visuals and interactions. This builds a natural progression into the next level of instruction via Rosetta Stone in 2nd grade.

2nd-5th Spanish classes are held 2 times a week. Rosetta Stone interactive computer based program is the primary curriculum for this class. Rosetta Stone uses an interactive learning process in which the student uses visuals, listens to the spoken native language, and speaks the language constantly within different contexts and themes. This is accomplished under the close guidance and monitoring of a Spanish native speaker teacher who also performs directed lessons to support the Rosetta Stone learning process.

11. Technology

Technology instruction is an integral part of a 21st century curriculum. At CCS, technology is used to enhance learning in the classroom. Our teachers have scheduled access to our computer labs. CCS has two computer labs – a PC lab and a Mac lab. In addition to the computers, software, and internet access offered in the computer labs, our classrooms are equipped with Mac computers, iPads, Apple TVs, document cameras, projectors, and three shared interactive whiteboards for enhanced instruction and learning. CCS has a comprehensive set of technology standards included in its curriculum guide.

12. Middle School Discovery Courses

Historically, CCS has offered a greater number of courses in this area than any other middle school program in the area. Students in the middle years need a variety of opportunities and experiences and knowledge to begin to understand the gifts and talents God has given them. These courses are announced prior to each semester and students are allowed to choose two courses per semester. By the end of their seventh grade year, students are required to take Spanish I and II. Upon graduation, all middle school students will have taken courses in visual and/or performing arts, technology, Spanish, and Peer Mentoring.

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 at home, facilitating a challenging pace for instruction in the classroom, enabling us to present and experience a diverse and significant amount of content to achieve our curriculum standards.

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.

Please note that participation/attendance at a CCS athletic event, going out with the family in the evening, or attending a church meeting are not valid excuses for not completing homework.

C. CCS Assignment Policy

Students will normally have one day for each day absent to complete the missed assignments. Make-up work should be requested on the second consecutive day of absence before 9:00 a.m. to be picked up in the school office after 3:00 p.m. Extended illness may receive special consideration. Any work assigned prior to the absence is to be turned in the day the student returns.

2nd – 5th Grade Students: Missing or late assignments will receive a 10% reduction to the grade for each day the assignment is late, up to 50% of the total amount of points possible. The assignment must be complete when collected by the teacher. If it is turned in to the teacher later that day, the student will receive a 10% reduction to the grade of that assignment.

6th – 8th Grade Students: Missing or late assignments will receive a 10% reduction to the grade if the assignment is turned in the following day during the first five minutes of class. If the assignment is turned in after this time, it will receive a 50% reduction to the grade. Missing work can be turned in until there is a quiz/assessment that covers the material. No missing work will be accepted after the quiz/assessment has been given. If the assignment is a writing assignment, it will no longer be accepted once the teacher has passed back graded papers.

All CCS Students: Students who have been absent may need to take make-up tests after school or during recess/break to prevent further loss of instructional time. The student is responsible to find out which assignments were missed and arrange to make it up promptly after returning to school. If a student has incomplete work unrelated to absence, he/she will be required to work during recess or break, and it will be assigned as extra homework until it has been completed. If this becomes a pattern, the parents will be contacted to determine steps for correcting the problem.

Students receiving an “incomplete” on their report card due to absence at the end of a quarter grading period will be allowed one day for each day absent to complete the work, so that an official grade may be recorded on the report card.

D. Grading Scale

Citizenship Grades (K-8)	Academic Grades (K-1)	Academic Grades (2-8)	Grade Points (2-8)
E = Excellent	E = Excellent	98 – 100% = A+	A+ = 4.0
S = Satisfactory	S = Satisfactory	94 – 97% = A	A = 4.0
I = Improving	N = Needs Improvement	91 – 93% = A-	A- = 3.7
N = Needs Improvement		88 – 90% = B+	B+ = 3.3
	Grading Scale (K-1)	84 – 87% = B	B = 3.0
	98 – 100% = E+	81 – 83% = B-	B- = 2.7
	94 – 97% = E	78 – 80% = C+	C+ = 2.3
	90 – 93% = E-	74 – 77% = C	C = 2.0
	84 – 89% = S+	71 – 73% = C-	C- = 1.7
	78 – 83% = S	68 – 70% = D+	D+ = 1.3
	70 – 77% = S-	64 – 67% = D	D = 1.0
	0 – 69% = N	61 – 63% = D-	D- = 0.7
		0 – 60% = F	F = 0.0

E. Academic Honors

Those students in grades 3 – 8 who earn a grade point average of 3.50 or higher, 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 at the end of each semester.

