

**Ad maiorem Dei gloriam!**  
*(For the greater glory of God!)*

# CARY CHRISTIAN SCHOOL

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## 2010-2011 ELEMENTARY STUDENT-PARENT HANDBOOK

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# ORGANIZATION

## MISSION STATEMENT

*"Providing an excellent classical education founded upon a biblical worldview"*

## VISION STATEMENT

We aim to graduate young men and women, who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical and to be un-swayed toward evil by the former. We aim to find them well prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling toward destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them make a career at Cary Christian School (CCS). We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand classical education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christian approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community as their goals support ours. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

## STATEMENT OF FAITH

The following is the foundation of beliefs on which Cary Christian School is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered primary doctrine in Cary Christian School. All corporation members, board members, and staff of CCS must subscribe to these foundational principles. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority.

1. We believe the Bible to be the only inerrant, authoritative Word of God. (II Tim. 3:16)
2. We believe that there is one God, creator of all things, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent. (Deut. 6:4, Gen. 1:1, I John 5:7)
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory. (John 10:30, Matt. 1:18, Heb. 4:15, John 10:32, Rom. 3:25, Matt. 28:6, Rom. 8:34, Luke 21:27)
4. We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary. (John 3:3-8)
5. We believe that salvation is by grace through faith alone. (Eph. 2:8)
6. We believe that faith without works is dead. (James 2:17)
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life. (Gal. 5:16)
8. We believe in the resurrection of both the saved and the lost, they that are saved to the resurrection of life, and they that are lost to the resurrection of condemnation. (I Thes. 4:16-17, II Thes. 1:9)
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ. (John 17:20-23)

## DOCTRINE GUIDELINES

The administration shall not allow a particular Christian denominational doctrine or distinctive to be presented as favored within the school, particularly any that extend beyond the nine foundational statements as presented in Article III of the CCS By-laws. The school is comprised of families from a variety of Christian congregations, each with their own historical heritage regarding issues of liturgy, governance, and doctrinal emphasis. The discussion and debate of these historic differences is permissible and encouraged as a part of the rhetorical curriculum; however, it must be done with due respect in the spirit of Christian charity with Scripture as the rule.

## EDUCATIONAL PHILOSOPHY

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child(ren). Therefore, below are the most important philosophical elements that we at Cary

Christian School believe distinguish our approach to education:

- † We believe that the Bible clearly instructs parents, not the church or state, to "bring children up in the discipline and instruction of the Lord." The church's commission is essentially to spread the gospel and train believers (Matt. 28:18-20). The state has been directed to enforce God's laws and protect the innocent (Romans 13). The church trains parents and the state protects families. The family raises and educates children (Eph. 6:1-4). Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
- † We believe that God's character is revealed not only in His word, but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God Himself.
- † God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore we seek to individually challenge children at all levels and teach them how to learn, by using the centuries-old, proven classical method (see Goals), incorporating instruction in Latin.
- † We want to help parents teach their children that all they do should be done "heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles.
- † We believe that as long as a child is under the parents' authority and undergoing formal education, he should be trained biblically (Deut. 6:6,7, Prov. 22:6).
- † A recommended reading list would be:
  - ~ Recovering the Lost Tools of Learning by Douglas Wilson
  - ~ Excused Absence by Douglas Wilson
  - ~ Repairing the Ruins by Douglas Wilson
  - ~ The Seven Laws of Teaching by John Milton Gregory
  - ~ Foundations of Christian Education by Louis Berkhof and Cornelius Van Til

Above all, parents can be confident that their student, at every stage of his development in school, will be loved with Christ's love in Cary Christian School.

## CARY CHRISTIAN SCHOOL BOARD AND ADMINISTRATION

Rick Wharton: *President*  
Jay Bolick, *Vice President*  
Wes Montgomery, *Secretary*  
Tim McClelland, *Treasurer*  
John Hiester  
Mark Clarkson  
Mark Hartley

Dr. Larry Stephenson, *Superintendent*  
Frank Hollowell, *Logic School Principal*  
Teena Armstrong, *Grammar School Principal*  
Ginger Hayes, *Phonics School Principal*

## SCHOOL SONG (NON NOBIS DOMINE)

*(To be sung in Latin, as the students enter for an assembly and other occasions)*

**Non Nobis Domine, Domine** (*Not to Us, O Lord, O Lord*)

**Non Nobis Domine** (*Not to Us, O Lord*)

**Sed Nomini, Sed Nomini** (*But to Your Name*)

**Tuo da Gloriam** (*Be Glory*)

*(Psalm 115:1)*

## SCHOOL HISTORY

The founding board at CCS comprised Mr. Timothy McClelland, President, Mr. Rick Chapman, Vice President, Mr. Frank Barry, Secretary, and Mr. John Calhoun, Treasurer. Mrs. Teena Armstrong joined the board shortly thereafter. We began with a group of committed parents who wanted to apply Douglas Wilson's book, *Recovering the Lost Tools of Learning* to the classroom. We read Dorothy Sayer's essay, "The Lost Tools of Learning", which had been reprinted from the 1940's and knew that following the trivium and teaching it according to the developmental stages of children described in the essay made perfect sense. This was the educational philosophy that the founders desired to implement in a school setting.

School opened September 5, 1996, in modular units set at Peace Presbyterian Church in Cary. Hurricane Fran came that night and school started again the following Thursday. We had approximately 84 students the first year in grades K-12. The school grew primarily through word of mouth. We offered small class sizes although we did have combined grades for the first several years.

We had a dedicated staff and grew the second year to 140 students. We expanded our use of the Peace Church building from just the two kindergarten classrooms to house the office. Mr. Anthony Husemann left at the end of July, and Mrs. Ginger Hayes became the interim principal for the third school year with Mrs. Teena Armstrong assisting as program director. Our enrollment reached 167. We expanded our facilities to shift grades 5-8 to the B building of Salem Baptist Church as the decision was made to par back the program to K-8.

Mr. John McGillicuddy was hired for the position of principal for CCS's fourth year of operation. The lease on the modulars ran out in August, and we were blessed by God to have Salem Baptist Church offer to lease additional space for grades 2-4 to be housed in the Apex facility in addition to the grades that were already there. Mr. John McGillicuddy resigned in late February, and Mr. McClelland stepped in to take over his responsibilities. We ended the year with approximately 190 students.

Driven by his understanding of the educational model and his vision for the school, Mr. McClelland remained the principal for the fifth year and brought much stability to the school. He began right away to bring us back on track with the Cary Christian School model of classical education by inviting Mr. Larry Stephenson from Logos School to come and speak to our parents. We had approximately 260 students that year. In August of 2001, our sixth year, Mr. Stephenson relocated to Cary to serve as our principal/superintendent and fanned the flame once again toward our goal of the classical approach to education.

Blessed by God with steady, yearly growth, we began our eighth year with 502 students enrolled and eagerly awaited the construction of our new facility on Old Apex Road. We continued to occupy nine classrooms and an office at Peace Presbyterian Church, which we referred to as the Peace campus. It housed three kindergarten classes, three first grade classes, three second grade classes, and an office. The Salem campus at Salem Baptist Church housed three third grade classes, three fourth grade classes, three fifth grade classes, and an office. Cary Christian School was blessed to have the support of both churches over the years. The Secondary campus located on North Salem Street housed two sixth grade classes, two seventh grade classes, two eighth grade classes, and one class each of ninth, tenth, and eleventh grades. The superintendent, business manager, development director, and athletic director's offices were located at the Secondary campus.

In July 2004, all staff and students moved into our current facility at 1330 Old Apex Road, Cary. What an incredible provision from God! We continued to grow to over 80 staff members developing for the glory of God. Student enrollment by year nine grew to 630, year ten to 675, year eleven to 733, year twelve to 777, year thirteen to 796, and year fourteen to 808 students and 96 staff members. Our ongoing commitment at Cary Christian School is to continuously seek God's blessings on this ministry.

# SCHOOL DISTINCTIVES

## CHRIST-CENTERED EDUCATION

At Cary Christian School, we believe a Christ-centered education includes not only a Christian environment where students are to be instructed with academic excellence, but an education that places Christ at the “center of all learning.” We cannot accomplish this by just adding a Bible curriculum or providing a religion class, but rather integrating the Word of God, and placing it at the center of all curriculum. Therefore, in all its levels, programs, and teaching, we boldly acknowledge that all things come from our Creator and that every area of life must be subject to glorifying Him. (II Timothy 3:16-17) We commit to providing a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40) while encouraging every student to begin and to develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15).

## CLASSICAL EDUCATION

### WHAT DO WE MEAN BY CLASSICAL?

In the 1940s the British author, Dorothy Sayers, wrote an essay entitled “The Lost Tools of Learning.” In it she calls for a return to the application of the seven liberal arts of ancient education, the first three being the “Trivium” - grammar, logic, rhetoric. Miss Sayers also combines the three stages of children’s development with the Trivium. Specifically, she matches what she calls the “Poll-parrot” stage with grammar, “Pert” with logic, and “Poetic” with rhetoric (see the following chart). At CCS, the founding board members were intrigued with this idea of applying a classical education in a Christian context. Douglas Wilson, a founding board member of Logos School, explained the classical method further in his book, *Recovering the Lost Tools of Learning*. Cary Christian School has been committed to implementing this form of education since the school’s inception.

### **An excerpt from Douglas Wilson’s book, *Recovering the Lost Tools of Learning*:**

The structure of our curriculum is traditional with a strong emphasis on the ‘basics.’ We understand the basics to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will also read from primary sources. Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the fundamental rules of each subject (again, we do not limit grammar to language studies), as well as the basic data that exhibit those rules. In English, a singular noun does not take a plural verb. In logic, A does not equal *not* A. In history, time is linear, not cyclic. Each subject has its own grammar, which we require the students to learn. This enables the student to learn the subject from the inside out.

The logic of each subject refers to the ordered relationship of that subject’s particulars (grammar). What is the relationship between the Reformation and the

colonization of America? What is the relationship between the subject and the object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge.

The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the history or science be correct. It must also be expressed well.

### ***Classical methodology***

With a commitment to instruct students via classical methods, Cary Christian School seeks to accomplish the following in all its levels, programs, and teaching:

1. Emphasize grammar, logic, and rhetoric in all subjects (*see definitions below*);
2. Encourage every student to develop a love for learning and live up to his academic potential;
3. Provide an orderly atmosphere conducive to the attainment of the above goals.

### ***Definitions:***

- ◆ Grammar: The fundamental rules of each subject
- ◆ Logic: The ordered relationship of particulars in each subject
- ◆ Rhetoric: How the grammar and logic of each subject may be clearly expressed

## THE LOST TOOLS OF LEARNING

The following material is drawn from the essay “The Lost Tools of Learning” by Dorothy Sayers. It illustrates the applications of the Trivium (Grammar, Logic, Rhetoric) used at Cary Christian School.

