



A Community of Learners

Respectful, Responsible, Thoughtful

*with the mission of
providing an excellent classical education founded upon a biblical worldview*

*The Cary Christian School
Parent and Student Handbook*

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NOTE: This handbook, in and of itself, is not a contract and is subject to change.

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PROVIDING AN EXCELLENT *classical* EDUCATION, FOUNDED UPON A *biblical* WORLDVIEW

CORPORATION and BOARD OF DIRECTORS

Cary Christian School is a not-for-profit corporation incorporated in 1994. At least one parent or guardian must be a corporate member to enroll children at Cary Christian School, and annual dues are required to continue enrollment (re-enrollment). Corporation membership allows members to attend the monthly general session of board meetings and vote on incoming board members.

The ongoing focus of the board is continuous and demonstrable improvement in the Core Promises of a classical and Christian education as outlined in our by-laws and Policy Governance Manual. The board acknowledges that these core promises are essentially met, delivered and executed through the board, staff, and teachers; supported, monitored, and reinforced through the parents, and realized in and through our students. We acknowledge that these are indeed promises to our customers – the students and parents of CCS. It is our goal and desire that every student realize the fulfillment of a classical and Christian education. The board values academic excellence; however, our top priority is that students grow in wisdom and discernment, developing and sharpening their worldview from a biblical perspective and growing spiritually. Therefore, all plans aimed at improvement should focus on these desired outcomes first and foremost.

For additional information on the corporation, the current board members, or the Core Promises, please visit the Cary Christian School website: www.CaryChristianSchool.org.

ACCREDITATION



Cary Christian School is accredited by the Association of Classical Christian Schools. ACCS is organized to promote, establish, and equip member schools that are committed to a classical approach in the light of a Christian worldview. ACCS is the primary public advocate for classical Christian education, offering an extensive array of member services to help build distinctive schools. ACCS also provides accountability through a rigorous accreditation process. The ACCS seeks to set an educational standard for a unified and directed approach to classical and Christian learning.

For additional information on the Association of Classical Christian Schools, please visit their website: www.classicalchristian.org



Our School Song

Non Nobis Domine

Not to Us, O Lord

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)

Psalms 115:1

Welcome to Cary Christian School ~ A Note from the Headmaster

Dear Parents and Students,

Welcome to our Community of Learners!

The purpose of our handbook is to guide parents and students who want to *do the next right thing*. It is to help you understand our expectations and our process for creating an orderly environment for student learning and to shepherd the heart of your child.


The process begins with **10 Principles** (“Keys”) to finding success at Cary Christian School outlined in the handbook. I highly recommend reading over *Appendix A: Stop and Think*, and in an age-appropriate manner discussing the *why* and *how* of each key with your student. In the very least, these are the rules. Knowing them will help your child make wise choices.

Hopefully, they will become more. For us, they will be talking points to use as we call your child to become more respectful, responsible, and thoughtful. These three habits are essential to the development of a healthy classroom. If teachers and students develop a mutual respect, accept a shared responsibility for learning, and willingly engage with each other in thoughtful dialogue, learning will be easier and more enjoyable.

More importantly, these habits are three primary components of the heart of Christ. If your child develops the habit of respect, he or she will be equipped to see the dignity and unique potential of others to reveal the glory of God. If your child develops the habit of responsibility, he or she will be equipped to hear the call to do everything for Christ. If your child develops the habit of being thoughtful, he or she will be equipped to engage life with the reasonableness and love of Christ. The hope is that God will use our conversations around these 10 Keys to Success to draw your child to Him and to become more like Him.

*By focusing our efforts on developing the habits of the mind in a way that develops the habits of the soul
to the end that each student develops a heart for God and gains the mind of Christ,
we will consistently develop graduates who possess a goodness that reveals itself in strength and freedom.
and a wisdom that reveals itself in wonder.*

That our love may abound more and more,
Robbie Hinton
Headmaster



*For God is my witness, how I yearn for you all with the affection of Christ Jesus.
And it is my prayer that your love may abound more and more, with knowledge and all discernment,
so that you may approve what is excellent, and so be pure and blameless for the day of Christ,
filled with the fruit of righteousness that comes through Jesus Christ, to the glory and praise of God.*

Philippians 1:8-11
English Standard Version

Developing a Heart for God ~ A Note from the Dean of Students

Dear Parents and Students,

Welcome to Cary Christian School! We are excited to experience this upcoming year with you. **This handbook is designed to explain how we intend to point your child to Christ while preparing each student to flourish through Him in the modern world.** One of my favorite quotes in working with youth is from Tedd Tripp, author of *Shepherding a Child's Heart*:

“Empower them to be self-controlled people living freely under the authority of God.”

We have the awesome opportunity to love and disciple each student while supporting them as they become the person God intends them to be.

Because the *Parent and Student Handbook* describes our intentional and strategic plan to help students develop a heart for God, the handbook should not only help parents and students understand what we are doing, but it also offers us a guide for conversations between teachers, students, and parents.

In this handbook you will read of our commitments....



- We are committed to strengthening the **student-teacher relationship** and supporting the **parent-teacher partnership**.
- We are committed to teaching students the virtues of **respect** and **responsibility** which encourage **thoughtful** interactions.
- We are committed to encouraging students to explore their individual giftings so they may reach their God given potential.
- We are committed in all conversations to expect students, parents and staff to **seek first to understand and believe the best** in each other with a culture of **respect, responsibility, and thoughtfulness** in every interaction.

We are looking forward with anticipation to a year of blessings.

Sincerely,
Diane Hillsgrove
Dean of Students

STATEMENT OF FAITH

These foundational beliefs express the great themes of the Bible which will be considered primary doctrines and taught unapologetically in all grade levels at Cary Christian School. All corporation members, board members, and staff of CCS must agree with these foundational principles.

 <h2>CARY CHRISTIAN SCHOOL</h2> <h3><i>Statement of Faith</i></h3>		
 <p>We believe the Bible to be the only inerrant, authoritative Word of God. (II Tim. 3:16)</p>	 <p>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)</p>	 <p>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)</p>
 <p>We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary. (John 3:3-8)</p>	 <p>We believe that salvation is by grace through faith alone. (Eph. 2:8)</p>	 <p>We believe that faith without works is dead. (James 2:17)</p>
 <p>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)</p>	 <p>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)</p>	 <p>We believe in the spiritual unity of all believers in our Lord Jesus Christ. (John 17:20-23)</p>

A SHARED STRATEGY: Developing HABITS OF THE MIND in a way that develops HABITS OF THE SOUL

By focusing our efforts on developing the habits of the mind in a way that develops the habits of the soul to the end that each student develops a heart for God and gains the mind of Christ, we will consistently develop graduates who possess a goodness that reveals itself in strength and freedom, and a wisdom that reveals itself in wonder.

HABITS OF THE MIND

- BE RESPECTFUL: Listen to others and speak with humility and clarity.
- BE RESPONSIBLE: Accept shared ownership and accountability, working as unto the Lord.
- BE THOUGHTFUL: Expect and engage in a rational and loving conversation.

HABITS OF THE SOUL

- BE INTENTIONAL: Do the next right thing. Finish the job!
- BE STRATEGIC: Learn to work the problem.
- BE SACRAMENTAL: Learn for Christ and through Christ.