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 “Student Study Team” form, which will guide 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 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 assistance that CCS is unable to provide, the family may be required to consider solutions such as employing a tutor, receiving specific instruction/intervention from the 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:

Where Students Struggle in the School Setting

1. Language Arts: Reading, Writing (Composition), Spelling, Grammar/English
2. Social Studies
3. Science
4. Mathematics: Computation, Concepts/Problem Solving

5. Homework Completion: Accurate, Complete
6. Work Ethic
7. Speech and Language: Receptive, Expressive, and Pragmatics
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 I: Identifying the Struggling Student

- **Informal Identification:** General observations and assessments by faculty, staff, parents, and student 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 and the student's own perceptions and reflections

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 CCS Administration & Faculty

Step III: Planning for Success

- Draw conclusions and pray continually
- Identify results to be achieved
- Plan for success with optimism (utilize as many resources as possible)
- Implement plan
- 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

G. Minimum Academic Standards (Grades 3-8)

Quarter Grades on the Report Card: Students are placed on “**academic probation**” when the quarter-end grade point average falls beneath 1.80, or the student earns an ‘F’ in any content area on the report card. An academic review meeting is then required, involving the parents, the student, the teacher(s), and if it would be beneficial, a school administrator. The intent of this meeting is to establish a plan that will help the student to improve his/her performance and effort. If the student is unable to raise his or her GPA above the 1.80 standard in the following quarter, or “probationary quarter” (according to the report card grades), the student will not be allowed remain at CCS and must withdraw at that time. If the student earns an ‘F’ again on the report card, in that same content area, during that school year, irrespective of the overall G.P.A., the student must withdraw from CCS at that time.

Mid-Quarter Progress Reports: At the midway point in each of the four quarters of the school year, progress reports are sent home, detailing the student’s grades at that time. It is always recommended that teachers, students, and parents, proactively address any issues at that time to avoid either of the two scenarios listed above. A vast majority of poor grades are due to a pattern of missing and incomplete assignments. In addition to progress reports, parents are able to check grades at any point in time by accessing RenWeb.

H. Retention

Retention, or “repeating a grade,” is sometimes appropriate if the child is meeting most or all of the following criteria:

1. The child is emotionally immature in comparison to other students his/her age.
2. The student is younger in age in comparison to the other students in that grade level.
3. The student is experiencing significant academic problems.
4. The child is physically small for 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.

I. 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. However, there have been instances when that decision has been in the best interest of the child. 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 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. The parents, teachers, and administrator must all be in agreement in order to accelerate a child to the next grade level at CCS.

J. CCS Criteria for Placement in All Levels of Mathematics Instruction

In order to best meet the individual needs of each student, we have designed a math program that offers two levels of math instruction in Kindergarten (Levels 2 and 4), and 4 levels of math instruction in 1st-8th grades. Placement into a particular level of instruction is based on the student’s standardized test scores

(TerraNova3 and/or NWEA-MAP), current, or previous year's math grades, teacher recommendation or approval, and parent request or approval.

The CCS levels of math instruction are as follows:

Level 1: Student receives instruction in the grade level below the child's current grade level.

Level 2: Student receives instruction with students his/her age at a traditional pace.

Level 3: Student receives instruction with students his/her age at an accelerated pace.

Level 4: Student receives instruction with older students, at an accelerated pace.

Criteria for Placement into a Level 1 Mathematics Class:

- Student Study Team Meeting required
- Standardized test scores are at the 30th percentile or lower
- Teacher recommendation or average of a D or lower (grades 2-5) or an N (K-1)
- Involvement in the Intervention for Reading and Math Program
- Additional tutoring support may be required.

Criteria for Placement into a Level 2 Mathematics Class:

- Standardized test scores are between 31st-79th percentile
- Grade of C or above in Level 1 instruction
- Teacher and parent agreement

Criteria for Placement into a Level 3 Mathematics Class:

- Standardized test scores are at a minimum of the 80th percentile
- Grade of an A in Level 2 instruction
- Strong work ethic
- Teacher and parent approval

Requirement to Remain in Level 3 Classes:

- Student must maintain a minimum grade of C+ (Grades 2-7) or S- (1st Grade)
- Student must exhibit a strong work ethic.