<b>PHONICS (Pre-Polly)</b>	<b>GRAMMAR (Poll-Parrot)</b>	<b>LOGIC (Pert)</b>	<b>RHETORIC (Poetic)</b>
Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Typical ages 4-8	Typical ages 9-11	Typical ages 12-14	Typical ages 15-18
<i>Student Characteristics:</i>	<i>Student Characteristics:</i>	<i>Student Characteristics:</i>	<i>Student Characteristics:</i>
<ul style="list-style-type: none"> <li>~ Obviously excited about learning</li> <li>~ Enjoys games, stories, songs, projects</li> <li>~ Short attention span</li> <li>~ Wants to touch, taste, feel, smell, see</li> <li>~ Imaginative, creative</li> </ul>	<ul style="list-style-type: none"> <li>~ Excited about new, interesting facts</li> <li>~ Likes to explain, figure out, talk</li> <li>~ Wants to relate own experiences to topic, or just to tell a story</li> <li>~ Likes collections, organizing items</li> <li>~ Likes chants, clever, repetitious word sounds (e.g., Dr. Seuss)</li> <li>~ Easily memorizes</li> <li>~ Can assimilate other languages</li> </ul>	<ul style="list-style-type: none"> <li>~ Contradicting and answering back</li> <li>~ Likes to catch and point out the mistakes of others, especially those of elders</li> <li>~ Enjoys academic puzzles</li> <li>~ When not disciplined, has a high nuisance value</li> </ul>	<ul style="list-style-type: none"> <li>~ Concerned with present events especially in own life</li> <li>~ Interested in justice, fairness</li> <li>~ Moving toward special interests topics</li> <li>~ Can take on responsibility, independent work</li> <li>~ Can do synthesis</li> <li>~ Desires to express feelings, own ideas</li> <li>~ Generally idealistic</li> </ul>
<i>Teaching Methods:</i>	<i>Teaching Methods:</i>	<i>Teaching Methods:</i>	<i>Teaching Methods:</i>
<ul style="list-style-type: none"> <li>~ Guided discovering</li> <li>~ Explore, find things</li> <li>~ Use lots of tactile items to illustrate point</li> <li>~ Sing, play games, chant, recite, color, draw, paint, build</li> <li>~ Use body movements</li> <li>~ Short, creative projects</li> <li>~ Show and Tell, drama, hear/read/ tell stories</li> <li>~ Field trips</li> </ul>	<ul style="list-style-type: none"> <li>~ Lots of hands-on work, projects</li> <li>~ Field trips, drama</li> <li>~ Make collections, displays, models</li> <li>~ Integrate subjects through above means</li> <li>~ Teach and assign research projects</li> <li>~ Recitations, memorization</li> <li>~ Drills, games</li> <li>~ Oral/written presentations</li> </ul>	<ul style="list-style-type: none"> <li>~ Time lines, charts, maps (visual materials)</li> <li>~ Debates, persuasive reports</li> <li>~ Drama, reenactments, role-playing</li> <li>~ Evaluate, critique (with guidelines)</li> <li>~ Formal logic</li> <li>~ Research projects</li> <li>~ Oral/written presentations</li> <li>~ Guest speakers, trips</li> </ul>	<ul style="list-style-type: none"> <li>~ Drama, oral presentations</li> <li>~ Guided research in major areas with goal of synthesis of ideas</li> <li>~ Many papers, speeches, debates</li> <li>~ Give responsibilities, works independently on projects</li> <li>~ In-depth field trips, even overnight</li> <li>~ World view discussion/written papers</li> </ul>

## THE ASSOCIATION OF CLASSICAL CHRISTIAN SCHOOLS (ACCS)

ACCS is the association of classical Christian schools designed to serve the needs of new or established schools who are seeking to return to the educational heritage of the West. Neither reactionary nor progressive, it seeks a return to our cultural roots so that we may resume the process of cultural growth, as God gives the increase.

### ***Requirements for all member schools:***

1. A representative of the school must subscribe to the first two chapters of the *Westminster Confession of Faith*.
2. The school must be in basic agreement with the vision for education as set out in *Recovering the Lost Tools of Learning*.
3. The school must be current in its membership dues.

Cary Christian School is an accredited member of ACCS. The first annual ACCS conference was hosted by Logos School in June 1993. Since that time, annual conferences, attended by hundreds of people from around the nation, have been held in various places including Raleigh, NC, Atlanta, GA, Memphis, TN, Austin, TX, and Washington, D.C. CCS staff typically attend these meetings each year. The growth of interest in this education created a demand for more practical training of staff members in classical Christian schools. Logos School responded by conducting and hosting week long summer training sessions, taught by Logos teachers and administrators. Since 1995 hundreds of other teachers and administrators have traveled from all corners of the United States to attend these training sessions. (CCS attended the Logos training for two years.) We marvel at and are humbled by God blessing Logos School with this kind of leadership in classical Christian education. We too are blessed by all they have done.

*In May/June of 2002 Cary Christian School received K-12 full accreditation status through ACCS.*

# ADMISSIONS

## NON-DISCRIMINATION GUIDELINES

Cary Christian School admits students of any race to all rights, privileges, programs, and activities generally made available to all students. Cary Christian School practices a biblical philosophy of admissions, not discriminating on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletics, and other school-directed programs.

## ENROLLMENT

Cary Christian School (CCS) is, in essence, an expression of the commitment of a body of parents to provide the best possible training and instruction for their children. Our mission is to instill in each student a love for truth, wisdom, discernment, and learning through the use of excellent materials, in an orderly setting, founded on a growing personal knowledge of the Lord Jesus Christ. **As a discipleship school, we require that at least one parent or guardian of each applicant give a credible profession of faith in Jesus Christ as Lord and Savior, and be a member or regular attendee of a Christian church. CCS seeks to partner with parents who desire Christian education for all their school-aged children.** Students seeking admission are evaluated on the basis of their report cards, references, admission questionnaires, interviews, and potential to perform satisfactorily at Cary Christian School. We are not equipped with the resources required to serve children who are seeking to be admitted into special educational programs (see Learning Disability Guidelines). Students who seek admission directly following suspension, expulsion, or behavior problems from another school will not be accepted until they prove themselves elsewhere. Students with less than a “C” average in their primary academic subjects may have difficulty in attaining a satisfactory level of academic achievement at CCS. The first quarter is considered a trial period for all new students.

- ◆ Kindergarten students must be five years of age on or before October 16th.
- ◆ A student entering first grade must have reached the age of six years by October 16th of the fall in which he would enter CCS.
- ◆ Based on the CCS entrance tests, administration will either advance or retain students at its discretion.
- ◆ The child should understand that his parents have delegated their authority to the school. Therefore, he is subject to the instruction and discipline of the teachers and principal in their prescribed roles at CCS.

### *The enrollment process is as follows:*

1. New applications are accepted beginning in late January. Registration is open first to returning students and their siblings, then to the public. A \$150.00 **non-refundable** application fee must accompany all student applications.
2. When applying for student admission to CCS, at least one parent must apply for corporation membership by completing a Corporation Membership Application Form.

The annual cost is \$25 for an individual membership or \$40 for a joint membership for the calendar year (January 1 – December 31).

3. Screening/testing of new students is scheduled during the months of February through April and as needed thereafter.
4. Interviews with new families are scheduled during the months of February through April and as needed thereafter.
5. The application process for new students is defined fully on the Application for Admission. Please refer to it for guidelines and procedures. In short, the application procedure requires the following:
  - Completed Corporation Membership (*non-refundable, details follow*)
  - Completed Application for Admission
  - Application fee of \$150. (*For families enrolling multiple children for the same school year, the following application fees will apply: 1<sup>st</sup> child - \$150, 2<sup>nd</sup> child - \$100, 3<sup>rd</sup> child - \$50, 4<sup>th</sup> child - \$0. All fees are non-refundable.*)
  - Copies of standardized test scores and report cards from the past two years
  - Pastor's Reference Form (*returned by pastor*)
  - Birth certificate (*all students*)
  - Copy of updated immunization record (*details follow*)
  - Signed Parental Contract (*back page of Application for Admission*)
  - Student screening/testing (*scheduled with school office*)
  - Parent/student interview (*scheduled with school office*)
6. When a new student is accepted, a non-refundable registration fee of \$300 for kindergarten, \$400 for grades 1-12, or \$800 for I-20 students is due within two weeks of acceptance.
7. Admission is not considered final until the following items are received:
  - Tuition paid in full or a completed automatic bank draft form
  - Records from child's previous school
  - Health form completed by child's physician (*including updated immunization records as described below*)
  - Emergency contact form (*details follow*)
8. The principal will determine final acceptance and grade level placement of students.
9. Parents will be notified in writing of the decision regarding acceptance. If accepted, the parents will receive an Acceptance Letter and a Transfer of Records form, if the student attended another school previously.
10. Enrollment, and therefore the parents' financial obligation, is contracted to be for the full school year.
11. It is understood that parents agree to support the policies of the school as affirmed in the Parental Contract and School Guidelines on the Application for Admission form.
12. If enrollment for a particular grade is full, a waiting pool will be established for that grade.

Corporate membership longevity in Cary Christian School, Inc. is a key factor in determining priority in the registration process for kindergarten. It is less of a factor for grades 1-12.

Administration has the right to determine and govern all facets of student enrollment procedures. At the discretion of the appropriate principal or superintendent, a student may be refused reenrollment for the following school year. Refusal for student reenrollment is not necessarily a result of disciplinary action.

***Detailed explanations:***

- ◆ **Corporation Membership** - Though both parents are not required to be Christians, one parent is required to be a Christian. The parents of students at CCS should have a clear understanding of the biblical philosophy and purpose of Cary Christian School. This understanding includes a willingness to have their child exposed to the clear teaching (not forced indoctrination) of the school's Statement of Faith in various and frequent ways within the school's program. The parents should be willing to cooperate with all the written policies of CCS. This is most important in the area of discipline (see Discipline Guidelines and School Rules) and schoolwork standards, as well as active communication with the respective teacher(s) and administration.
- ◆ **Current Immunization Record** - All students attending Cary Christian School must have on record with the school office either a current immunization record or an exemption statement according to NC code before entering school. Incoming kindergarten students must have a completed Health Assessment Report on file in the school office by the first day of school. This form may be obtained from your family doctor or the school office.
- ◆ **Emergency Medical Contact Form** - In order to dispense non-prescription medicine (e.g., Tylenol, Tums, etc.), a signed form granting a year's permission to the school must be on file in the school office. No prescription medicines will be dispensed without written parental permission on file with specific directions to the teacher. *Epi-pen waiver, medical action plan* – For students requiring Epi-pens, the school needs the following: Epi-pen storage location, a list of individuals approved to administer, parental instructions including a medical action plan, and a signed waiver. The same procedures apply for any student with medical conditions requiring medications or supplies.

## FEE & TUITION SCHEDULE

Tuition for the year is as follows: Kindergarten - \$4,500, Grades 1-12: \$5,600. Tuition covers all costs including books with the exception of band, recorder, personal school supplies, uniforms, school pictures, field trips, and school lunch. Sports participation fees will be assessed as part of the secondary program as needed.

New students pay a **non-refundable** application fee of \$150 and returning students pay a reenrollment fee of \$75.

Following formal notification of acceptance, a registration fee is due within two weeks (\$300 for kindergarten, \$400 for grades 1-12, and \$800 for I-20 students).

**Annual tuition may be paid under ONE of the following methods:**

- ◆ *Monthly auto-drafts from May, 2010 through April, 2011* - the first payment is due on May 10th and will be drafted on the 10th of each month thereafter. Monthly payments by automatic bank draft are \$375 for 12 months for kindergarten and \$467 for 11 months for grades 1-12 (\$463 final payment for grades 1-12). The monthly payment plan is available only through automatic bank drafts. No direct monthly payments will be accepted except in the case of installment payments or where tuition will be paid in full by May 10.
- ◆ *Three installments (May, June, July) with the balance due prior to the first day of school*
- ◆ *Two lump sum installments, due on May 10 and October 31, 2010*
- ◆ *Full payment due by May 10, 2010*

If you would like to prepay tuition for the 2010-2011 school year, please complete and submit a Tuition Payment Election Form (available from the office) so we will be aware of your intentions for the coming year.

Tuition for late registering students is prorated on a weekly basis. Please call the business manager, Ellen Cureton, at 303-2560 x220 if you have any questions concerning tuition payments.

## TUITION OBLIGATION

Cary Christian School relies solely on tuition income to meet annual operating expenses. Therefore, it is necessary that the financial obligations for enrollment be for the entire school year. Once a family makes the first payment toward a student's tuition, **they are initiating their commitment** (per their signed Parental Contract in the student application or their reenrollment agreement) **to continue tuition payments for the remainder of the school year**, even if the student withdraws from school.

## STUDENT WITHDRAWAL

In the event of a student withdrawal, the parents must make their intention known by notifying the appropriate principal in writing. Regardless of the reason necessitating withdrawal, including but not limited to a family move, other voluntary withdrawal, or expulsion from school, the financial obligation for the student continues for the remainder of the year. There is no refund on monies already paid, and if monthly tuition payments are under way, they should continue.

The only exception requires another student to fill the vacated seat in a full class. If the seat is replaced in this manner, then the exiting family may be released from further tuition payments beginning with the new student's start date.

All tuition and fees paid up to that date remain with CCS. This includes all payments made prior to the first day of school as these payments reserve the seat for a particular student. In the event of demonstrated hardship, the superintendent may consider an exception on a case-by-case basis. Please be sure to request a copy of the student exit procedure from the school office in the case of a student withdrawal.