We are pursuing each child academically and spiritually towards God's goodness, strength, and freedom. Every child who enters our door is mysteriously and wonderfully made by God. Thus, while he or she is most certainly prone to err, he or she is also capable of glory. It is this assumption, that every child has the capacity to rejoice in and reveal God's glory to the world, that establishes our standards both in academics and discipline.

In Christ, we assume every child has the capacity to meet a very high standard.

- They are capable of learning what goodness is.
- They are capable of pursuing goodness unto strength.
- They are capable of identifying sin as bondage and seeing righteousness as freedom.

Since this is their capacity, our job is to pursue them and to bring them towards the goodness, strength, and freedom that can be found in Christ. Our approach to their development on one hand offers a stark contrast to the traditionalist approach of conformity, submission, and coercion. Conversely, we are also not agreeing with those who think that self-identity, self-esteem, and self-fulfillment should be the goal of discipleship. **Our goal is to help children glorify and enjoy God by learning what goodness is, developing the strength to do what is right, and by receiving the wisdom to enjoy the freedom of God's way.** We do this in our classrooms and throughout our campus in the context of a community characterized by a culture intentionally and strategically pursuing the habits of the mind in a way that develops habits of the soul.

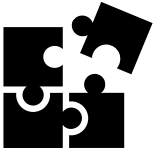
A COMMUNITY OF LEARNERS

In a word...



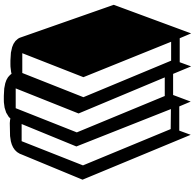
PHONICS AND GRAMMAR SCHOOL OBJECTIVES [K-5]

- **Readers:** After learning to read, students will read to learn, moving them to become seekers of knowledge and establishing a love for reading.
- **Writers:** Instill an enjoyment of writing and a passion for writing as students gain an understanding of the power of words.
- **Mathematicians:** Students will be able to solve grade-level appropriate math problems with fluency, and will delight in the order, patterns, balance, and harmony God has created in math.



LOGIC SCHOOL OBJECTIVES [6-8]

- **Identity:** Students will learn their identity in Christ with a focus on virtue formation. We will develop learners, not grade earners who will learn to investigate, solve problems, discover, and search with clarity and precision.
- **Mission:** Students see their mission to love God and love their neighbors: considering others first before self, submitting to authority, and taking responsibility for themselves.
- **Service:** Students will have opportunities to live out their identity in practical ways by meeting the needs of others.



RHETORIC SCHOOL OBJECTIVES [9-12]

- **Wisdom:** Fear the Lord. Do the next right thing. Choose long-term good over short-term pleasure. Persevere and set priorities. Be humble.
- **Eloquence:** Speak fluently and persuasively, ordering thoughts well. Refrain from speaking unless there is something worth saying. Value silence – *the gift of pause*.
- **Elegance:** Our ideal graduate is refined, mature, neat, orderly, respectful, humble, dignified, graceful, and thoughtful.

OUR GOALS AND PROCESSES

GOALS

ESTABLISH...an orderly and safe environment.

EMPHASIZE...respect, responsibility, and thoughtfulness as we focus our efforts on developing the habits of the mind in a way that develops the habits of the soul.

ENCOURAGE...our students as they reach for their God given potential in academics, arts, and athletics.



PROCESSES

The purpose of our processes is the intentional, strategic, and sacramental management of our programs and policies to achieve our goals.

We are currently engaged in these processes:

- Strengthening the student-teacher relationship and the parent-teacher partnership
- Discipling our students in our three key habits: respect, responsibility, and thoughtfulness
- Cultivating opportunities for student engagement so that students share their voice and see how they contribute to the larger community
- Developing *touchpoints* for student-staff interaction
- Integrating our Academic programs vertically, horizontally, and biblically
- Cultivating appreciation for music, theater, and visual arts through our Fine Arts programs
- Building a great Athletics program and great teams by building great people

THE RATIONAL AND LOVING CONVERSATION

The Key to Resolving Conflicts

The Rational and Loving Conversation is a key to establishing an orderly and safe environment for all. It is the responsibility of the Headmaster and Leadership Team to help our community communicate. We expect each member of our community to communicate in a manner that honors Christ.

*Understand this, my beloved brothers and sisters. Let everyone be quick to hear [be a careful, thoughtful listener], slow to speak [a speaker of carefully chosen words and], slow to anger [patient, reflective, forgiving]...
James 1:19 (Amplified Bible)*

An **argument** exists when one person is trying to convince you of their articulation of the truth. We are in an argument the moment we stop trying to understand each other or navigate different perspectives or different meanings of words. Arguments are about winning. It is an attempt to convince another person to accept your articulation of truth so that someone will act as desired.

A **dialogue** exists when “there is a free flow of meaning between two people.” When two people listen with an awareness that every spoken word is an interpretation of truth shaped by the story we are trying to tell, we enter a dialogue. Dialogue is about reaching a common goal. It is an attempt to discover a shared meaning of words that each person will accept as true so that we reach an extraordinary outcome.

We expect each member of the Cary Christian School community to engage in the art of using face-to-face conversations to create shared meaning, understanding, and empathy. Each individual must accept the responsibility to listen and to speak in such a way that solves problems and in such a way that accelerates the decision-making process.

First, take time to clarify the issue to yourself.

- What was the action that bothered me?
- What was the specific impact of the action that bothered me?
- Am I able to give specifics?
- Am I assuming intent?

Next, contact the individual (teacher, staff member, student, or parent) with whom you wish to have a conversation.

- State the action or lack of action that bothered you.
- Explain the impact the behavior had on you or your family.
- Speak about how the issue is impacting you, not someone else. If others are impacted, encourage them to come and speak to the person.
- Avoid hyperbole.
- Clearly admit if you are making assumptions about the individual and/or their actions.

If you want to have a conversation with an administrator or teacher, please email them to request a face-to-face meeting or a phone call.

KEYS TO SUCCESS

Principles: Why we do what we do...

Methods: How we do what we do...



The *Parent and Student Handbook* is intended to facilitate success at Cary Christian School. Consistent with our three key habits (respect, responsibility, and thoughtfulness), the **Keys to Success** are the principles that guide us in understanding why we do what we do and the methods that guide us in understanding how we do what we do. When we don't do what we are supposed to do, we need to stop and think,* as the Apostle Paul advised in Philippians 3...

“Here is a last piece of advice. If you believe in goodness and if you value the approval of God, fix your minds (think) on the things which are holy and right and pure and beautiful and good. Model your conduct on what you have learned from me, on what I have told you and shown you, and you will find the God of peace will be with you.” (J.B. Phillips)

***NOTE:** Please refer to **Appendix A: Stop and Think** at the end of this Handbook, to review the processes we plan to use to keep our school orderly and safe, to encourage students to focus on developing the habits that will nurture their souls, and to inspire them to achieve their God-given potential.

WE EXPECT STUDENTS TO BE RESPECTFUL AND RESPONSIBLE

- ➡ 1. Come to school clean, neat, and wearing the proper uniform
- ➡ 2. Be on time and be prepared
- ➡ 3. Positively engage in the learning environment
- ➡ 4. Treat others the way they want to be treated
- ➡ 5. Develop healthy and appropriate relationships
- ➡ 6. Own their actions and accept responsibility
- ➡ 7. Do their own work and develop a love for learning
- ➡ 8. Use technology wisely and considerately
- ➡ 9. Be grateful stewards of our campus

WE EXPECT STUDENTS TO BE THOUGHTFUL

- ➡ 10. Be aware of how their behavior affects our community.