Criteria for Placement into a Level 4 Mathematics Class:

- Standardized test scores are at a minimum of the 90th percentile
- Grade of an A in Level 3 instruction
- Strong work ethic and desire to excel
- Teacher and parent approval

Requirement to Remain in Level 4 Classes:

- **Grades K-3:** Student must maintain a minimum grade of B- in each quarter.
- **Course 1, Pre-Algebra, Algebra, and Geometry Courses:** Student must maintain a minimum grade of an A- in each quarter.
- **All Grades:** If the student's grade falls below the minimum grade requirement, he/she will be given a probationary quarter (the following 9 week grading period) to meet the minimum grade requirement. This probationary quarter may occur in the first quarter of the following year, in the next leveled class. If the student is still unable to meet the requirement, the student must move to the Level 3 class.

K. Parent-Teacher Communication

Our desire is to partner with our parents in this effort to educate our children. For that partnership to work, regular communication between parents and teachers is extremely important, and it is important for the child to know that communication is positive/productive and effective. We also believe that the key to success for all students is for parents to take an interest in their child's efforts in school. In order for parents to learn of their child's progress, all parents are required to attend a parent-teacher conference during the first and third quarters. Parents, however, may request to meet with their child's teacher at any time during the school year and when the child is not meeting our "Academic Minimum Standards" (see p. 17). Please feel free to contact the teacher to arrange a time to meet.

Impromptu drop-in conferences can be ineffective, 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.

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.

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 professional, 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, cognitive, emotional, social and physical development of each student. We believe many 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.

L. 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 or guardians, only authorized school personnel are permitted to view the files.

M. Standardized Testing

Each spring CCS students in grades K-8 participate in a nationally- normed standardized testing program, TerraNova3. The results of these tests are added to the student's file and reported to the parents. They provide helpful insight about the student's progress and the school's overall progress.

N. 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, if leaving during the school year.
3. Return book(s) to each teacher.

The Business Manager will route the withdrawal form through the lunchroom, library, teacher(s), etc., and mail a final invoice if that is necessary. 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.

O. RenWeb

CCS uses RenWeb, a technology-based school information management program, to post grades, homework assignments, important dates and events. 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. Re-enrollment is completed through RenWeb, and can be accessed in the "Family Information" section of the program.

P. Speech and Language Services

A fully-licensed Speech and Language Pathologist is contracted to provide fee-based Speech and Language services to students in preschool through 8th grade who qualify for this service. If a screening reveals a possible need in the areas of expressive or receptive language, we will seek permission from the child's parent to conduct a formal evaluation. We are blessed to offer this program. It impacts the lives of many students in very significant ways.

Student Life Policies & Procedures

A. Spiritual Emphasis

Being a Christian school requires that CCS emphasize not only the intellectual, social, and physical development of students, but also the spiritual. Biblical principles provide a foundation for how students should love others and love God. We make no apologies for our faith and dependence on God. To know Jesus Christ is to discover truth and freedom. We consistently evaluate all our policies, procedures, instructional activities to ensure that they are informed 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 is a nurturing and safe environment. CCS personnel seek to protect and maintain a positive learning environment in each instructional setting. Students are expected to be calm and orderly – both in class and outside of class. They should request permission to speak to others when in the classroom. 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, so that they may have a positive influence on others, and make an impact on their world for Christ. 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 (e.g. teachers' 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 Code

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. 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, however, 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 facial hair should be clean-shaven.

Pants: Most types of pants are acceptable for boys and girls with the exception of sweat pants or any kind of exercise/athletic wear. Sixth through eighth grade students may change into athletic wear for P.E., but must change immediately after the class is over. Pants must not be suggestive, tight, or baggy. Distressed jeans are allowed as long as skin is not visible. Leggings or jeggings (often considered female athletic wear) may not be worn alone as pants, but are acceptable when worn with a skirt or dress.

Shorts/Skorts: Athletic shorts or "basketball shorts" may not be worn during the school day, but may be worn in middle school P.E. or in all K-8 after-school sports practices. Shorts must not be frayed; be properly hemmed and free of holes or rips.

K-5th grade students' shorts must be of appropriate length and no shorter than "fingertip length" when standing with arms to the side.

6th-8th grade students' shorts must be of appropriate length, as determined by one of the following methods:

- 1) An inseam 6" or longer (a dollar bill can be used to measure length of the inseam).
- 2) Fingertip length: The girl's fingertips come to the hem of the shorts or skorts, when standing up straight with arms and fingers fully extended.

Dresses/Skirts: Shorts or leggings must be worn under skirts or dresses.

Shirts: Shirts and t-shirts must be modest and should not be baggy, tight, or low-cut. See-through garments, "spaghetti" straps, short or cropped tops, or shirts that reveal the midriff or navel, are not 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, or disrespectful language, horror images, skulls, or clothing that promotes secular music groups.