## LEARNING DISABILITIES GUIDELINES

*These guidelines apply to all students and teachers in all the classrooms of Cary Christian School.*

### ***Definitions:***

- ◆ **Severe Learning Disability** - Any condition in a potential student that would require a separate classroom, program, and staff in order to provide the educational services desired by the parents, e.g., Down's syndrome, deaf/mute, blind, etc.
- ◆ **Learning Disability** - Any condition in a potential student or current student that does not require a separate classroom, program, and staff in order to provide the educational services desired by the parents, e.g., hyperactivity, attention deficit disorder, dyslexia, autism, etc. For the purposes of these guidelines, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.
  - ~ Children with a severe learning disability will not be admitted to Cary Christian School due to the lack of adequate staff, funding, and facilities.
  - ~ Children who have been diagnosed as having a learning disability will be required to meet the same academic and behavioral standards as all the other children in their grade level.
  - ~ Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

## PARENT INVOLVEMENT

***"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord." Eph. 6:4***

As a support and extension of the family unit, Cary Christian School considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at Cary Christian School we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Below are just a few of the more common ways we do this. Please feel free to ask if you would like to offer additional ideas.

- ◆ Parents are welcome to visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)
- ◆ We encourage you to assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher involved.)
- ◆ You may act as a chaperone on field trips and/or library visits.
- ◆ Serve as a story reader, song leader (in k-5), and guest artist or offer/share your special talents.

- ◆ With permission and arrangements with the teacher, present your vocation to the class or invite them to visit your place of business.
- ◆ Share your experiences, trips, vacations as they may relate to an area of study in a class.
- ◆ Assist with class parties or volunteer to assist with the children.
- ◆ Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!
- ◆ Pray, pray, and pray for our school!
- ◆ Invite your child's teachers (or principal) home for dinner. ☺

# GENERAL GUIDELINES AND PROCEDURES

## ATTENDANCE GUIDELINES

A student enrolled in Cary Christian School is expected to be present in school and on time every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered. Attendance records for the elementary students are kept by the individual classroom teachers and reported on the student's report card each quarter.

### SHORT-TERM ABSENCES

If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible.

### LONG-TERM ABSENCES

If a student needs to be absent for three or more consecutive days, the parents should notify the school by note or phone explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork that the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.

***Any time a student is absent, it is the parent's responsibility to arrange to get the student's make up work and to get the student caught up. The teacher will assist as much as is reasonable.***

### EXTENDED OR PLANNED ABSENCES

We will gladly cooperate with families taking their children from school for vacations, trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed before the student leaves. We recommend that prior to any planned, extended absence, the student(s) work ahead as much as possible. This eliminates the need to work on vacation. If the work is not fully completed before the absence, any remaining work is due upon return.

Parents planning to take their children on a trip that will take them out of school should notify the principal or teacher at least two weeks in advance, if possible. Lengthy trips that cause the student to miss class time are discouraged. It is the student's/parent's responsibility to make arrangements with teachers for any missed assignments and to complete any assigned work, in advance of the absence. The student is responsible for work missed. ***It is extremely important that students be in attendance during the week of achievement testing. Every effort should be made not to schedule discretionary absences during this week.***

### MAXIMUM ABSENCES

In the event the total number of *planned (that is, parent-approved) absences* for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student will not receive credit for that time period. Please note tardy policy below.

In the event a student is absent from a class, or from school, for more than ten days during one quarter (*for any reason*), the student's parents will meet with the principal (*and teacher if necessary*) to determine whether the student will receive a letter grade or a grade of P (*pass*) or F (*fail*) on his/her report card.

In the event the total number of absences, whether *planned or unplanned*, is equal to or exceeds fifteen days in one semester, the student will not receive credit for that semester.

Make Up Work - If the absence is planned, work should be completed prior to the absence, and all make up work is due the day the student returns to school. In the case of absence due to illness, students will receive one day for every day absent to complete missed work.

## TARDIES

No distinction will be made for *excused vs. unexcused* tardies. Five accumulated tardies are equivalent to one absence and is reported as an absence on the report card. Please refer back to the attendance policy concerning absences.

## CARPOOL DROP OFF AND PICK UP PROCEDURES

All students should arrive at school from 15-5 minutes before the start of classes. Please remember that Cary Christian School does not provide before and after school care. Students should not be dropped off earlier than the stated times. Teachers are involved in morning meetings with administrators; therefore, no student supervision before the start of class is available.

*The following guidelines should be reviewed and followed:*

- ◆ Safety is always the most important priority during drop off and pick up. **Drive slowly**, defensively, and please do not ever assume that the children see you! Please **do not** park in the carpool line and vacate your vehicle. **No cell phone usage during drop off and pick up times.**
- ◆ Please make an 8 ½ x 11 sign for the front left window of your vehicle for carpool (grades k – 8). Place your child's name and homeroom teacher's name in large visible letters for grades k-5 and child's name and grade for students in grades 6-8. You may put your sign on a coat hanger and place on your rearview mirror for easier identification.
- ◆ Carpool will run on a normal stop and drop for the first day of school **except for kindergarten parents only** who may wish to park and walk their child to class. Follow the traffic pattern (grades k-2 at the front of the building, 3-5 at the canopy, 6-12 east wing at the sidewalk) and drop off in a stacked formation (no gaps, cars single file) with all students exiting left to the designated entrance. These are pick up points as well (exception high school). **You must drop off and pick up only at these locations!**

- ◆ If you park, you must park in the back of the building. The perimeter parking faces the gym and the playgrounds. Please be careful while entering the carpool line or crossing traffic if you are walking. When rounding the corner by the large oak tree, be aware that this is a congested area and hazardous.
- ◆ After rounding the curve in the driveway, continue straight past the east end of the building. **Traffic flow around the building is one way, counter clockwise.** Please use caution, as there may be two lanes of one-way traffic during peak periods. Be sure to follow the arrows and do not go against traffic!

*Please adhere to the following drop off/pick up schedule:*

<u>Grades</u>	<u>Drop off</u>	<u>Start Time</u>	<u>Dismissal</u>	<u>Location</u>
3-5	8:00-8:15	8:15	2:45 p.m.	Canopy
1-2	8:00-8:15	8:15	2:45 p.m.	Front entrance
Kindergarten		8:00-8:15	8:15	12:15 p.m. Front entrance

- ◆ Students **should not** be dropped off earlier than the previously stated times. **There is no before or after school supervision.**
- ◆ Students in grades k-5 will be greeted by CCS staff to ensure they get to their assigned classes.
- ◆ If you have multiple children with multiple drop off times, it is our preference that you drop off the first child and circle back around through the carpool loop until it is time to drop your second child, and so on. You may park between drop offs, but use great caution when you back out into the drop off flow of traffic.
- ◆ If you have a 6-8 grade student with a younger sibling or younger carpool member, the 6-8 grader will be at the **youngest student's designated pick up point**; therefore, please pick up at the **latest dismissal time**.
- ◆ When you reach the canopy area, either use your left turn signal to indicate that you need to go left to enter the k-2 drop off/pick up area, or use your right turn signal to indicate that you wish to exit. This will reduce confusion and save time. Stop and wait for direction from the traffic coordinator.
- ◆ If you park in a handicapped space at the front of the building, please pull all the way into the parking space so your vehicle is not a hazard during drop off and pick up times. This is also true from 12:15-12:30 p.m. during the kindergarten release time.
- ◆ Carpool is an everyday occurrence even if it is raining. The exception to this is if we are under a **tornado warning**. While under the warning, we will keep the children inside and delay carpool until the warning is lifted.
- ◆ Drop off and pick up at the curbs only, **not in the outer loop**. Please do not drop off or pick up students on Old Apex Road, as it is unsafe! Take care to watch for any students who may be walking or riding their bikes to school.
- ◆ High school students may park directly to the right of the building at the east entrance and along the back.
- ◆ Returning parents - please be *patient* with new drivers. We also ask that you try to carpool the first few days of school to facilitate the transition for new families.
- ◆ If you are unable to pick up your child during your first attempt, please either park and enter the building/carpool area to get your student or loop around the building for another

pass. Should we experience back ups, the traffic coordinator may ask you to circle the building. Should you find this frustrating, you may want to adjust your pick up time to see if this helps.

## DISCIPLINE GUIDELINES

The kind and amount of discipline (punishment) will be determined by the teachers and, if necessary, the principal/superintendent. The discipline will be administered in light of the individual student's offense and attitude. All discipline will be based on biblical principles, e.g., restitution, apologies (public and private), swift/painful punishment, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level. In order to maintain consistency, teachers will regularly meet together to discuss biblical standards and school guidelines concerning discipline.

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process. As in all other areas of the education at CCS, love and forgiveness will be an integral part of the discipline of a student.

**Office Visits** - There are five basic behaviors that will *automatically* necessitate discipline from the principal/superintendent (versus the teacher). Those behaviors are the following:

- ◆ **Disrespect** shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
- ◆ **Dishonesty** in any situation while at school, including lying, cheating, and stealing
- ◆ **Rebellion**, i.e., outright disobedience in response to instructions
- ◆ **Fighting**, i.e., striking in anger with the intention to harm another student
- ◆ **Obscene language**, including taking the name of the Lord in vain

During the visit with the principal/superintendent, the principal/superintendent will determine the nature of the discipline. The principal/superintendent may require restitution, janitorial work, a parent's attendance during the school day with his/her child, spanking, or other measures consistent with biblical guidelines that may be appropriate.

If for any of the above, or other reasons, a student receives discipline from the principal/superintendent, the following accounting will be observed *within the school year*.

- 1) The first three times a student is sent to the principal/superintendent for discipline, the student's parents will be contacted and given the details of the visit. **The principal/superintendent will make a note of each occasion when the parents are contacted after an office visit and enter that record in the student's file.** A letter detailing the discipline will be sent to the parents after each incident. The parents' assistance and support in averting further problems will be sought.
- 2) Should the student require a fourth office visit, a **two-day suspension** will be imposed on the student. A meeting with the student's parents, principal, and/or superintendent will be required for student's re-admission.
- 3) If a fifth office visit is required, the student will be **expelled** from the school.

**Note on Expulsion** - The Cary Christian School Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline guidelines. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.

**Serious Misconduct** - If a student commits an act with such serious consequences that the principal/superintendent deems it necessary, the office-visit process may be bypassed and *suspension* or *expulsion* imposed immediately. Examples of such serious misconduct could include acts endangering the lives of other students or staff members, gross violence, vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct that occurs after school hours.

*At the discretion of the appropriate principal or superintendent, a student may be refused reenrollment for the following school year. Such refusal is not considered a direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to reenroll is not the equivalent of suspension or expulsion.*

**Re-admittance** - Should the expelled or *non-reenrolled* student desire to be re-admitted to Cary Christian School at a later date, a decision based on the student's attitude and circumstances at the time of re-application will be made by the respective principal or superintendent.

## FAMILY DEATH OR TERMINAL ILLNESS

If there is a death, terminal illness, or a similar traumatic situation in your family that may affect the student's attendance, emotional well-being, and/or level of concentration, please notify the school office.

## FIELD TRIPS

Whenever students are traveling away from school, they are expected to behave in the same manner as required on school grounds, with appropriate respect and courtesy. As in the classroom, the teacher(s) will judge what is acceptable or unacceptable behavior. Movies, videos and DVD's, music, etc., are not allowed during transport in individual vehicles or school vans or minibuses. (The one exception being classical music played softly for all to hear but not so loud that it becomes a distraction for the driver.) Only pre-approved movies for charter buses are allowed.

Children who are younger than age 8 AND who weigh less than 80 pounds must be properly secured in a child passenger restraint device (CRD) that meets Federal standards, AND is appropriate for the child's weight and height. (*This restriction does not apply to buses.*)

## **GRIEVANCE GUIDELINES**

The objective of these guidelines is to establish biblical guidelines for the resolution of disputes and grievances in the operation of Cary Christian School. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Cary Christian School's operations between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and board.

### ***Students/parents to teachers:***

1. All concerns about the classroom must first be presented to the teacher by the parents or, if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate principal. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision to the superintendent. If there is still no resolution, they should request a hearing in writing from the Cary Christian School Board.

### ***Parents/patrons to administrator:***

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the appropriate principal.
2. If the situation is not resolved, they should present their concerns, proposals, or comments in writing to the superintendent.
3. If there is still no resolution, they should request a hearing in writing from the Cary Christian School Board.
4. This procedure applies to board members who are acting in their capacity as parents/patrons and not as representatives of the board.

## **HOLIDAY AND BIRTHDAY CELEBRATIONS**

Classroom teachers will meet with room moms before or at the beginning of the school year to determine a schedule of parties and celebrations. Parents will then be given the opportunity to volunteer to bring snacks and supplies as necessary.