We expect students to come to school clean, neat, and wearing the proper uniform.

Principles: CCS students wear uniforms to foster a sense of unity in our learning community, allowing students to focus on academics and character development.

Methods: Uniform requirements and options are described in the CULTURE section of the handbook. Uniforms may be viewed on the CCS website and viewed/purchased through Flynn O'Hara. Each classroom teacher has a Style Guide for reference.



We expect students to be on time and be prepared.

Principles: Managing our time wisely is an important life skill that our students must learn in order to be successful adults. When we are on time for a commitment, we give the message that we respect the others involved and understand the importance of their time. When a student is late for class, they not only impact their success in class, but they also impact the learning opportunities of their classmates and the focus of their teacher.

Methods: The teacher will take roll at the beginning of each class. If, at that time, a student is not where he/she is expected to be by their teacher, they will be counted tardy. If you do not have a note excusing the tardy, you can meet with the Dean of Students to appeal the tardy.



We expect students to engage positively in the learning environment.

Principles: Every student learns differently, and our teachers work to create a learning environment that takes each learning style into account. All students must focus on supporting their teachers and their classmates by exercising self-control and refraining from any behavior which distracts others from learning.

Methods: The teacher will confront the student immediately and directly in an efficient manner so they will understand the issue, cease the distracting behavior, and respectfully exhibit the desired behavior.



We expect students to treat others the way they want to be treated.

Principles: As Christians, we are clearly required to love one another.

“This love of which I speak is slow to lose patience—it looks for a way of being constructive. It is not possessive: it is neither anxious to impress nor does it cherish inflated ideas of its own importance. Love has good manners and does not pursue selfish advantage. It is not touchy. It does not keep account of evil or gloat over the wickedness of other people. On the contrary, it is glad when truth prevails. Love knows no limit to its endurance, no end to its trust, no fading of its hope; it can outlast anything. It is, in fact, the one thing that still stands when all else has fallen.” (1 Corinthians 13:4-8 - J.B. Phillips)

Methods: This is the biblical way we are instructed to interact with one another. When we engage in a thoughtful manner, our school will be a safe community.



We expect students to develop healthy and appropriate relationships.

Principles: Understanding how to develop and nurture healthy and appropriate relationships is an integral part of youth development. During the K-12 years, we will encourage our students to engage in friendship relationships with a focus on respect and strong communication. Relationships should add to the CCS experience, not cause distraction to the learning environment.

Methods: Student relationships should enhance the CCS experience.

- We encourage an inclusive and respectful environment. In all interactions, we will be respectful to each other.
- Friendships celebrate the strengths of others and the fact that our differences make us stronger.
- We acknowledge that we are all brothers and sisters in Christ and will interact with each other from this viewpoint.
- Our families will determine their dating parameters for their children. If students are in a dating relationship, we expect their behavior to be as any other friendship during the school hours.



We expect students to own their actions and accept responsibility.

Principles: In life, we all face moments where we are tempted to excuse our own actions as a response to someone else's behavior. Instead of seeking to fix blame, we expect students to examine their own actions with the goal of a rational conversation that will maintain/restore relationships. Students need to learn it is ok to say, "I was wrong," and to apologize and seek forgiveness.

Methods: When conflict occurs, the individuals involved should follow the guidelines in THE RATIONAL AND LOVING CONVERSATION section of this handbook.



We expect students to do their own work and develop a love for learning.

Principles: The beauty of community is when we share our God given talents and contribute in our areas of strength. As we strive for excellence, we ask students to honestly do their own best work. Remember grades are a measure of learning at a point in time; they are not a measure of the value or worth of the student.

*For we are his workmanship, created in Christ Jesus for good works,
which God prepared beforehand, that we should walk in them.*

Ephesians 2:10 (ESV)

For what will it profit a man if he gains the whole world, and loses his own soul?

Mark 8:36 (NKJV)

Methods: Lying, cheating, or plagiarism will be considered violations of the most basic biblical commandments regarding dishonesty and stealing.



We expect students to use technology wisely and considerately.

Principles: The modern-day reality is that technology in our society is ubiquitous. We want to use technology at school in ways that enhance teaching, learning, and interpersonal relationships as well as prepare our students for appropriate use in school/work settings.

- The use of technology will not interfere with teaching, learning, and relationships in the school community.
- The use of technology will not promote over usage that negatively impacts the ability for individuals to have healthy interpersonal relationships.
- Technology will not be used in inappropriate ways on our school campus.

Methods: Technological devices (laptops, tablets, readers, cell phones, and smart watches) are permitted at school according to the following guidelines.

NOTE: Lower School (K-5) students may not have any electronic devices at school.

Laptops, Tablets, and Readers

- May be used by Logic School and Rhetoric School students at the teacher's discretion
- Must be used solely for school purposes and not for personal entertainment or communication
- Note: Streaming downloads of any type from the internet are prohibited. CCS has limited bandwidth which must be reserved for school use.

Cell Phones

- Upper School (6-12) students may have cell phones at school for parental and employment communication purposes.
 - Logic School (6-8) students must turn off their phones and leave them in their lockers from 7:55 a.m. – 2:30 p.m.
 - Rhetoric School (9-12) students may keep phones in lockers, pockets, bookbags, or backpacks, but phones must not be seen or heard (silent with no alerts, airplane mode, or off) between 7:55 a.m. and 3:30 p.m.
- If a student must make a phone call during school hours, they may:
 - use the student wall phones in the upstairs or downstairs hallway
 - use their personal cell phones in front of the Administrative Assistant's desk



For safety reasons, we ask parents and students to refrain from using cell phones while driving on the CCS campus.

Smart Watches must have data turned off and be silent during class. Students will turn in Smart Watches during assessments to avoid misunderstandings and/or confusion about the use of a smart watch.

Social Media

Inappropriate behavior or serious misconduct via social media against fellow students, teachers, or staff may have disciplinary consequences at school. Please refer to the sections on INAPPROPRIATE BEHAVIOR AND SERIOUS MISCONDUCT in APPENDIX B: INAPPROPRIATE BEHAVIOR.

CCS Computer Lab

- Personal music or picture collections may not be stored on CCS network servers or local hard drives. Any personal pictures or music collections found during network scans may be removed without notice.
- No one may sync a personal device to any CCS owned computer.
- Personal software is prohibited on school-owned computer systems. If the software is needed to meet school needs, then the school will purchase the proper license or receive a donation of the licensed software. Only IT personnel are allowed to install software on CCS computer systems.
- Students are encouraged to save files to the cloud (Office 365/One Drive) using their Microsoft account) when using the computers in the Computer Lab.



We expect students to be grateful stewards of our campus.

Principles: God has blessed us with a gift of a beautiful school building and campus. All members of our community (students, families, teachers, and staff) have an obligation and responsibility to steward this gift well for the generations that follow. The simple rule of *leaving things better than you found them* will keep our campus safe, orderly, clean, and beautiful.

Methods

- Students will keep hallways, classrooms, lunch areas, common areas, playgrounds, field, and outdoor spaces clean by picking up after themselves and disposing of trash properly.
- Students will care for the textbooks, classroom resources, equipment, and CCS clothing assigned for Academics, Arts, or Athletics.