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 or 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 types 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 promote 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, unnatural hair colors, or unusual hair styles are not 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 and hats are to be worn forward and may be worn outside. They 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. On Thursdays, students are required to wear a white or red polo shirt with the school logo on it. Shirts can be ordered during specified ordering periods throughout the year via the school website. Pants, shorts, skirts, skorts, or capris must be navy blue, black, or khaki in color, without pattern or a large label. Chapel shorts and skirts must meet the appropriate length requirements, as previously stated.

D. Dress Code Enforcement Procedures

When a child isn't following the dress code, we will simply send the parent an email (normally 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 ensures that the child does not come to school wearing that particular clothing, make-up, etc. 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). Any clothing items borrowed from the school are to be laundered and returned to school. If a particular child demonstrates a pattern, or recurrent problem in adhering to the dress code, the Principal will contact the parent to discuss what can be done to change that pattern, and a “detention” will be assigned upon the third infraction in a semester (4th – 8th grades).

E. Discipline Procedures

Discipline at CCS is based upon the conviction that the “norm” for our 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 quickly progress to more serious consequences.

Unacceptable behavior is dealt with on three levels:

Level 1: These offenses are normally classroom-type problems that will be handled by the teacher. These include problems such as disruption of the class or failing to follow directions. 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, the context of the infraction, and the frequency of the behavior.

Level 2: 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 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, suspension (one or two days out from school) parent conferences, and/or behavior contracts in these cases. Level 2 offenses that are not corrected by the above measures will move up to the Level 3 discipline category.

Level 3: These offenses include behaviors that threaten or severely endanger another's safety or damage property, 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 always determined by the Principal, according to school policy, and most often result in multiple detentions, suspensions and/or expulsion from CCS. Possession of a weapon or an illegal substance will result in immediate expulsion and involvement of law enforcement. It is hoped that expulsion would never be necessary, but the good of the whole student body must be considered over the needs of individual students in cases such as these.

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.

K-1 students serve their detentions in the school office during their lunch recess time.

2-5 students serve their detentions in the school office on Tuesdays and Thursdays from 3:10-3:40p.m.

6-8 students serve their detentions in the school office on Tuesdays and Thursdays from 3:15-3:45p.m.

After detention is served, parents may pick up their child in the office or the student will sign in to the Extended Care program. After a student receives six detentions, the consequence for a discipline referral is a sixty minute Saturday detention. A Saturday detention also results in a \$40.00 supervisory fee to compensate two teachers to supervise. This will be billed to the family's account when the detention is assigned.

Number of Discipline Referrals:

1-6: After school for 30 minutes

7: 60 minute Saturday detention and parent conference

8: 60 minute Saturday detention

9: One day suspension and parent conference

- 10: 60 min. Saturday detention
- 11: Two day suspension and parent conference
- 12: Expulsion from CCS

F. Harassment Policy

The policy of Casas Christian School is to provide an academic and ministry environment which is free from harassment, where all students and adults consider the needs of others above their own needs. CCS must maintain an environment free from all forms of intimidation, exploitation, and harassment (including sexual harassment), where everyone treats each other with dignity, respect, and love regardless of gender, race, color, national or ethnic origin, age, or disability. 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 students who violate this policy are subject to legal action or disciplinary action, including suspension, and expulsion. CCS includes bullying in its definition of harassment.

Definitions of Harassment:

1. **Sexual Harassment:** 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. The fact that a student may not openly object to others' actions or words does not prove that they were welcome.
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 females.
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/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:** Any written, verbal, non-verbal, or physical act/gesture that a reasonable person, under the circumstances, would know that it would have the following effect(s): harming a student, damaging his/her property, placing a student in reasonable fear of harm to his/her person or damage to his/her property, 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.

G. Health

1. **Emergency Information:** Parents are required to complete an emergency information form for their child during initial enrollment. As 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 is acceptable.

- 3. Sick Children:** CCS has limited 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. 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, have been free of vomiting for 24 hours, and/or free 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 the student's 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 number (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, with the exception of inhalers or epipens, and those require written permission from a physician.
 - 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, and the determined protocols will be made in writing.
- 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 child 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 lunchroom, and accurately communicate the need to staff. The student is also responsible to refrain from consuming those 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 bring a sack lunch or sign up for prepared lunches each month (reserved and paid for in advance through RenWeb). 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. Kindergarten students check out one book per week and keep it in their classroom. First through Fourth grade students check out two books for two weeks at a time. Fifth through Eighth grade students check out three books for two weeks at a time. If a book is lost or damaged, the family will be billed for the cost of the book.