***In-class parties including birthdays, Christmas, and end of year:***

1. Students may present a book to their classroom collection in honor of their birthdays. A nameplate bearing the child's name and date of birth will be placed in the book. Suggestions of appropriate books by grade level are available upon request. Students may provide special treats to be shared with their classmates at snack time or lunch. ***Invitations to after school birthday parties may not be distributed at school unless every boy and girl in the class is being invited to attend.***
2. The teacher is responsible for all activities related to an in-class party, even if the students/parents do the planning.
3. Birthday treats may be brought in for morning snack or lunch any day or at the end of the day on Friday.
4. No party should exceed 30 minutes in length, unless it is coupled with snack or lunch, in which case only 45 minutes of total time may be used.
5. If a video is used in conjunction with a party, it must fit within the above-prescribed time limits and must be approved beforehand by administration.
6. In lieu of Christmas class parties, Christmas receptions will follow each Christmas program; parents are invited to the classroom for light refreshments and presentation of teacher/assistant gifts.
7. End of the year parties are held off campus.

***Video use guidelines:***

- ◆ All videos used in class should conform to the principles of propriety listed in Phil. 4:8.
- ◆ All videos must receive prior approval by the principal before use.
- ◆ Videos may be used in class for two reasons: educational or entertainment
  - ~ Educational - Includes historical, documentary, and literary videos. These should be used sparingly, i.e., no more than 2 per semester. No literary video should be shown unless the book has already been read by the students. The time limits above do not apply to educational videos.
  - ~ Entertainment - No more than one video per semester will be allowed for entertainment purposes. They must conform to the above time limits.

***Halloween***

There is no observance of Halloween at Cary Christian School and discussion is discouraged. Students are to come to school in regular school attire.

***St. Valentine's Day***

Students in all grades (k-5) are permitted to exchange valentines with their classmates. This is determined on a per class basis. Each child who participates should bring a card for each member of his or her class, so each student receives an equal number. Children will be provided with the names of all the students in their class, so valentines may be properly addressed. Students are also encouraged to make special valentines to be shared with children in the hospital, senior citizens, or members of the armed services.

## ***Good Friday***

On the days where we may be in session on Good Friday, it will be a day of reflection on the work that was done on the cross for us, by Jesus Christ.

## **ILLNESS**

A student who becomes ill during the school day should notify the teacher who will help make appropriate arrangements with the school office for the student's care and/or parent's pick up. Students who have a fever should not return to school until they have remained fever free without the aid of fever reducing medication for 24 hours. If the student is diagnosed with an illness requiring antibiotics, they should not return to school for 24 hours following their first dose.

## **INCLEMENT WEATHER – SCHOOL CLOSINGS**

CCS will delay or cancel school in accordance with Wake County Public Schools. Please refer to the following resources in case of inclement weather.

*Television stations and Wake County Public Schools (and their websites):*

WRAL ([www.wral.com](http://www.wral.com))

NBC 17 ([www.nbc17.com](http://www.nbc17.com))

Wake County Public School System ([www.wcpss.net](http://www.wcpss.net))

***The decision to send a child to school or not remains with the parent.*** This is true for field trips as well as bad weather days.

## **LOST AND FOUND BOX**

Parents and students who are looking for lost items may search the lost and found box in the stairwell by the canopy. Families are encouraged to ***mark all of their children's belongings with a permanent marker to facilitate return of lost items.*** If you are searching for an item that is valuable or too small for the lost and found box, you may approach the main desk receptionist to see if such items have been turned in.

## **LUNCHTIME/LUNCH VISITORS**

Students should bring their own lunches to school or participate in the on-site lunch program. Politeness and civility are expected at lunchtime. Lunchtime is also reserved for quiet conversation and social interaction. The school sponsors a lunch program three days each week. Information on the type of lunches and cost will be sent home early in the school year. Microwaves are not available to students; please do not send lunches that need to be heated.

All visitors must report to the front desk in the main lobby, sign in, and receive a visitor's badge. Please return the badge and sign out before leaving. Guests, other than immediate family, need to receive prior approval from the respective principals for all visits, including lunch. Student guests should be modestly dressed in school attire, including socks and shoes.

Parents, we know how much you occasionally enjoy having lunch with your child here at school; those are special times and we encourage them. In an effort to standardize our lunch guest practices, we have adopted the following guidelines:

- ◆ Sign in at the front desk and receive a visitor's badge.
- ◆ You are welcome to eat in the classroom with your child and their fellow classmates or you may take your child and go outside for a more private visit.
- ◆ If you plan to invite another classmate to join you and your child for lunch anywhere other than the classroom, we ask that you have prior approval from the parent. ***Unless we have received prior approval (either a note or a phone call) we will not allow another student to join you for lunch outside the classroom.***

## MONDAY FOLDERS

Each Monday, students will bring home a folder containing timely information. Please read the enclosed materials, sign and date the folder as needed, place in it any correspondence you wish to send to the school, and return it the next day.

Monday folders are used for the communication and distribution of school related and school-sponsored materials only. No outside advertisements or materials may be shared through Monday folders.

## PARENT-TEACHER FELLOWSHIP (PTF)

There is an active Parent-Teacher Fellowship (PTF) at Cary Christian School. A PTF volunteer serves as a room mom for each class providing opportunities for fellowship and the exchange of ideas. The level of student support will depend, to a large extent, on the parents of students in that class. We seek to encourage parents to get to know one another and work together to further enrich their children's education.

## RECESS

Students need and want a time during the day to engage in self-directed activity. Recess is provided for that breath of fresh air, a moment of solitude, a private conversation, or a game of foursquare. As in the classroom, the supervising teacher or assistant is the authority during recess.

When playing games, students are encouraged to include anyone interested in participating. Games that are abusive, exclusive, or demean an individual are not allowed.

There are to be no “hardballs” on the playground during breaks or recess. Students should not bring these to school. This is a safety issue as the hardballs can cause serious injuries. Students should be using Nerf balls, Wiffle balls, and similar bats only (no wooden or metal bats). Typically, there is a fifteen-minute morning recess and a fifteen-minute lunch recess. This time may be adjusted on P.E. days.

## SAFETY PROCEDURES AND EMERGENCY DRILLS

**Fire Drills** - When the bell sounds for a fire drill (or actual fire), all persons are to go quickly and quietly to the exit determined in advance for each class. Students proceed as a group to the designated outdoor area. The last person exiting a classroom should turn out the lights and close the door. Students gather silently with their classmates while the teacher takes attendance. When the return signal is given, everyone should return quietly and in single file to the classroom. (Primary and secondary exit paths are posted just inside the doors of each classroom.)

**Tornado Drills** - When the announcement is made for a tornado drill (or actual tornado), all persons are to go quickly and quietly as a group to the place designated by the classroom teacher. When they get to their safety area, students should sit with their backs against the wall, knees pulled up, heads bent down resting on the knees and arms hugging the legs. (Safety areas are the interior hallways just outside the classrooms.) Parents should not pick up their child(ren) from school during a tornado warning. Please wait until the warning has passed.

**Lock In/Lock Down Drills** - Lock in/lock down drills are conducted on an as needed basis. These drills prepare the students for all other emergencies. Playground/field procedures are in place to clear the playgrounds/fields immediately should there be a need to do so. A lock in is when there is a general or specific localized threat, and for the safety of the students the administration locks all entry doors and posts a notice on the main entrances and exits. The notices state that a lock in is in effect. Parents who come across these signs may be unaware of the potential danger and may call the school for admittance to the building. Lock downs are more rare and are handled similarly. This is an unannounced and imminent danger that may present itself. Procedures are in place for handling such emergencies.

## SCHOOL HOURS

<b>Kindergarten</b>	8:15 a.m. - 12:15 p.m.
<b>1<sup>st</sup> - 5<sup>th</sup> Grade</b>	8:15 a.m. - 2:45 p.m.
<b>6<sup>th</sup> - 8<sup>th</sup> Grade</b>	8:00 a.m. - 2:30 p.m.
<b>9<sup>th</sup> - 12<sup>th</sup> Grade</b>	8:00 a.m. - 3:15 p.m.

## SCHOOL LIBRARY

The Eva Perry Regional Library is in close proximity to the school and is used regularly. Each classroom will house books as needed. Additional resources will be made available from the school library, currently located on the second floor, on rolling carts.

## SCHOOL RULES

The following list of school rules are essential guidelines required of all students.

### ***Conduct Guidelines:***

- ◆ Students are expected to cooperate with basic Christian standards of behavior and conversation.
- ◆ There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated. “Obey right away, all the way, everyday, in a cheerful way” is our motto.
- ◆ No chewing gum, electrical music devices, guns, or knives are allowed on the school grounds. Toys should remain at home and only be brought to school as props, costumes for dramas, or special presentations. Balls and physical education equipment may be brought to school with teacher permission. Toys that should remain at home include but are not limited to: playing cards, trading cards, dolls, Beanie Babies, yo-yo’s, Barbies, teddy bears, cassette players, CD/DVD players, radios, headsets, skateboards, roller blades, GameBoys, etc. These items are a distraction in the elementary school.
- ◆ Students are expected to be aware of and avoid the off-limits areas of the building or grounds (e.g., students are not to go into other parts of the building, or beyond boundaries on the playground).
- ◆ Students are expected to treat all of the school's materials and facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.)
- ◆ Students are not to run or make noise in hallways; they are to walk and talk quietly when permission is granted. Teachers are to escort their classes through the halls to assemblies, special classes, and other class functions. Teachers are to dismiss their classes to recess and they are to enter and exit the building appropriately.
- ◆ Quiet talk and good behavior must be the standard during lunchtimes.
- ◆ Displays of affection are prohibited at CCS. We also discourage any talk or actions that tend toward the girl/boy attention.

### ***Student Etiquette While at School***

The students will be expected to show consideration for their teacher and their classmates by complying with these standards. Students will:

- ◆ not throw paper from their desks to the trash;

- ◆ not eat or drink during class (unless permission is given);
- ◆ not disturb anything on the teacher's desk (including reference books) without permission;
- ◆ not sit at the teacher's desk or open drawers in the desk when the teacher is not in the room;
- ◆ not prop their feet up on other's desks or their own;
- ◆ not throw pencils, pens, white out, etc. across the room to another student;
- ◆ not write on desks, walls, textbooks, posters, etc;
- ◆ pick up any trash around their desks before leaving;
- ◆ not adjust blinds or open or close windows without permission from the teacher;
- ◆ not rearrange desks without permission from the teacher;
- ◆ not pass notes nor ask others to pass notes;
- ◆ not talk while the teacher is talking nor interrupt other students during class discussion;
- ◆ not work on other homework assignments during class (until they have finished with assigned work).

## **SEXUAL HARASSMENT/ABUSE/CHILD ABUSE GUIDELINES**

Cary Christian School adheres to the following guidelines regarding any event or allegations of sexual harassment, abuse, or child abuse.

### ***The Case:***

- ◆ Cary Christian School will maintain a zero tolerance for any such abuse. We will not tolerate, excuse, defend, or ignore any identified or unidentified case of abuse.
- ◆ All the staff members, volunteers, parents and visitors, are hereby requested to help us identify and take care of any problem that exists or appears to exist.
- ◆ All are requested to report to us any suspected or existing case that may have slipped our attention for any reason.
- ◆ We will encourage the victim and the offender to receive necessary professional help, to deal with their pain as well as to avoid the recurrence of the incident.

### ***Action Plan:***

1. All cases must be reported to the superintendent immediately. As soon as the superintendent receives a report of an existing or suspect case, he documents all the information, prepares a detailed report of the incident after his own instantaneous preliminary inquiry.
2. The superintendent calls the Department of Social Services of Wake County and makes an emergency appointment. He discusses the issue in person, not on the phone, so that confidentiality will be maintained.
3. If the reported case is of a grave criminal nature, the superintendent immediately calls the Cary police department and asks that an officer visit the site on an emergency basis. He discusses the case with the officer, maintaining confidentiality, and considers the officer's guidance.
4. The superintendent calls an emergency executive meeting of the CCS Board. If steps 2 and 3 are needed before step 4, he will do this simultaneously without delaying steps 2 and 3.

5. The superintendent makes an incident report for file and, if the report is a genuine case, notifies the Division of Child Development.
6. The superintendent follows up the case with the parties involved and gathers information on the progress and the consequences. He maintains his report of the same in the new file opened on such a case.
7. The superintendent draws steps for action if a staff member or an individual from Cary Christian School is involved. All case decisions will be finalized with discussion, input, and implements from the CCS Board at the emergency executive meeting. This includes preventive steps, if needed.
8. All actions, contacts, information, steps taken, etc., are kept on file.
9. The superintendent, the CCS Board members, staff, and others will maintain strict confidentiality about the case and those involved.
10. Should the superintendent be directly involved in a case, that case should be reported to the CCS Board President who will then follow the above outlined reporting procedures.