**We expect students to be aware of
how their behavior affects our community.**

The Scriptures are filled with one another passages that remind us how our behavior affects our community. The relationships in our community depend on how we interact with one another. First and foremost, we are commanded to love one another. When we are like-minded, serving one another, patient with one another, blessing others with our gifts and talents, and thinking more of others than ourselves, our community will thrive.

*A new commandment I give to you,
that you love **one another**:
just as I have loved you, you also are to love one another.
John 13:34 (ESV)*

*Love one another intentionally.
Fill your hearts and minds with joy –
honor and respect one another.
Romans 12:10*

*Now may the God of patience and comfort
grant you to be like-minded toward **one another**,
according to Christ Jesus,
that you may with one mind and one mouth glorify
the God and Father of our Lord Jesus Christ.
Romans 15:5-7 (NKJV)*

*It is absolutely clear that God has called you to a free life.
Just make sure that you don't use this freedom as an
excuse
to do whatever you want to do and destroy your freedom.
Rather, use your freedom to serve **one another** in love;
that's how freedom grows.
Galatians 5 (MSG)*

*Be merciful in action, kindly in heart, humble in mind.
Accept life, and be most patient
and tolerant with **one another**,
always ready to forgive
if you have a difference with anyone.
Forgive as freely as the Lord has forgiven you.
Colossians 3 (J.B. Phillips)*

*As each one has received a gift,
minister it to **one another**,
as good stewards of the manifold grace of God.
1 Peter 4:10 (NKJV)*

*Live together in harmony, live together in love,
as though you had only one mind
and one spirit between you.
Never act from motives of rivalry or personal vanity,
but in humility **think more of each other**
than you do of yourselves.
None of you should think only of his own affairs
but should learn to see things
from other people's point of view.
Philippians 2 (J.B. Phillips)*

CLASSROOM

The guidelines for the classroom are intended to help students be respectful, responsible, and thoughtful with their teachers and their classmates. These habits of the mind build the learning community, and the classroom creates the context for the strategic, intentional, sacramental habits which nurture the soul.

The classroom is the context for most of what we do at Cary Christian School. It's where our students receive a classical Christian Education. It's where they engage a curriculum designed to strengthen them academically and spiritually. It's where they learn and master new concepts, ideas, and skills, and receive assessments of their progress. The classroom is where they work and where well-done work is commended. The classroom is where we pursue strong teacher-student relationships, shepherd hearts and minds, and instill habits of the mind which develop habits of the soul.

HOW CAN I SHOW RESPECT IN MY CLASSROOM?

Obey my teachers and the classroom rules.
Listen carefully to instructions and follow directions.
Raise my hand to speak or ask questions.
Encourage one another.

HOW CAN I BE RESPONSIBLE IN MY CLASSROOM?

Be on time for class.
Be ready to learn every day.
Use my time wisely to finish my work.
Keep my desk and my classroom tidy.
Always do my best.

BEFORE I SPEAK OR ACT...

Is it true?
Is it kind?
Is it necessary?

CHRISTIAN 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 by integrating the Word of God, and placing it at the center of all curriculum.

Therefore, in all our 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)
- We encourage every student to begin and to develop his relationship with God the Father through Jesus Christ. (Matthew 28:18-20, Matthew 19:13-15)

THE CARY CHRISTIAN SCHOOL CURRICULUM

The scope and sequence of our curriculum instructs, informs, and inspires through integration:

- vertically from grade to grade,
- horizontally from subject to subject,
- and biblically with a distinctly Christian worldview, optimizing teaching and learning to achieve both academic and spiritual strength in our students.

SCOPE and SEQUENCE

The Scope and Sequence and Reading List charts are on the Parent Resources page on the Cary Christian School web-site: www.CaryChristianSchool.org.

ACHIEVING ACADEMIC STRENGTH

Academically, our curriculum:

- establishes a Biblical foundation for all truth
- emphasizes the learning of useful, essential knowledge
- teaches the skills that enable children to learn, think, and communicate
- instills the habits that will make students independent, life-long learners

ACHIEVING SPIRITUAL STRENGTH

Spiritually, our curriculum integrates our Christian faith to:

- nurture in our students a love for God (cf. Mark 12:30)
- develop in the hearts and minds of our students a delight in His word (cf. Psalm 119:97)
- teach our students to pursue holiness – to demonstrate the character of Jesus Christ in their thoughts, words, and deeds (cf. Colossians 3:17)
- establish a heart for virtue and a passion for truth, beauty, and goodness (cf. Philippians 4:8)
- provide a thorough Christian education based on Biblical principles and a Biblical worldview (cf. Romans 12:2)
- equip our students for service – to their family, to the church, and to their communities (cf. Ephesians 2:10)

Since “The fear of the Lord is the beginning of wisdom,” we must always endeavor to integrate faith and learning and be mindful of the fact that we are making disciples. We want our students to gain more than knowledge. We want our instruction to inform and inspire their faith.

CURRICULUM MATERIALS IN THE CONTEXT OF THE GREAT CONVERSATION

Cary Christian School seeks to create a school-wide conversation about *The Great Ideas*.

“Mortimer Adler has taught us that we are all philosophers. We all think...It was Adler who first understood that there are a definite number of Great Ideas...which form the core of the thought of Western Civilization and the keys to understanding the Great Books.”

Adler, Mortimer. *How to Think About the Great Ideas*. Back Cover.

Our conversations and curriculum are guided by our Statement of Faith and our mission to train students to develop the skills and knowledge to make rational and compelling arguments and the emotional fortitude to withstand the onslaught of irrational and offensive arguments. We may discuss* culturally relevant or controversial ideas in our classrooms, but we will always discuss them in a respectful, responsible, and thoughtful way while supporting the values reflected in the CCS Statement of Faith and the authority of parents over their children.

*Discussions may include, but are not limited to conversations, videos, books, or speakers.

STATEMENT ON SECONDARY DOCTRINES

The administration shall not allow a particular Christian denominational doctrine or distinctive to be presented as favored within the school, especially 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.

CLASSICAL EDUCATION

The modern Classical Christian Education movement began in the 1980's with the publication of *Recovering the Lost Tools of Learning* (Douglas Wilson), a compelling examination of British author Dorothy Sayers' essay, “The Lost Tools of Learning.” Sayers called for a return to the seven liberal arts of classical education. For young students, she linked the traditional arts of grammar, logic, and rhetoric with the developmental stages of children.

The Grammar stage emphasizes memorization skills: training the brain to collect, organize, store, and retrieve information. The Logic stage emphasizes analytical skills: training the brain to think abstractly and logically process, comprehend, analyze, and structure information. The Rhetoric stage emphasizes communication skills: practicing the skills of oral and written communication to effectively and persuasively express truth, goodness, and beauty. (Adapted from *The Core* by Leigh A. Bortins)

SUGGESTED READINGS:

The Lost Tools of Learning (Dorothy Sayers) <https://classicalchristian.org/the-lost-tools-of-learning-dorothy-sayers/>
Recovering the Lost Tools of Learning (Douglas Wilson)
Wisdom and Eloquence (Robert Littlejohn and Craig T. Evans)
The Seven Laws of Teaching (John Milton Gregory)
The Pattern of God's Truth (Frank Gaebelin)
The Christian Philosophy of Education Explained (Stephen Perks)
Study is Hard Work (William H. Armstrong)
How to Think About the Great Ideas (Mortimer Adler)

A SOCIETY OF TEACHERS:

The Cary Christian School Teacher Development Plan

In order to honor our teachers' desire to grow in their craft and their desire to prepare students for a life of learning, we implemented a teacher development program. It is our desire that the program function as a society where collegiality and friendship drive our efforts to learn. With this society at the heart of our school, we hope to create a learning community, for parents, teachers, staff, and administrators who love to learn.