J. Field Trips and Out of Town 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 on field trips. Parents who are chaperoning a field trip should sign in as a volunteer in the school office prior to going on the field trip.

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, parents will be asked to pay for all expenses such as entrance/event fees, meals (if necessary), and the cost of transportation. Parents who choose not to have their child participate in a field trip or out of town trip must notify the teacher as soon as possible. Students must remain home if they are not attending a field trip or out of town trip. CCS is unable to provide other arrangements for the student while their class is away.

K. Student Security and Safety

The security and safety of CCS students is the top priority for all CCS personnel. Students are expected to be under adult supervision at all times, whether in class, on the playground, or moving from place to place as a class. 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, and are available for review by all in the CCS school community.

L. Elementary After School Sports

CCS offers elementary students an after-school sports program. The first session begins in October and the second session begins in the second semester.

M. Middle School After School Sports

Middle school students have the opportunity to participate in after school sports. We are a member of the Tucson Independent Athletic League (T.I.A.L.), a league comprised of the larger private schools and public-charter middle

schools in Tucson. The seasons are as follows: Fall: Girls Volleyball and Boys Flag Football; Winter: Girls Softball and Co-ed Soccer; Spring: Girls Basketball and Boys Basketball.

CCS Auxiliary Organizations

A. Parent-Teacher Fellowship

The CCS Parent-Teacher Fellowship works with the school administration to arrange a significant number of activities that involve the entire school family in accomplishing its purposes. All parents and staff are welcome and encouraged to participate. The purposes of P.T.F. are as follows:

- To glorify God by encouraging Christian fellowship and communication among parents, teachers and students.
- To support our school through the enrichment of the academic, spiritual, and social life of our school community.
- To coordinate and organize various fund-raising efforts to fund programs/activities not provided by the school.

B. Principal's Advisory Meeting, Parent Coffee, Dad's Breakfast

These meetings with the Principal are designed as an open forum to inform parents of important information and receive input on potential changes to various approaches and programs. The dates for these events are posted on the school calendar.

C. Parent Prayer Team

This special group meets once per week to lift up all aspects of the school community through prayer and worship. Praying parents fulfill an essential role in the lives of our children and staff here at CCS. All are welcome and encouraged to participate.

Miscellaneous

A. Lost & Found

All unclaimed items will be given to charity at the end of each quarter. Please regularly check the cabinet on the playground to look for lost items. It is also helpful to mark all your children's clothing (especially coats, sweaters, and sweatshirts), lunch boxes, and water bottles with their names.

B. Telephone Communication

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 also 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. This allows office staff to be informed of the student's needs.

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 yearbook to capture the school year in pictures. A \$25 fee is automatically billed in February, so that all students may receive the yearbook.

E. Prohibited Articles

The following types of items are prohibited at school: weapons (real or toy), pocket knives, laser lights, electronic

toys, 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. These items will be confiscated. The item 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 & Cell Phones

Students are not allowed to bring electronic devices to school as they can cause distractions or problems in the classroom, become lost or damaged, and may contain inappropriate content. These devices include, but are not limited to: MP3 players, iPods, iPads (unless identified as an appropriate accommodation), and game devices. Cell phones may be used before and after school, but must remain off and in storage during the school day. If the phone is used between the hours of 8:00 – 3:10p.m., it will be confiscated, and the parent must come to pick it up in the office.

G. Party Invitations

Invitations to personal student parties (birthdays, 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, various groups (e.g. after school sports teams, choir, Parent-Teacher Fellowship, or Student Council) may have fundraisers or sales. Although we always encourage all to participate, it is not required, nor should anyone feel pressured to participate if they do not wish to do so.

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 Principal or designee). 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 must wear a visitor's badge. Visitors need to sign out in the school office before leaving campus.

K. Emergency Drills & Crisis Management Plan

CCS has developed a crisis management plan that provides procedures and protocol for staff and students in the event of most emergencies or potential threats. The safety and general welfare of our students is our primary concern. Emergency drills are held to practice these various emergency procedures. Fire drills are held monthly. Lockdown drills are held quarterly. Please see the CCS Crisis Management Manual for detailed descriptions of these plans.

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

If your child has forgotten something at home (homework, projects, lunch box, etc.), and you wish to have it delivered to him/her, please bring the item to the school office. We will either deliver it, or page your student to come down to the office to pick it up 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.



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