## **SNACKING DURING SCHOOL**

Students may have snacks at times designated by the classroom teacher. In elementary school, this usually occurs mid-morning. Students may not go to the vending machines during school hours without permission from the teacher. Vending machines may be used before and after school with parent permission.

## **STUDENT PICK UP**

If a child is to be picked up by someone other than a parent on a regular basis, a record of that person must be on file in the school office. Parents are encouraged to form carpools to alleviate the traffic during drop off and pick up times. If your child is to ride home with someone other than the regularly scheduled driver, please send a note to the classroom teacher giving written permission for the student to leave school. Please include the other person's name and the make and color of the car, if known.

## **TELEPHONES**

Students must have permission from t to come to the school office and must obtain permission from staff to use school telephones. Cell phone use by students is prohibited in the classroom. Exceptions are made only by permission of the teacher.

# ACADEMICS

## GENERAL INFORMATION

### GRADING GUIDELINES

#### A. Percentages and grade equivalents:

- 94% - 100% = A- to A+ ("Excellent")
- 85% - 93% = B- to B+ ("Surpassing")
- 75% - 84% = C- to C+ ("Satisfactory")
- 70% - 74% = D- to D+ ("Unsatisfactory")
- 1% - 69% = F ("Failing") Please note, "a zero" for material not turned in is worth less than an "F".

#### B. Other evaluation assignments:

- E = Excellent (Used primarily for kindergarten and first grade)
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory (in skills or behavior)
- / = No grade this quarter
- I = Incomplete (work missing, not enough grades to assign letter grade)

### GRADING LATE ASSIGNMENTS

For each day an assignment is late, the grade is reduced by ten percent. Assignments may not be turned in for credit more than two days past the due date. There are two exceptions to this requirement. First, if a student had an unplanned absence, the due date is to be extended by the number of days he/she was absent. Second, if a student had a planned absence, all work should be due prior to the absence or on the first day back at school.

### HONORS/AWARDS

*Cary Christian School maintains a system of formal honors and awards for several reasons:*

- ◆ The recognition of good work is endorsed in the Scriptures, from the writings of Solomon (Proverbs), to those of Paul (Romans, Ephesians, I Timothy, etc.). Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.
- ◆ We hope to encourage the motivation to good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but it is noticed and commended.
- ◆ We want to draw public attention to the high quality of work being done by our students, to the glory of God.

**Accomplishments and correlating honors/awards bestowed:**

*(Other awards/honors may be recognized as appropriate)*

ACCOMPLISHMENT	HONOR/AWARD GIVEN
All A's in a quarter period	Placement on A Honor Roll, blue ribbon received
All A's with up to two B's in a quarter period	Placement on A-B Honor Roll, red ribbon received
All year placement on A Honor Roll (4 quarters)	Medallion received at year-end Awards Assembly
All year placement on A-B Honor Roll (4 quarters)	Medallion received at year-end Awards Assembly
Consistent, observable Christ-like behavior shown toward peers and younger students (4 quarters)	Medallion received at year-end Awards Assembly, "Fruit of the Spirit" Award
100% attendance in all four quarters of the school year	Certificates received at year-end Awards Assembly

**PROMOTION GUIDELINES**

Elementary students currently in Cary Christian School must meet all the following basic criteria for promotion to the next successive grade:

- ◆ Pass reading, math, and English with at least a 70% average.
- ◆ Have no more than one "F" per quarter in any other academic subject (e.g., math, science, etc.) and no more than two "F's" in the same subject within an academic year. It is incumbent upon the appropriate teacher that all due curriculum objectives, grading guidelines, and teaching requirements be faithfully executed. For example, the requirement that there be at least 10 objective grades per subject area by which the quarterly grade is computed has a significant bearing on a complete and accurate assessment of a student's success in that area. Too few grades can force the teacher to make a poorly documented and therefore non-objective judgment call.
- ◆ In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objective) of the following skills/subjects in the grades noted:

**Kindergarten to first grade:** behavioral maturity and reading readiness for first grade

**First grade to second grade:** able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension; able to write complete sentences with neat lettering; able to add and subtract single digit numbers with at least 70% accuracy

**Second grade to third grade:** cumulative mastery of above requirements, plus: able to read fluently and independently, using books of a second grade level; able to write cursive neatly

and correctly identify the basic parts of a sentence; able to spell correctly with at least 70% proficiency; able to add and subtract two-digit numbers with at least 70% accuracy

**Third grade to fourth grade:** cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level

**Fourth to fifth grade:** cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level

**Fifth to sixth grade:** cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level

## HOMEWORK PHILOSOPHY AND GUIDELINES

**Philosophy** - The purpose of the assignment of homework is not a prerequisite necessary to provide a rigorous education. Fulfilling the goals of a classical education does not necessitate assigning several hours of homework each night. Teachers should have a specific purpose in mind when they decide to assign homework. Teachers are encouraged to have the students begin work on assignments during class. Homework then consists of work that was not completed during class. Teachers should remember that assigning homework might be asking for time that would otherwise be spent in involvement in family activities. (Granted, for some families, completing homework is a profitable family activity.) Minimal written homework will be assigned. Reading approximately 15 – 30 minutes per night, math fact review, Scripture memorization, and test preparation are common daily home assignments.

## CURRICULUM

### CURRICULUM MATERIALS GUIDELINES

**Objective** - To help ensure that the philosophical and scriptural goals of Cary Christian School are being adequately reinforced through the curriculum materials selected for each core class.

**Scope** - This guideline applies to all non-elective (core) courses taught in the elementary and secondary levels of Cary Christian School.

**Definitions** - “Core courses” – Those subject areas normally considered indispensable to an adequate education: Bible, math, science, history, English, literature, foreign languages.

### SELECTION OF MATERIALS

No curriculum materials with a secular worldview may be adopted for student use unless all the following conditions have been considered:

1. After thorough research, there appears to be no biblically-based materials of equal or better quality to the secular materials.
2. The secular material’s primary document status necessitates it be used to fulfill adopted course objectives.

3. After a thorough examination, it is determined that while secular in intent, the materials do not undermine, but rather support broad biblical truths (e.g., a high quality, secular mathematics text, or high quality, timeless literature).

## ADOPTION OF MATERIALS

All core materials for student use may only be adopted through the following procedures:

1. A teacher or administrator may make the recommendation to add or delete a student text. This may be done at any time, but is normally submitted at the end of the school year during the annual evaluation period.
2. In most cases, unless it would significantly alter the purposes and objectives of the coursework, the decision for replacement of a text/materials will be left up to the appropriate administrator, teacher(s), any advisory individuals, and budgetary considerations.
3. All such substitution of texts/materials must comply with the above considerations for using secular materials.
4. Should a member of the school (parent, teacher, board member, administrator) wish to challenge the adoption/use of a particular text/material, or if the proposed selections would conflict (rather than support the previously adopted course objective), and then the matter will be referred to the appropriate administrator for recommended action. Should this not result in a satisfactory solution, the matter will be referred to the board.

## USE OF SECULAR MATERIALS (AT ANY LEVEL)

When secular materials have been adopted for student use, the following guidelines must be adhered to:

- ◆ The secular material must be rigorously examined and countered in philosophy with biblical/true perspectives (e.g., presenting the elements of the Theory of Evolution is desirable, but it must subjugate in time and emphasis to the elements of the creation account), in keeping with the scope of the course.
- ◆ Falsehoods and unbiblical philosophies must be always identified as such.
- ◆ Biblical principles within and/or related to the course objectives must also be presented to the students (e.g., while using a secular United States history text, the teacher must identify and emphasize the biblical foundations of our country.)

## CONTROVERSIAL SUBJECT GUIDELINES

**Objective** - To establish a guideline that helps Cary Christian School respect the convictions of parents and teachers in various academic and/or sensitive areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview.

**Scope** - This guideline applies to all teaching staff in the course of their teaching duties. It does not apply to non-teaching staff or to teaching staff on their own time.

**Definitions** - Controversial subject: a subject which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was

planned by the teacher or brought up by a student. Examples: Environmentalism, the War Between the States, old earth/young earth, partisan politics, human sexual relations, etc.

***Guidelines:***

- ◆ If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will not help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.
- ◆ If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
  - ~ As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
  - ~ Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
  - ~ As appropriate (i.e., pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable to the most widely held views on the topic.
  - ~ Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
- ◆ Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology, and biblical principles and references, as they arise in appropriate class contexts.
- ◆ The teacher is to remember that according to Scripture and the second stated goal of Cary Christian School, he/she is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this guideline, and sound teaching practices, he/she is to encourage a gracious and scholarly attitude in the students.

## SUBJECT LISTING BY GRADE

**Kindergarten:** phonics training (early reading), math properties (patterns, adding, graphing), science units, community helpers/jobs/locations, Bible stories/characters/songs, integrated art projects, PE skills/games, integrated music

**First Grade:** phonics training/literature reading, math problem solving/properties, integrated (with reading, math, art) science units, spelling rules/memorizations, parts of speech, history units, Bible reading/memorizations, integrated art, PE skills/games, thematic music

**Second Grade:** guided independent reading of books, math properties/problem solving, science units, spelling rules/patterns/memorization, cursive handwriting, basic English grammar, history units, Bible readings/memorization, integrated art projects, PE skills/games, thematic music

**Third Grade:** guided independent reading of books, math skills/problem solving, integrated science units, spelling rules/patterns/lists, cursive/writing practice, English grammar, Latin I (vocabulary/chants), U.S. geography, early U.S. History units, oral presentations, Bible readings/memorizations, integrated art projects, PE skills/games, recorder, and states and capitals

**Fourth Grade:** monitored, independent reading of books (integrated with history, science), math skills/problem solving, integrated science units, spelling lists/patterns/rules, writing assignments, English grammar (integrated with Latin grammar), Latin II (vocabulary/early grammar), U.S. History units (War for Independence to 1900), oral presentations, Bible readings/memorizations, integrated art projects, PE skills/games, chorus/band

**Fifth Grade:** monitored, independent reading of books (integrated with history, science), math skills/problem solving/integrated, science quarterly units, spelling lists/patterns/rules, writing assignments (research paper), English grammar (integrated with Latin), Latin III (grammar/translation), World History units 1900 - 1945, oral presentations, Bible readings/memorizations, integrated art projects, PE skills/games, chorus/band

## WHY LATIN?

Considering the sheer number of years and amount of quality schools wherein the teaching of Latin was an integral part of any good academic training, the instruction in Latin at Cary Christian School should need no explanation or defense. However, like many traditional particulars of good education lost in the name of "modern" or "progressive" education, the advantages of Latin study have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940s. It was considered to be necessary for a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.

## **Cary Christian School teaches Latin, therefore, for two major reasons:**

1. Latin is not a "dead language", but rather a language that lives on in almost all major western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages.
2. Learning the grammar of Latin reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English class work, e.g., plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

## **CURRICULUM GOALS**

In keeping with our understanding and practice of the Grammar stage methodology (see School Goals) and its approximate correlation to the elementary years, we have divided each area below into Goals and Memory sections. The Goals are those basic principles we seek to achieve throughout the six years of elementary school, K - 5. The Memory section contains an abbreviated list of material (the Grammar) we seek to have the students commit to memory through repetition within that subject area.