*We order the mind around numbers and letters,
in a way that inculcates the habit of crafting a sentence or an equation with clarity and precision,
so that graduates can communicate with integrity.*

*We offer a disciplined experience of things,
in a way that incites discovery of symmetry, proportion, and harmony,
so that students will delight in what is beautiful and ignore what is distasteful.*

*We ingrain the habit of struggling to know things,
in a way that creates inquiry for meaning, connections, and causation,
so that students can separate truth from lies and goodness from evil.*

The teacher development plan is structured around three sets of responsibilities.

1. KNOWLEDGE: The Learning Community Mindset
2. STRATEGIES: The Master Teacher Skillset
3. INFLUENCE: The Classical Christian Graduate

For additional information, find the *Society of Teachers* links on the 2023 Vision page on the CCS website.



GRADUATION REQUIREMENTS

Cary Christian School implemented a new Scope and Sequence for the Upper School in the Fall, 2020. The Scope and Sequence may be viewed on the CCS website (www.CaryChristianSchool.org). These are the graduation requirements for the Class of 2024 and following. These requirements will be phased in over a four-year period. If you have questions about graduation requirements, please contact the Director of College Counseling.

GRADE	RHETORIC	REQUIRED CREDITS
9	Rhetoric I: Persuasive Writing	1
10	Rhetoric II: Public Speaking	1
11	Rhetoric III: Style	1
12	Rhetoric IV: Senior Thesis	1
GRADE	BIBLE AND BIBLICAL WORLDVIEW	
9	Spiritual Formation	1
10	Theology I	1
11	Theology II	1
12	Apologetics	1
GRADE	LITERATURE	
9	Classical Literature	1
10	Medieval Literature	1
11	European Literature	1
12	American Literature	1
GRADE	HISTORY	
9	Classical History	1
10	Medieval History	1
11	Modern European History	1
12	American History and Government	1
GRADE	MATH	
9	Geometry	1
10	Algebra II	1
11	Trigonometry or Pre-Calculus	1
12	College Algebra, AP Calculus, or AP Statistics	1
GRADE	SCIENCE	
9	Human Physiology	1
10	Biology or AP Biology	1
11	Chemistry	1
12	Physics or AP Physics	1
GRADE	LANGUAGES	
9	Spanish I	1
10	Spanish II	1
11	Course A - TBD*	1
12	Course B - TBD*	1
GRADE	SEMINAR	
9	Seminar I: Foundations	1
10	Seminar II: The Pursuit of Virtue	1
11	Seminar III: The Good Life	1
12	Seminar IV: Man and the State	1
GRADE	ELECTIVES	
	Fine Arts (Theater Arts or Visual Arts)	.5
	Music	.5
	PE or Athletics	.5
TOTAL CREDITS REQUIRED FOR GRADUATION		33.5

*The subjects for Course A and Course B are to be determined and may not be Languages.
Note: All new *phased-in* classes will meet the graduation requirements for current students.

TRANSCRIPTS

Transcripts may be ordered online on the CCS website on the Academics -> College Counseling -> Transcript Request Link.

COLLEGE COUNSELING

The goal of College Counseling is to help our Rhetoric students open doors for future educational opportunities to prepare them for careers that will use their gifts and talents to glorify God. How is this done? As a student progresses from freshmen to senior, opportunities are provided to engage in grade-appropriate instruction and activities that will help position them for their future.

For additional information, check out College Counseling on the Academics link on the Cary Christian School website: www.CaryChristianSchool.org

HOMEWORK GUIDELINES

In general, homework is kept to an age-appropriate level and may include:

- completion of assignments practicing concepts discussed in class
- completion of assignments not finished in class
- reviewing information presented in class (e.g., math facts, phonics, history cards, vocabulary, grammar)
- memory work
- reading for practice or class preparation
- working on projects
- preparing for presentations
- studying for assessments

Upper School Homework Guidelines: On average, students may expect to spend 10 minutes times their grade level, e.g. 6th grade = 60 minutes, 9th grade = 90 minutes.

ANNUAL TESTING

All students (grades 1-10) take the Stanford Achievement Test annually during a week in April. Test results are sent home with students once CCS receives them. A copy of the results is kept in students' files, and overall results are published. All Juniors (grade 11) take the PSAT in October. (Sophomores may also take the PSAT. Please arrange testing with the College Counselor.) Juniors and seniors take the SAT (College Board) or ACT test when and where they choose. AP testing is also provided at CCS.

GRADING GUIDELINES

All academic grading at Cary Christian School evaluates student work according to an objective standard. Grades serve as indicators of comprehension and mastery.

PROGRESS REPORTS

Progress Reports are published online at mid-quarter. End-of-quarter report cards are published online during the first week of the following quarter, except fourth quarter report cards which are published online on the second Wednesday after the last day of school.

For students in grades 2-12, assignment grades and term-to-date grades may be viewed at any time on the Veracross Parent and Student Portals.

E/S/N/U GRADING SCALES

K-1 Assessments, 2-5 Penmanship, and K-5 Conduct

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

Note: Penmanship grades count towards the Dean's List awards. A student who receives a report card grade of U in Penmanship is not eligible for the Dean's List.

A/B/C/F GRADING SCALE

ALL-SCHOOL (Grades 2-12) SCALE				Rhetoric School GPA	
Rounded Grades	Grade	Description	Standards	Honors Classes	AP Classes*
90% - 100%	A	Excellent	Masters standards	5.0	6.0
80% - 89%	B	Achieving	Meets standards	4.0	5.0
70% - 79%	C	Satisfactory	Approaches standards	3.0	4.0
0% - 69%	F	Failing	Does not meet standards	0.0	0.0

*Students enrolled in Honors Classes will receive an AP grade boost if they pass the AP exam in that subject.

Grade Point Average: Grade Point Averages are calculated at the end of each school year for Rhetoric School students and posted on the student transcripts. Grades earned in elective courses, independent study courses, college and/or correspondence courses, or for work completed in home school settings may apply toward graduation requirements but are not factored into cumulative grade point averages.

Late Assignments: Assignments may not be turned in for credit more than three days past the due date in grades 2-12. 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. In grades 2-12, if an assignment is late, the earned grade is reduced by ten percent for each late day. NOTE: Students using a remote learning/live stream option will be expected to complete their assignments by the due date assigned by the teacher.

Failed Tests: If a student fails more than one test in a quarter in the same subject, the teacher will recommend either tutoring or the implementation of an appropriate academic strategy to help the student achieve academic success.

ACADEMIC PROBATION

Students are required to maintain at least a 2.0 (Logic School) or 3.0 (Rhetoric School weighted) grade point average during any two consecutive quarters. The purpose of this requirement is to come alongside students who are not making the academic progress required for promotion or graduation. A conversation with the Academic Dean, Dean of Students, and/or a Parent/Teacher conference will assess the reason for the lack of academic progress and whether academic probation would be an effective means of encouraging and monitoring the student's academic progress. Academic probation will be documented in the student's file. If a student's GPA does not rise above 2.0 (Logic School) or 3.0 (Rhetoric School weighted) the student will remain on academic probation, complete

extra coursework, complete approved summer school classes, or not be allowed to re-enroll for the following year.

NOTE: Students who are on academic probation are ineligible to participate in co-curricular activities.

FINAL EXAMS

During the last week in each semester, Rhetoric students take semester exams. No additional homework, except review/exam preparation, will be assigned during this week for History, Literature, Math and Science classes.

Senior students with an A average (for the semester) in a class are exempt from the final exam in that class. A senior student missing four or more classes during the semester will forfeit the possibility of exemption from final exams in that class. An Upper School (9-12) student who is absent during a final exam will receive a grade of I (Incomplete) in that class until the final exam is completed. Final exams must be completed before a semester grade will be given.

DEAN'S LIST AWARDS

Academic achievement is honorable, and CCS commends the academic success of our students with the Dean's List.

CCS commends the academic success of our students with a Dean's List awards program.

ACCOMPLISHMENT	DEAN'S LIST AWARDS
All A's in a quarter period	Dean's List with Distinction: Blue Ribbon
All A's with up to two B's	Dean's List: White Ribbon
All year (4 quarters) on Dean's List with Distinction	Medallion: Gold <i>Awarded at year-end Awards Assembly</i>
All year (4 quarters) on Dean's List	Medallion: Silver <i>Awarded at year-end Awards Assembly</i>

To be considered for a Dean's List award:

- Lower School students may not have a report card grade of U in penmanship.
- Upper School Students must have completed 90% of the coursework assigned in each class and must be taking a full schedule of Cary Christian School classes.
- Electives DO count towards the Dean's List; however, they do not count towards the transcript GPA.

VALEDICTORIAN AND SALUTATORIAN

The Academic Dean and a committee of Rhetoric School teachers will select the senior class valedictorian and salutatorian. To be considered for these awards, a student must have attended 9th-12th grades at Cary Christian School and have a cumulative GPA of 3.5 weighted or higher. The committee will evaluate the students based on the following criteria (in order of priority): 1. academic performance, 2. respect, responsibility, and thoughtfulness are demonstrated (Keys to Success); 3. co-curricular activities; and 4. honors received

POLICIES AND PROCEDURES: RESPECT, RESPONSIBILITY, and THOUGHTFULNESS IN THE CLASSROOM

ATTENDANCE =====

Attendance is taken daily, and every student enrolled in Cary Christian School is expected to be present in school and on time every day school is in session.

NOTE: Students absent for 10 or more days in a quarter (for any reason) must meet with the Academic Dean to discuss student progress and whether the report card grade will be a letter grade or Pass/Fail. Planned absences of 5 or more days in a quarter or 10 or more days in a semester may jeopardize credit for the grading period.

ABSENCES =====

A student's presence in the classroom is valued in our Community of Learners and is necessary for success at school. When students are absent (whether an absence is short-term, long-term, planned, or unplanned), parents are responsible to:

- contact your child's teacher(s) by note, email, or phone as soon as possible to explain the circumstances
- make arrangements for completing missed assignments

Any time a student is absent, it is the parent's responsibility (K-5) or student's responsibility (6-12) to **live stream or replay class instruction and discussions to ensure missed work is completed.** The teacher(s) will assist as much as is reasonable.

UNPLANNED ABSENCES

Students must complete all work that is assigned during their absence. Due dates will be established by the teacher. Students will receive one extra day for every day absent to complete missed work. If an illness lasts three days or more, the teacher and an Academic Dean may, at their discretion, reduce the number of assignments required to be completed.

PLANNED ABSENCES

Planned absences include any absence, e.g. doctor appointment or family trip, that is the result of a parent deciding to excuse their student from attendance at school for reasons that are reasonable and foreseeable. If possible, please contact teacher(s) at least one week in advance of the planned absence.

NOTE: Planned absences of 5 or more days in a quarter or 10 or more days in a semester will jeopardize credit for the grading period. Students absent for 10 or more days in a quarter must meet with the Academic Dean to discuss student progress and whether the report card grade will be a letter grade or Pass/Fail.

NOTE: 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.

When extended absences are voluntary (versus emergency or illness), we recommend the student works ahead as much as possible. This eliminates the need to work while absent. It is the parent's

responsibility (K-5) or the student's responsibility (6-12) to arrange with the teacher(s) for any assignments that will be missed and to complete any assigned work. All missed work must be completed by the student.

Upon their return to school, students will have up to half of the time they were absent to complete all assigned work. Specific due dates will be set by the teacher. Students will receive full credit (no grade deduction) for completing assignments given to the rest of the class during their absence, if the assignments are turned in by the due date set by the teacher. Any extension of assignment due dates, test dates, or exam dates must be approved by an Academic Dean.

Students participating in certain school events, e.g. Chamber Choir or State Championships, may be given an extra day to complete missed assignments. Students must have a conversation with their teacher(s) prior to the absence to plan for completing missed assignments.

ELECTIVE CLASS ABSENCES

In elective classes where grades are based on attendance, excessive absences will jeopardize the grade or credit for the class.

	Grade = B	No Credit
MWF Electives	Absences ≥ 9	Absences ≥ 16
TTh Electives	Absences ≥ 7	Absences ≥ 12

CELEBRATIONS =====

In the Lower School, classroom teachers, along with the help of PTF Room Moms, plan parties and celebrations in the classrooms to celebrate holidays or school-wide events.

Lower School students may celebrate their birthdays at school by providing a treat to be shared with their classmates. Parents, please contact your child's teacher to plan time for the celebration.

Recommendations for Treats

- Individual treats that may be easily distributed to students
- Identical treats that are equally delightful to all
- Napkins for easy clean-up

NOTE: 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. If your child is having a birthday party but is not inviting all his/her classmates, please encourage him/her to be sensitive to conversations which may leave students feeling left out.

STUDENT TRAVEL: FIELD TRIPS and SPORTING EVENTS=====

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 determine what is acceptable and unacceptable behavior. Only movies pre-approved by a dean are allowed when students travel on charter buses.

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

To fulfill our Vision Statement and respect parental authority, and because of the diverse perspectives of our parents regarding media and music:

- CCS does not allow any media or gaming devices on field trips or other off-campus travel.
- Christian or classical music may be played softly for all to hear, but not so loud that it becomes a distraction for the driver.
- For sports team travel, the use of electronic devices is a privilege that may be given at the discretion of the team's coach, with the expectation that the devices will be used wisely and considerately.
- Any other exceptions may be granted by the Headmaster or Dean.

CONDUCT and CORRECTION =====

At Cary Christian School, we expect respectful, responsible, and thoughtful behavior, for that is how we love our neighbors.

Correction and discipline are necessary for children to learn to discern appropriate and inappropriate behavior. Proverbs (21:11) reminds us that the one receiving correction and the one observing are both learning to discern.

Most behavioral issues will be addressed in the classroom where we are intentionally and strategically pursuing our students and building strong teacher/student relationships to shepherd their hearts and their minds. In that context, we want to lovingly and biblically instruct our students in confession, repentance, restitution, and forgiveness, while remembering "love covers a multitude of sins." When more than correction in the classroom is required, students will be referred to the Dean of Students for advising and/or admonition.