### **Bible**

#### **A. GOALS - We seek to:**

- ◆ have students read the actual text for themselves
- ◆ have students typically read one Gospel account, one Epistle, and one Old Testament book each year, (Exception: in fifth grade, only one epistle – Philippians)
- ◆ encourage the students to understand the verses in context, along with other good interpretation principles
- ◆ let the Scriptures speak for themselves with clarifications and illustrations by the teacher
- ◆ show the students the richness and requirements of the Bible
- ◆ teach the biblical pattern of salvation: Law before Grace
- ◆ encourage each student to come to the Father, through the Son, and grow in his or her knowledge and love of Him

#### **B. MEMORY - The students will recall:**

- ◆ the entire list of the books of the Bible in correct order
- ◆ the major attributes of God, i.e., Loving, Just, Omnipresent, Omniscient, Creator, etc.
- ◆ the names and significance of Adam, Abraham, Moses, David, Paul, Peter, etc.
- ◆ the major acts and themes of the Gospels: Jesus' birth, miracles, crucifixion, and resurrection
- ◆ the Ten Commandments

### **English**

#### **A. GOALS - We seek to:**

- ◆ equip every student with the skills necessary for good writing, including correct spelling and grammar, pleasing style, clarity of focus, proofreading, and self-correcting

- ◆ put a major emphasis on good writing by requiring the students to write often and correctly in each subject area
- ◆ encourage clear thinking by the students through requiring clear, focused writing
- ◆ introduce the students to many styles of writing using the Bible and other high quality literature
- ◆ build and maintain a Cumulative Elementary Spelling List that includes the most critical words used by each (1st-5th) grade's teacher for review and spelling tests

B. MEMORY - The students will recall:

- ◆ the names and functions of the eight parts of speech
- ◆ basic spelling rules
- ◆ correct punctuation marking and capitalization rules

## **Reading**

A. GOALS - We seek to:

- ◆ use phonics (the Grammar of reading) as the primary building blocks for teaching students to read
- ◆ encourage the students to read correctly as soon as possible (normally in kindergarten or first grade)
- ◆ introduce the students to quality children's literature as soon as possible through our literature program
- ◆ carefully monitor each student's reading ability to ensure he is at a reasonable level, comprehends adequately (the Logic of reading), and is reading fluently, both orally and silently. This includes the proper use of word-attack skills.
- ◆ integrate, wherever possible, other subjects into reading, such as history and science
- ◆ foster a lifelong love of reading and high quality literature, especially the Scriptures, after being taught to recognize the characteristics of such literature (the rhetoric of reading)

Note: A Christian literature program is not one in which the students read "Christian books." A Christian literature program is one in which the students are taught to read great literature and to think while they read, as Christians.

- ◆ build and maintain clear, specific, but broad criteria for the selection of a good number of varied, high-quality titles to include in our reading lists for each grade; the classes also should maintain titles with a range of difficulty from grade-level to above grade-level. These titles are to be logically sequenced in difficulty from 1st-5th grade.

B. MEMORY - The students will recall:

- ◆ the vowels and their sounds
- ◆ the consonants and their sounds
- ◆ the definitions of plot, character, fiction, nonfiction, biography, etc.
- ◆ oral reading skills
- ◆ their favorite authors

## **Latin**

### A. GOALS - We seek to:

- ◆ instruct the students in the fundamental vocabulary and grammar of Latin to better their fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages
- ◆ reinforce the students' understanding of the reasons for, and the use of, the parts of speech taught in our traditional English grammar class work, e.g., plurals, nouns, verbs, prepositions, direct objects, tenses, etc.
- ◆ cultivate study and logical thinking which are inherent in the study of Latin
- ◆ third grade (1st year) - vocabulary acquisition, declensions, chants of endings
- ◆ fourth grade (2nd year) - more vocabulary, beginning grammar work, basic verbs, simple sentences
- ◆ fifth grade (3rd year) - more sentences, vocabulary, basic translation work, phrases, grammar

### B. MEMORY - The students will recall:

- ◆ 70% of vocabulary introduced and used
- ◆ all of the five declensions of nouns
- ◆ all four conjugations for active verbs
- ◆ other chants, including verb examples and pronouns
- ◆ subject-noun agreement
- ◆ noun-adjective agreement
- ◆ formation of questions and commands

## **Mathematics**

### A. GOALS - We seek to:

- ◆ ensure that the students have a thorough mastery of basic mathematical functions and tables
- ◆ put an emphasis on conceptual, as well as practical understanding of math through the frequent use of story problems
- ◆ illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason

### B. MEMORY - The students will recall:

- ◆ the four basic mathematics operations; i.e., addition, subtraction, multiplication, division, and their uses
- ◆ multiplication facts to 12
- ◆ addition and subtraction facts to 20
- ◆ all aspects of telling time, reading thermometers, and identifying dates
- ◆ all cardinal directions and basic geometric shapes

## **History/Geography**

### **A. GOALS - We seek to:**

- ◆ teach the students that God is in control of history and He will determine its ultimate outcome
- ◆ enable the students to see God's hand in the history of the world and the United States, specifically by illustrating the effect His people have had on history
- ◆ broaden the students' understanding of history and geography as the students mature, specifically by deepening the level of exposure and research into various topics (e.g., U.S. History or geography) from kindergarten through fifth grade
- ◆ make history and geography "come alive" for the students through the use of a unit approach to history and its related areas and by using many forms of information and research, e.g., biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.

### **B. MEMORY - The students will recall:**

- ◆ the names and capitals of all fifty United States
- ◆ the names of most major countries of the world
- ◆ key figures in history; e.g., Martin Luther, George Washington, etc.
- ◆ key dates and their significance in history; e.g., Fall of Rome, 1492, 1620, 1776, etc.
- ◆ preambles to the Declaration of Independence and the U.S. Constitution

## **Science**

### **A. GOALS - We seek to:**

- ◆ teach that the biblical creation account is true and that the theory of evolution is false
- ◆ teach the students the basic elements of both accounts and that both systems are based on either sound or unsound faith
- ◆ show the students that, because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method), as well as to identify, classify, and categorize elements of creation; this is particularly practiced with local plant and animal life
- ◆ treat the study of science as a part of the study of history. That is, show the students the natural integration between the advances, individuals, and applications of science, with the development of historical events within the cultures studied
- ◆ ensure that by the time the students enter secondary-level science, they are able to recall the steps of the scientific method, as well as other critical, grammatical elements of science
- ◆ use many forms of instruction to teach science, particularly identifying, classifying, categorizing, integrating with history and math, as well as some experiments, demonstrations, collecting, illustrating, field trips, guest speakers, and flash cards

B. MEMORY - The students will recall:

- ◆ the basic steps to the scientific method
- ◆ the work of each of the six days of creation
- ◆ the three laws of motion
- ◆ the major classifications and fields of science

## **Art**

A. GOALS - We seek to:

- ◆ teach all students the basic fundamentals of drawing to enable them to create adequate renderings
- ◆ encourage the students to appreciate and imitate the beauty of the creation in their own works
- ◆ introduce the students to masters' works of the western culture
- ◆ equip the students to knowledgeably use a variety of art media

B. MEMORY - The students will recall:

- ◆ the primary and secondary colors
- ◆ the use of perspective in drawing
- ◆ the identification of at least thirty classical works by name and artist

## **Music**

### A. GOALS - We seek to:

- ◆ train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis
- ◆ systematically instruct the students in the fundamentals of vocal and instrumental music
- ◆ enrich the teaching of Scripture through the teaching of many classic, meaningful hymns
- ◆ encourage (through a variety of options) the students to select some area of music, vocal or instrumental, to pursue on their own

### B. MEMORY - The students will recall:

- ◆ the timing of whole, half, and quarter notes
- ◆ the difference between the base and treble clefs
- ◆ the major instrument groups in a band and orchestra
- ◆ the identification of eighteen classical listening pieces by name and composer

## **Physical Education**

### A. GOALS - We seek to:

- ◆ systematically work with the students to teach them basic exercises and game skills e.g., throwing, hitting, kicking, catching, etc.
- ◆ in cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits
- ◆ to enhance biblical patterns of behavior through activities requiring cooperation, teamwork, and general good sportsmanship

### B. MEMORY - The students will recall:

- ◆ the benefit specific exercises provide for various body parts
- ◆ the function of different muscles and how to strengthen them

## CURRICULUM MATERIALS LIST – PHONICS SCHOOL

<b>PHONICS SCHOOL (K-2)</b>			
<b>Subject</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Art</b>	CCS Objectives (1x/wk), flash cards	CCS Objectives (1x/wk), flash cards	CCS Objectives (1x/wk), flash cards
<b>Music</b>	CCS Objectives (1x/wk), classical listening	CCS Objectives (1x/wk), classical listening	CCS Objectives (1x/wk), classical listening
<b>Bible</b>	CCS Objectives: Old Testament - attributes of God, books of the Bible in motion	CCS Objectives: New Testament - life of Christ	CCS Objectives: Old Testament - Genesis, Exodus, and Ruth
<b>Language Arts/ Reading/ Literature</b>	<i>Beginning to Read, Write and Listen</i> (McGraw Hill), <i>Sing, Spell, Read &amp; Write</i> songs, journals  Literature: Miscellaneous phonics practice readers (short and long vowels)	<i>Raceway; Sing, Spell, Read &amp; Write</i> (2 <sup>nd</sup> ed.), <i>Words I Use When I Write</i> , <i>Saxon Phonics and Spelling I</i>  Literature: <i>Keep the Lights Burning Abbie, The 18 Penny Goose, Frog and Toad Together, Johnny Appleseed, Amelia Bedelia, Sam the Minuteman</i>	Literature: <i>A New Coat for Anna, Miss Nelson is Missing, Blaze and the Lost Quarry, A Chair for My Mother, Ox-Cart Man, Curious George, The Magic Fish, Little Bear's Visit, Caps for Sale, A Birthday for Frances, Nate the Great and the Lost List, Frog and Toad are Friends, A Baby Sister for Frances, Madeline, The Biggest Bear, The Little House, Make Way for Ducklings, The Bears on Hemlock Mountain, Henry Huggins, Dr. Desoto and more</i>
<b>Spelling</b>	<i>Beginning to Read, Write and Listen</i> , CCS	<i>Saxon Phonics and Spelling I</i>	CCS Spelling 2
<b>Penmanship</b>	Manuscript (D'Nealian)	Manuscript (D'Nealian)	Manuscript (D'Nealian), Classically Cursive (D'Nealian)
<b>Grammar/ Writing</b>	CCS Objectives	Shurley English 1 (2 <sup>nd</sup> ed.)	Shurley English 2 (2 <sup>nd</sup> ed.)
<b>Social Studies/ History/ Geography</b>	CCS Objectives  CCS Units: family, patriotism, community helpers, Pilgrims, geography, important Americans	CCS Objectives  CCS Units: county, colonial America, Pilgrims	CCS Objectives:  N. C. history, geography, agriculture, state facts, government
<b>Latin</b>	N/A	N/A	N/A
<b>Math</b>	CCS/Logos Objectives <i>Box It, Bag It, Math Their Way</i>	<i>Saxon 1</i> (2 <sup>nd</sup> ed.)	<i>Classical Math 2</i> (Logos)
<b>Science</b>	CCS Objectives  CCS Units: seasons, senses, bugs, N. C. animal habitats	CCS Objectives  CCS Units: solar system, polar region, plants, frogs, weather	CCS Objectives  CCS Units: deserts, skeletal system, mammals & reptiles, animal report
<b>P.E.</b>	CCS Objectives (1x/week)	CCS Objectives (1x/week)	CCS Objectives (1x/week)