*Let all bitterness and wrath and anger and clamor and slander be put away from you, along with all malice.
Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.
Ephesians 4:31-32 (ESV)*

SUGGESTED READINGS:

Shepherding a Child's Heart (Tedd Tripp)

Age of Opportunity: A Biblical Guide to Parenting Teens (Paul David Tripp)

Give Them Grace (Elyse M. Fitzpatrick & Jessica Thompson)

THE IDEAL RESPONSE

How do we respond to inappropriate behavior? Our teachers are learning and implementing the "IDEAL Response." This is a highly effective strategy for teachers to use in order to correct behavior while staying connected with their student.

I – Immediate

D – Direct

E – Efficient

A – Action-based

L – Leveled at the behavior (not the child)

The Ideal Response is based on the work of Dr. Karyn Purvis, an internationally renowned child development expert. - <https://empoweredtoconnect.org/>
<https://empoweredtoconnect.org/resources/the-ideal-response-for-parents/>

THE LOWER SCHOOL CLIP CHART: EFFICIENTLY ACKNOWLEDGING BEHAVIOR

EXCELLING
OUTSTANDING
READY TO LEARN
THINK ABOUT IT
WARNING
CONSEQUENCE

The Lower School uses a Clip Chart to help guide efficient responses. All students begin each day READY TO LEARN and may be clipped up to acknowledge exceptional behavior or clipped down to correct inappropriate behavior. Opportunities are given for the student to redeem the day and clip back up after the behavior has improved. Students who remain on “ready to learn” had a great day.

INNAPROPRIATE BEHAVIOR

Inappropriate behaviors at school include disrespect, dishonesty (lying, cheating, stealing, plagiarism), fighting, obscene language, harassment (verbal, physical, sexual), bullying, threats, abuse, or any behavior that places a person in actual and/or reasonable fear of physical, mental, emotional, or spiritual harm. Reasonable actions will be taken to end such behavior and may include suspension or expulsion. Furthermore, inappropriate interactions by students against fellow students or teachers off campus (Including social media) may have disciplinary consequences on campus.

The processes for managing inappropriate behavior are described at the end of this Handbook in **Appendix B: Inappropriate Behavior**.

CULTURE



When students understand their purpose for living and God's plan for victory, they are set free to make a difference in the world because they know the truth, they love God, and they love their neighbors (the people in their families, their churches, and their communities). At Cary Christian School, we strive to create a culture of respect, responsibility, and thoughtfulness – a culture that unites us in loving and serving others.

Our student culture is characterized by:

- Discipleship: Teachers build strong, loving relationships with students.
- Uniforms: Uniforms foster unity.
- K-12 Student Body: Older students have opportunities to invest in the lives of younger students. Younger students have opportunities to remind older students of the delight and wonder of learning.
- Student Leadership: Logic School and Rhetoric School students are given many opportunities for leadership as we work together to strengthen the Cary Christian School Community.
- Fine Arts: Students use their talents to present truth, beauty, and goodness to the CCS community and our local communities.
- Athletics: We train the body, renew the mind, and encourage the spirit in the mind of Christ through competitive sports, strength training, and physical education.

DISCIPLESHIP: SHEPHERDING HEARTS AND MINDS

We are committed...

- We are committed to strengthening the student-teacher relationship and supporting the parent-teacher partnership.
- We are committed to teaching students the virtues of respect and responsibility which encourage thoughtful interactions.
- We are committed to encouraging students to explore their individual giftings so they may reach their God given potential.
- We are committed in all conversations to expect students, parents and staff to seek first to understand and believe the best in each other with a culture of respect, responsibility, and thoughtfulness in every interaction.

CULTIVATING COMMUNITY: UNIFORMS UNIFY...

Students at Cary Christian School wear uniforms to foster a sense of unity in our learning community, allowing students to focus on academics and character.

UNIFORM: Latin *uniformis*; *unus*, one, and *forma*, form

School uniforms:

- Enhance a “ready to learn” environment – minimizing distractions and promoting equality
- Save time, energy, and money shopping for school clothing
- Make it easy for children to get ready for school
- Improve safety on campus and for off-campus activities
- Promote respect for one’s self, for other students, and for learning
- Require learning responsibility to be clean, neat, and modest
- Instill a school spirit and sense of belonging
- Prepare students to be successful – they are part of a team working towards success in school and in life

By joining the Cary Christian School community, all students and parents agree to follow the school uniform guidelines in a respectful, responsible manner.

ORDERING UNIFORMS

All school uniform pieces must be purchased through our uniform supplier, Flynn O’Hara. Uniforms may be purchased directly from their website or from their local store.



<https://www.flynnohara.com/school-landing.aspx?scn=nc040>

8613 Glenwood Ave
Raleigh, NC 27617

919-326-8000

STYLE GUIDES

Style Guides are available in each classroom, at the Front Desk, and online at the Flynn O’Hara website and the CCS website.

DAILY UNIFORM REQUIREMENTS: “WHAT SHALL I WEAR TODAY?”

	LOWER SCHOOL (K-5)	UPPER SCHOOL (6-12)
Shoes: Daily Footwear	<ul style="list-style-type: none"> • clean • comfortable • solid black, white, navy, and/or gray • acceptable accents: uniform colors • non-marking, non-slip soles 	<ul style="list-style-type: none"> • clean • comfortable • non-marking, non-slip soles • Please consider shoes that are more traditional, avoiding bright colors that draw attention to one individual.
NOTE: Shoes that may not be worn at school include open-toe, sandals, slippers, boots, clogs, jellies, Crocs, brogans, platform shoes, light-up shoes, shoes that make sounds, or shoes with wheels. Shoes with laces must be tied.		
Socks	<ul style="list-style-type: none"> • required • navy, black, gray, or white • acceptable accents/athletic stripe: uniform colors • no patterns 	<ul style="list-style-type: none"> • required • navy, black, gray, or white • acceptable accents and patterns: uniform colors
Tights/Leggings (Girls)	<ul style="list-style-type: none"> • solid navy, black, gray, hunter green or white • no patterns • no pants or bell-bottom leggings 	<ul style="list-style-type: none"> • solid navy, black, gray, or hunter green • no patterns • no pants or bell-bottom leggings
Skirts/Pants/Shorts	not too long, not too short (<= 2 inches above knee), not too tight, not too baggy	
Bike Shorts	<ul style="list-style-type: none"> • suggested for girls to wear <u>under</u> skirts and jumpers • navy, black, or hunter green 	
Belts	<ul style="list-style-type: none"> • required for boys and girls on any garment that has belt loops • Daily Uniform: solid brown, black, or navy • Dress Uniform: solid brown 	
Shirts	All oxford/dress shirts and polo shirts must be tucked in. Solid white short-sleeve t-shirts may be worn under shirts.	
Blouses	Peter Pan collar blouses are worn under jumpers.	Girls' blouse does not have to be tucked in.
Hats	Hats are not permitted in the school building except for special days or events.	
Outerwear (Indoors)	Students may wear dress uniform blazer, letter jacket (9-12), CCS navy or hunter green sweatshirts, navy vests or sweaters, navy fleece jackets or vests, CCS navy windbreakers, CCS hoodies (hood off in the building), or any approved CCS team outerwear.	
Outerwear (Outdoors)	When outdoors for recess or other activities, students may wear any clean and neat coat, jacket, or rain/snow gear.	
Earrings	<ul style="list-style-type: none"> • Girls may wear one pair, non-dangling earrings. • Boys may not wear earrings. • No other visible body piercings are permitted. 	<ul style="list-style-type: none"> • Girls may wear one or two pairs, non-dangling earrings. • Boys may not wear earrings. • No other visible body piercings are permitted.
Accessories	<ul style="list-style-type: none"> • watches • rings • wrist bands in uniform colors • necklaces, bracelets, and anklets • no visible body art (tattoos) is permitted. 	