## CURRICULUM MATERIALS LIST – GRAMMAR SCHOOL

<b>GRAMMAR SCHOOL (3-5)</b>			
<b>Subject</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Art</b>	CCS Objectives (1x/wk), flash cards	CCS Objectives (1x/wk), flash cards	CCS Objectives (1x/wk), flash cards
<b>Music</b>	CCS Recorder - all students, (2x/wk), classical listening	CCS Chorus - or - Beginning band (2x/wk), classical listening	CCS Chorus - or - Continuing band (2x/wk), classical listening
<b>Bible</b>	CCS Objectives: Walk through the Bible, John 3, excerpts from James and Psalms	CCS Objectives: Sermon on the Mount, Matthew 5-7	CCS Objectives: Philippians
<b>Language Arts/ Reading/ Literature</b>	Literature: <i>Courage of Sarah Nobel, Winnie-the-Pooh, By the Shores of Silver Lake alternates with The Long Winter, Charlotte’s Web, The Great Brain, Homer Price, The Hundred Dresses, Squanto, Friend of the Pilgrim</i> ; Readers’ Theatre: read-aloud plays, Revolutionary War plays  Independent Reading: <i>The Minstrel in the Tower, Sarah, Plain and Tall, The Mouse and the Motorcycle,</i>	Literature: <i>The Wheel on the School, Caddie Woodlawn, Stonewall, The Lion, the Witch, &amp; the Wardrobe, Prince Caspian, The Indian in the Cupboard, Thomas Edison: the Great American Inventor, My Side of the Mountain, Misty of Chincoteague, Readers’ Theatre: read-aloud plays</i>  Independent Reading (book reports): <i>Heidi, Anne of Green Gables, Stuart Little, Island of the Blue Dolphin, Magician’s Nephew, Sign of the Beaver, Old Yeller, From the Mixed Up Files of Mrs. Basil E. Frankweiler, Number the Stars, The Horse and His Boy</i>	Literature: <i>Cricket in Times Square, The Secret Garden, The Witch of Blackbird Pond, Roll of Thunder, Hear My Cry; Rascal, Tuck Everlasting, Where the Red Fern Grows, Summer of the Monkeys, The Bronze Bow, Snow Treasure, Pushcart War, The Phantom Tollbooth</i>
<b>Spelling</b>	Logos Spelling 3	Logos Spelling 4 (4-6)	Logos Spelling 5 (4-6)
<b>Penmanship</b>	Cursive (D’Nealian)	Cursive (D’Nealian)	Cursive
<b>Grammar/ Writing</b>	Shurley English 3 (2 <sup>nd</sup> ed.), <i>Excellence in Writing</i>	Shurley English 4 (2 <sup>nd</sup> ed.), <i>Excellence in Writing, Writing Trails in American History</i> ; Pony Express Adventure, Reports and Presentations: Grandparent Biography, Famous American Biography, Independent Reading	Shurley English 6 (2 <sup>nd</sup> ed.), ocean report/presentation, European country research paper, <i>Excellence in Writing</i>
<b>Social Studies/ History/ Geography</b>	CCS Objectives: states and capitals, U.S. presidents, the first Americans, explorers, making 13 colonies, U.S. state facts, events leading up to the Revolutionary War and the Revolutionary War, <i>The American Revolution, Meet Thomas Jefferson, Phoebe the Spy, Give Me Liberty, Meet George Washington</i>	CCS Objectives: 1800-1900, U.S. government – the Constitution, <i>The Monroe Doctrine, The Alamo</i> , westward expansion, War with Mexico, <i>Pony Express</i> , Civil War, <i>Abe Lincoln</i> , Spanish American War, <i>Theodore Roosevelt</i> , immigration, Wright brothers and other inventors, <i>History of US</i> (Hakim, Oxford Press Vol. 6), <i>War, Terrible War, Heritage Studies 4</i> (2 <sup>nd</sup> ed., supp.), Geography – maps and terminology	History: 1900-1945  CCS Objectives: <i>History Of US</i> , (Hakim, Oxford Press, Vol. 9), <i>Heritage Studies 5</i> (2 <sup>nd</sup> ed., BJUP), <i>History Of US, 1880-1917</i> (Hakim, Oxford Press, Vol. 8)
<b>Latin</b>	<i>Latin Primer Book I (Rev.)</i> , Wilson	<i>Latin Primer II</i> , Wilson	<i>Latin Primer III</i> , Wilson
<b>Math</b>	<i>Saxon 3</i> (2 <sup>nd</sup> ed.)	<i>Saxon 54</i> (3 <sup>rd</sup> ed.)	<i>Saxon 65</i> (3 <sup>rd</sup> ed.)
<b>Science</b>	CCS Objectives: <i>Science 3</i> (BJUP, 2 <sup>nd</sup> ed.)  CCS Units: rain forest, five senses, rocks and minerals, birds, fish	CCS Objectives: <i>Science 4</i> (BJUP), CSI  CCS Units: early space exploration, moon, deep sky objects, constellations, simple machines, electricity, energy, human circulatory, skeletal, respiratory systems, insects and insect collection	CCS Objectives: <i>Science 5</i> (BJUP), CSI  CCS Units: oceans, seashells, periodic table/chemistry, weather, natural disasters, nervous system, Science of Flight; (Shell project)
<b>P.E.</b>	CCS Objectives (2x/week)	CCS Objectives (2x/week)	CCS Objectives (2x/week)

## 2010-2011 SCHOOL CALENDAR

### FIRST QUARTER

Aug. 2	Monday	All-Staff Orientation
Aug. 3	Tuesday	Back to School Day, All-staff workday, 6-12 Parent Athletic Meeting in the Auditorium
Aug. 4	Wednesday	First day of classes**, Middle School sports practices & tryouts
Aug. 17	Tuesday	<b>Picture Day** individual photos only</b>
Sept. 1	Wednesday	Midterm for first quarter (available on ParentsWeb after 2:30 p.m., grades 2-12)
Sept. 3	Friday	<b>Early release*</b>
Sept. 6	Monday	<b>Labor Day: school closed</b>
Oct. 1	Friday	Last day of classes for first quarter: <b>Early release*</b>
Oct. 4 - 15	Monday - Friday	<b>Fall Break</b> - <i>sports seasons will continue</i>
Oct. 13	Wednesday	PSAT for 11 <sup>th</sup> grade ( <i>during fall break</i> )

### SECOND QUARTER

Oct. 18	Monday	First day of classes for 2 <sup>nd</sup> quarter
TBA	TBA	CCS Annual Golf Tournament (place and time TBA)
Oct. 20	Wednesday	First quarter report cards available on ParentsWeb after 2:30 p.m., 6-12 Parent Athletic Winter Sports Informational Meeting in gym
Oct. 21	Thursday	<b>Picture Day** <i>Sports Teams, Class Group &amp; Make up Pictures</i></b>
Oct. 22	Friday	<b>No Classes for Students</b> – Optional parent conferences, all-staff workday
Nov. 17	Wednesday	Midterm for second quarter (available on ParentsWeb after 2:30 p.m., grades 2-12)
Nov. 18 - 20	Thursday - Saturday	Fall drama production (times TBA)
Nov. 24 - 26	Wednesday - Friday	<b>Thanksgiving Holiday</b>
Dec. 16 & 17	Thursday & Friday	Semester exams for 9-12 grade students
Dec. 17	Friday	Last day of classes for second quarter: <b>Early release*</b>
Dec. 20 - Dec. 31	Monday - Friday	<b>Christmas Break</b>

### THIRD QUARTER

Jan. 3	Monday	First day of classes for 3 <sup>rd</sup> quarter
Jan. 5	Wednesday	Second quarter report cards available on ParentsWeb after 2:30 p.m.
Jan. 20	Thursday	<b>Open House: Early release*</b>
Feb. 2	Wednesday	Midterm for third quarter (available on ParentsWeb after 2:30 p.m., grades 2-12)
Feb. 4	Friday	<b>Benefit Auction at Prestonwood Country Club</b>
Feb. 10	Thursday	6-12 Parent Athletic Spring Sports Informational Meeting in gym
Feb. 18	Friday	<b>Winter Sports Photos:</b> bring your team uniform to school
Feb. 21	Monday	<b>Presidents' Day: school closed</b> (possible make up day)
Mar. 4	Friday	Last day of classes for third quarter: <b>Early release*</b>
Mar. 7 - 18	Monday - Friday	<b>Spring Break</b> – <i>sports seasons will continue</i> (1 <sup>st</sup> week possible make up days)

### FOURTH QUARTER

Mar. 21	Monday	First day of classes for 4 <sup>th</sup> quarter
Mar. 23	Wednesday	Third quarter report cards available on ParentsWeb after 2:30 p.m.
Mar. 25	Friday	<b>No Classes for Students</b> – Optional Parent Conferences, all-staff workday
Apr. 11 - 15	Monday - Friday	Stanford Achievement Testing
Apr. 15	Friday	CCS Student "Stop Hunger" Fundraiser
Apr. 22	Friday	<b>Good Friday: SCHOOL CLOSED</b>
Apr. 27	Wednesday	Midterm for fourth quarter (available on ParentsWeb after 2:30 p.m., grades 2-12)
May 6	Friday	Grandparents' Day & Spring Concert, <b>Protocol</b> - 7:00 p.m. in the gym
May 13	Friday	<b>Spring Sports Photos:</b> bring your team uniform to school
May 12 - 14	Thursday - Saturday	Spring drama production (times TBA)
May 17 & 18	Tuesday & Wednesday	Senior Finals
May 19	Thursday	Senior Assembly – 10:00 a.m. , <b>Graduation, Class of 2011</b> – 6:30 p.m. in the gym
May 25 & 26	Wednesday & Thursday	Semester exams for 9-11 grade students
May 26	Thursday	<b>Last day of classes**</b> for kindergarten and grades 6-8: <b>Early release*</b>
May 27	Friday	<b>Last day of school**</b> for grades 1-5 and 9-11: <b>Early release*</b>
May 30	Monday	<b>Memorial Day: SCHOOL CLOSED</b>
May 31 & June 1	Tuesday & Wednesday	All-staff workdays - mandatory (possible make up days)

\*Early release times for grades: [K: 12:15], [6 - 8: 12:30], [1 - 5: 12:45], [9 - 12:1:15]

\*\* Dress Uniform Required

## SCHOOL-SPONSORED EVENTS

These guidelines seek to ensure that school-sponsored programs meet the same standards for quality and content as established in the educational programs at Cary Christian School. They also seek to ensure that the same standards for student conduct established at the school are maintained at all events sponsored by Cary Christian School. Finally, these guidelines are designed to limit the liability assumed by Cary Christian School for school-sponsored events.

### *School-sponsored events are:*

- ◆ Events organized by a CCS staff member acting in his official capacity as a teacher, administrator, etc.
  - ◆ Events approved by the secondary principal and organized by the CCS Student Government Association (SGA)
  - ◆ Events which are published on the Cary Christian School yearly calendar
  - ◆ Events that receive financial support from Cary Christian School (including fund-raising opportunities provided through Cary Christian School)
- 
- ~ School-sponsored events should be consistent with the goals of CCS.
  - ~ School-sponsored events require the attendance of a staff member from CCS.
  - ~ Class time is not to be used for planning school-sponsored activities unless approved by the superintendent.
  - ~ Attendance at school-sponsored activities is generally limited to students who are currently enrolled at Cary Christian School. The principal may grant exceptions.
  - ~ Timely information about school-sponsored activities must be provided to the parents. All written communication must be submitted to the principal prior to being sent to the parents.
  - ~ Parents must sign a written waiver releasing Cary Christian School from any liability for all events taking place off campus. This statement should also authorize medical treatment to be given to the student in case of injury.
  - ~ Only school-sponsored events may be placed on the monthly school calendar.

## PROGRAMS, EVENTS, AND HOLIDAYS

The following list of events, holidays, and programs is not meant to be entirely comprehensive. These guidelines are presented to illustrate what is intended to be a consistent approach to the school's involvement or non-involvement in special events and holidays. "Examine everything; hold fast to that which is good." (I Thes. 5:21)

<b>PROGRAM/EVENT/HOLIDAY</b>	<b>DATE(S)</b>	<b>SCHOOL INVOLVEMENT</b>
STAFF ORIENTATION	Last week of July/first week of August	1-2 days of staff training
BACK TO SCHOOL DAY	Typically the day before school opens	Parents/students meet the teacher
LABOR DAY	September	School closed
HALLOWEEN	October 31	No celebrations for this event
REFORMATION DAY	October 31	Events emphasizing the Protestant Reformation
VETERANS' DAY	Mid-November	No time off, teachers free to emphasize the meaning of the day
THANKSGIVING	Late November	Normally three days off
CHRISTMAS	December 25	Normally two weeks off with major emphasis on Christ's birth and mission, special programs and class celebrations
REENROLLMENT	January	Re-register all current students and siblings
OPEN HOUSE	Late January	Visit classrooms, meet teachers
OPEN REGISTRATION	Late January Begins at Open House	Kindergarten and all other grades
PRESIDENTS' DAY	Mid-February	School closed (possible inclement weather make up day)
ST. VALENTINE'S DAY	February 14	No time off
NATIONAL LATIN EXAM	1st week in March	5th grade Latin students
SAT TESTING	Mid-April	Stanford Achievement Test (1st – 10th grades)
GRANDPARENTS' DAY/ SPRING CONCERT	Early May	Day for grandparents to visit school
MEMORIAL DAY	Late May	Monday off, some education as to the reason for the holiday
FIELD DAY	Last week	Events to be determined
AWARDS ASSEMBLY	Last days	Year-end awards
ACCS ANNUAL CONFERENCE	Late June	Yearly conference on classical Christian education (see ACCS)

# UNIFORM GUIDELINES

## UNIFORM OBJECTIVES

The purpose of the school uniform is to foster a sense of unity among the students, to provide a consistently attractive and neat appearance for all students, and to avoid peer pressure in matters of dress. Parents and students are responsible for reading the Uniform Guidelines and familiarizing themselves with the policies. Violation notices will be given to students who are not in compliance with the uniform guidelines.

### *Basic guidelines:*

- ◆ **Dress Neatly** - That is, all shirts tucked in, shoes tied, no holes/tears in clothes, missing buttons promptly replaced, clothing appropriately sized for the wearer.
- ◆ **Be Clean** - That is, recently washed and groomed hair.
- ◆ **Be Modest** - Skirts and shorts should be reasonable lengths. Outlandish or distracting clothing or appearance will not be allowed.
- ◆ **Wearing Hats** - Unless granted permission for special days or events, students are **not** to wear hats while in the school building. Students who do so will have their hats confiscated and not returned until the last day of school.

## ORDERING UNIFORMS

All primary articles of clothing must be purchased through our uniform supplier, Educational Outfitters. Uniforms may be purchased directly from their website or from their local store. Size charts and price lists with details on uniform items are available in the local store.

### *Educational Outfitters*

<http://www.educationaloutfitters.com/Store.aspx>

School Code: NC0138

1331 Buck Jones Rd.

Raleigh, North Carolina 27606

919-804-5437

## ENFORCEMENT

The school administration will determine if there is a violation of the dress code, either in fact or attitude. Students not complying with this dress code will be required to rectify their appearance as quickly as possible. Cheerful, consistent compliance is expected; grumbling and challenging attitudes will be subject to disciplinary action.

## SPECIAL EXCEPTIONS

As the principal determines, events such as field trips may call for other clothing options. Special days may be scheduled, such as dress-up days, or Spirit week, during which other clothing options are allowed.

## UNIFORM CODE

### *Reasons for adopting a uniform code:*

- ◆ The neat appearance created by a uniform code enhances a ready-to-learn atmosphere.
- ◆ A uniform code instills school spirit and a sense of belonging, while providing enough choice to allow for individual expression. The student is part of a group identity that strives for excellence and the code establishes a tradition.
- ◆ A uniform code saves parents time, as most all-uniform items, including accessories, may be purchased at the same source. This may save parents not only time, but energy as well. In addition, time may be saved each morning as the “what to wear” issue is eliminated.
- ◆ The uniform code should save parents money. The uniform code de-emphasizes the social impact of dress and helps focus the students on character and academic issues. The selected clothes were chosen with price and durability in mind for an overall good value for the money. Growth features in some of the garments may also cut down on total wardrobe expenditures.
- ◆ The uniform code addresses security. On field trips, students in uniform aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify students from outsiders.

### *Compliance with the Uniform Code*

All students will wear the designated school uniform unless otherwise specified by the principal. New enrollees are to wear “dress code attire” until uniforms are obtained. Teachers and staff members will check the students regularly and on an ongoing basis to ensure that each student is in compliance with the CCS uniform guidelines.

It is imperative that all parents and students read the guidelines carefully to ensure full understanding of the uniform guidelines. Parents are required to read the guidelines and agree in writing to uphold it while their child(ren) are enrolled in CCS.

When a student is found to be in violation of the uniform guidelines, it will be recorded on a Violation Notice and mailed to the parents. Violations are recorded throughout the school year. When five violations have accumulated, an office visit ensues. Parents may be called to bring proper uniform attire for their child(ren).

### **General Guidelines:**

- ◆ **Shirts** - With the exception of the middy blouse for girls, all shirts must be tucked in at all times. Logos are required on all polo shirts worn at CCS. Our logo was designed especially for CCS and can only be purchased from our uniform supplier. Polo shirts with no logo or any logos that are not our official logo are not permitted. When purchasing turtlenecks, make sure they are solid white, navy, or hunter green with no patterns, ribbing, or mock collars. Be sure these colors match the polo colors. Turtlenecks may be worn as a regular uniform or under long sleeved polo shirts of the same color. Students may wear white, navy, or hunter green turtlenecks under their polos if necessary for extra warmth, but only under long sleeve polo shirts. Solid white short sleeve tee shirts may be worn under short or long sleeve polo shirts also. Please note, however, that tee shirts must be solid white only and there should be no writing that shows through the polo.
- ◆ **Garment Sizing and Length** - Sizing of garments needs to be within reason for your child's frame. "Growing room" is understandable, but oversized shirts, sweatshirts, or pants are not permissible. The lengths of jumpers, skirts, and culottes are to be to the knee or below as measured by the crease on the back of the knee. Boys' shorts and girls' walking shorts are to remain the length as shipped by the manufacturer. Please note, as students grow throughout the year, uniform shorts, skorts, skirts, etc. may need to be replaced. Longer versions are available.
- ◆ **Daily Footwear** - Clean athletic shoes are acceptable in solid colors of black or white for daily wear. They may have a small amount of white, black, gray or silver on them, but no colors. All shoes should be comfortable and, where possible, have non-slip soles. Shoes should be flat or low-heeled: 2 inches or less. No open toed shoes or sandals are permitted. No boots (any shoe over the ankle bone), clogs, jellies, brogans, platform shoes, or shoes that light up, make sounds, or have wheels are permitted. Boys may wear high-top sneakers as a daily footwear option.
- ◆ **Dress Shoes** – Dress shoes are required on dress uniform days and should be solid black or navy (not athletic shoes). The uniform supplier may carry approved footwear for dress shoes. Please note that shoes must be non-marking soles only and dress shoes may be worn to meet the daily footwear requirement.
- ◆ **PE Footwear Options** - PE shoes should be clean and non-marking.
  - ✓ *Outside* – Standard daily athletic footwear is acceptable for outside PE days.
  - ✓ *Inside* - Either 1) **a different pair** (not daily athletic footwear) of clean athletic shoes that **remain at school**, OR 2) socks are acceptable. These measures are designed to prolong the life of the wooden gymnasium floor.
- ◆ **Socks/leggings** - Socks are required for all students and should be navy, black, khaki or white. Girls may wear tights or fitted leggings in these same colors, except khaki. Mid calf leggings are not allowed – no lace on the bottom hem, please. Bell bottom leggings are not approved. (Long pants worn under skirts for girls are not approved.) Older

girls may wear hose in neutral, navy, or black. Socks or tights should be navy blue, black, hunter green, or white. Footless tights must be worn with socks. **Leggings must be worn with socks.**

- ◆ **Belts** - Belts are required for both boys and girls on any item of clothing that has belt loops. Belts should be solid black, brown, or navy.
- ◆ **Outerwear** - In the classroom and school buildings, only the CCS navy or hunter sweatshirt, navy or hunter vest/sweater, navy fleece jacket/vest or CCS windbreaker may be worn. Some leeway will be given with regard to outdoor coats, jackets, and rain/snow gear. While denim is approved, faded or tattered denim garments are not.
- ◆ **Hair and Accessories** - Students will keep their hair neat, clean, well-groomed, and in traditional styles and natural colors. Boys will keep their hair in short lengths with the back length no longer than the top of the shirt collar and cut above the ears. Boys: Bangs should be trimmed and out of the eyes. Girls: barrettes, scrunchies, hair bows, and all hair accessories are allowed in moderate sizes and colors that match the uniforms. (Other colors are not permitted.) Hats are not acceptable in the classroom or school buildings for boys or girls.
- ◆ **Jewelry** - Boys may not wear earrings. Girls may wear small earrings avoiding those that dangle for obvious safety reasons. Please limit the number worn to one pair and these are to be worn only in the lower earlobes. Watches and rings are fine for boys and girls, keeping in mind moderation and good taste. Wrist bands may be worn but only in school colors. Jewelry should be silver or gold.
- ◆ **After School Wear** - Students remaining on school grounds after school shall remain in uniform.
- ◆ **Sports Events** - Students attending school sports activities and games should be dressed appropriately. Pants should fit modestly, not too loosely fitting or skin tight. Shirts should cover the midriff. Shorts should be moderate in length.

**Note** - Navy, hunter green, or black bicycle shorts are recommended for the girls to wear under their skirts and jumpers. Bicycle shorts in other colors or shorts of any other style or color are not acceptable under skirts and jumpers. Bicycle shorts worn without a skirt or jumper are not acceptable on campus.

Please take the time to **mark each of your child(ren)'s belongings** with a permanent laundry marker (such as the Rub-a-Dub by Sanford) to facilitate return of lost items. Please check items such as sweatshirts and sweaters periodically to be sure your child has not picked up someone else's items. With so many alike, it is easy to mix up belongings! Also, please check to ensure that your child's name is still legible on his/her belongings.

Please note that uniform selections may be worn until they are outgrown as long as they are in good condition. Please periodically check clothing for missing buttons and make needed repairs to student uniforms.

## DAILY UNIFORM REQUIREMENTS

### GIRLS “DAILY WEAR” UNIFORM SELECTIONS

#### *Choices for tops:*

- ◆ Solid white or Peter Pan collar blouse with or without navy piping (short or long sleeve)
- ◆ White midly blouse with navy tie knot
- ◆ Hunter green, white, or navy polo with logo (long or short sleeve)
- ◆ CCS hunter green, navy, or white turtleneck shirts
- ◆ White oxford shirt (short or long sleeve)
- ◆ CCS plaid jumper
- ◆ (K-2 girls only: option of a navy polo jersey dress with CCS logo or plaid dress)
- ◆ Strongly recommended - CCS navy or hunter green sweatshirt, navy or hunter green sweater/vest, CCS navy fleece jacket/vest and/or CCS windbreaker. These are the only outerwear items that may be worn in the school buildings or classrooms. The sweatshirt and navy fleece have the CCS logo. Sweaters have the logo option.

#### *Choices for bottoms:*

- ◆ Navy or khaki culottes
- ◆ Navy or khaki cuffed walking shorts (belt required if looped)
- ◆ CCS navy, khaki, or plaid skirt

### BOYS “DAILY WEAR” UNIFORM SELECTIONS

#### *Choices for tops:*

- ◆ Hunter green, navy, or white polo with logo (short or long sleeve)
- ◆ CCS hunter green, navy, or white turtleneck shirts
- ◆ White oxford shirt (short or long sleeve)
- ◆ Strongly recommended - CCS navy or hunter green sweatshirt, navy or hunter green sweater/vest, CCS navy fleece jacket/vest and/or CCS windbreaker. These are the only outerwear items that may be worn in the school buildings or classrooms. The sweatshirt and navy fleece have the CCS logo. Sweaters have the logo option.

#### *Choices for bottoms:*

- ◆ Shorts in navy or khaki (with belt)
- ◆ Long pants in navy or khaki. (A variety of styles and cuts are available to ensure that all students can be fitted properly. [with belt])

*Boys' and Girls' Shoes:* See “General Guidelines” above

**NOTE: All approved uniform pieces must be purchased at Educational Outfitters. Clothing purchased through CCS Boosters is not approved for classroom wear.**

## DRESS UNIFORM REQUIREMENTS

Dress uniform requirements are listed below by grade level. All students will be expected to dress according to these specifications on dress uniform days throughout the school year.

Here is a partial list of occasions where participating students will be required to wear this uniform selection:

- ◆ First day of school
- ◆ Field trips (unless otherwise noted)
- ◆ School assemblies
- ◆ Group and individual picture days
- ◆ School competitions (ex. spelling bee)
- ◆ Last day year-end awards assembly

STUDENTS K-2	STUDENTS 3-5
<p><b>Girls K-2</b></p> <p>Plaid sailor dress or plaid jumper with a white Peter Pan blouse (short or long sleeve)</p> <p><i>Dress shoes in solid black or navy (<u>not</u> athletic shoes)</i></p>	<p><b>Girls 3-5</b></p> <p>Plaid jumper or plaid skirt with white Peter Pan blouse or white oxford (short or long sleeve) with optional navy v-neck sweater vest</p> <p><i>Dress shoes in solid black or navy (<u>not</u> athletic shoes)</i></p>
<p><b>Boys K-2</b></p> <p>Navy <u>long</u> pants (with belt)</p> <p>White oxford shirt (short or long sleeve) with optional navy v-neck sweater vest</p> <p><i>Dress shoes in solid black or navy (<u>not</u> athletic shoes)</i></p> <p><i>Optional:</i> navy clip-on tie</p>	<p><b>Boys 3-5</b></p> <p>Navy <u>long</u> pants (with belt)</p> <p>White oxford shirt (short or long sleeve) with optional navy v-neck sweater vest</p> <p><i>Dress shoes in solid black or navy (<u>not</u> athletic shoes)</i></p> <p><i>Optional:</i> navy clip-on tie</p>

**NOTE: All approved uniform pieces must be purchased at Educational Outfitters. Clothing purchased through CCS Boosters is not approved for classroom wear.**