Uniform Colors: Navy, Gold, White, Hunter Green

CCS Logos (available only at Flynn O'Hara) are required on all button-down oxford dress shirts, polo shirts, polo dress, sweatshirts, cardigans, V-neck sweater vests, fleece jackets, and blazers.

HAIR AND HAIR ACCESSORIES

Students must keep their hair neat, clean, well-groomed, in traditional styles, and natural colors.

Boys:

K-8: Keep hair short with the back length no longer than the bottom of the shirt collar. Bangs should be trimmed and out of the eyes.

9-12: Rhetoric School boys should be well-groomed and may have well-kept facial hair. Bangs should be trimmed and out of the eyes.

Girls:

K-5: Barrettes, scrunchies, hair bows, and all hair accessories are allowed in moderate sizes and in uniform colors (white, black, gray, hunter green, gold/yellow or navy).

6-12: Barrettes, scrunchies, hair bows, and all hair accessories are allowed in moderate sizes. Girls' hair may be tastefully and conservatively highlighted.

ATHLETIC WEAR

Uniforms will be provided for all athletic competitions. These cannot be worn to school. Practice gear does not have to bear the CCS brand but needs to be modest, practical, and functional for the sport. PE will abide by the same guidelines.

Tuesday of each week will be set as team day for varsity and junior varsity teams in season. Thursday will be set as team day for middle school teams in season. On these days players of these teams may wear the team t-shirt provided for them at the beginning of the season. Certain other days will be set aside by administration as all school spirit days. Team t-shirts or approved booster store items may be worn.

Shoes: Since you are participating on a team, please consider shoes that are more traditional, avoiding bright colors that draw attention to one individual.

AFTER-SCHOOL WEAR

Students remaining on campus after school must remain in uniform unless a change is required for a sport or a class.

SPORTS EVENTS

Students attending school sports activities and games should be dressed neatly, cleanly, and modestly.

NON-UNIFORM DAY DRESS CODE GUIDELINES



Throughout the year, CCS students celebrate with special theme days, including, but not limited to, All-School Spirit Days, Senior Theme Days, and Knightsfest.

As in everything we do, we strive to be a respectful, responsible, and thoughtful community. We have this same expectation on our non-uniform days, and therefore, students should refrain from clothing/costumes with politically or culturally divisive symbols or messaging. Remember our Key to Success which reminds us to be aware of how our behavior affects our community.

The Non-Uniform Day Dress Code Guidelines are as follows for male and female students.

- **Hats**
 - All School Spirit Days: No hats.
 - Senior Theme Days/Knightsfest: If a hat is part of a costume, then students may wear their hat in the building.
- **Pants/Shorts**
 - All pants/shorts should be modest.
 - If shorts, only uniform shorts or Athletic/PE shorts purchased at Flynn O'Hara are permissible
 - Jeans, joggers, and sweatpants may be worn.
 - Jeggings and tights may not be worn unless completely covered where a school uniform skirt or shorts would cover.
 - If pants have holes, the holes may not be in places where the school uniform skirt or shorts would cover.
- **Tops**
 - All School Spirit Days: Only CCS approved Spirit Wear
 - Senior Theme Days/Knightsfest: No spaghetti straps, tank tops, or halter tops.
 - Hoodies are allowed if a part of the costume, however hoods must be removed or down in the buildings.
- **Shoes**
 - All School Spirit Days: Shoes and socks should follow the daily uniform guidelines.
 - Senior Theme Days/Knightsfest: If shoes other than uniform shoes are part of a costume, then they are approved for the day.
- **Props**
 - All School Spirit Days: No Props.
 - Senior Theme Days/Knightsfest: No weapons or oversized props

NOTES:

- Non-uniform days participation is optional. Students may always choose to wear their school uniforms.
- Weekly House Days are not non-uniform days. House shirts will be worn with uniform bottoms.
- Students who are not following these guidelines will be asked to change into their daily uniform. Please have an extra uniform at school in case this situation occurs.

EXPRESSING EXCELLENCE: DRESS UNIFORMS

What we wear is often the first impression we leave with people. We encourage our students to make an excellent first impression by proudly wearing their school uniform, and then to reflect this excellence in their character and conduct.

We have two types of uniforms at CCS: the dress uniform and daily uniform

Dress Uniform:

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 the dress uniform.

- First day of school
- Field trips (unless otherwise noted)
- School assemblies
- Group and individual picture days
- Christmas programs/concerts
- Oral presentations in class (Grades 6-12)
- School competitions or presentations (ex. Spelling Bee, Senior Theses)
- Last day of school/Year-end Awards Assemblies (9th-11th grade students are exempt due to exams)



K-5 DRESS UNIFORMS

K-2	3-5
Girls K-2	Girls 3-5
<ul style="list-style-type: none"> • Plaid Jumper • White Peter Pan Collar Blouse • Dress Shoes: Black or Navy; flat or low-heeled <= 1 inch 	<ul style="list-style-type: none"> • Plaid Skirt • White Oxford Button Down Collar Blouse • Optional: Solid Navy V-Neck Vest • Dress Shoes: Black or Navy; flat or low-heeled <= 1 inch
Boys K-2	Boys 3-5
<ul style="list-style-type: none"> • Khaki Pants, with Brown Belt • White Oxford Button Down Collar Shirt • Plaid Tie or Plaid Bow Tie • Dress Shoes: Brown 	<ul style="list-style-type: none"> • Khaki Pants, with Brown Belt • White Oxford Button Down Collar Shirt • Plaid Tie or Bow Tie • Dress Shoes: Brown

6-12 DRESS UNIFORMS

6-8	9-12
Girls 6-8	Girls 9-12
<ul style="list-style-type: none"> • Khaki Skirt or Kilt • White Oxford Button Down Collar Blouse • White Trim V-Neck Vest • Socks (if worn): navy, black, gray, or white; no patterns • Dress Shoes: Black, Brown or Navy; flat or low-heeled <= 2 inches 	<ul style="list-style-type: none"> • Khaki Skirt or Kilt • White Fitted Dress Shirt • Navy Blazer • Socks (if worn): navy, black, gray, or white; no patterns • Dress Shoes: Black, Brown or Navy; flat or low-heeled <= 2 inches
Boys 6-8	Boys 9-12
<ul style="list-style-type: none"> • Khaki Pants, with Brown Belt • White Oxford Button Down Collar Shirt • Navy Tie or Plaid Bow Tie • Dress Shoes: Brown 	<ul style="list-style-type: none"> • Khaki Pants, with Brown Belt • White Oxford Button Down Collar Shirt • Navy Blazer • Striped Tie or Plaid Bow Tie • Dress Shoes: Brown

CULTIVATING COMMUNITY: ARTS and ATHLETICS

Logic School: During their three years in middle school, students are required to take:

- one music elective
- one theater or visual arts elective

Rhetoric School: Art, Music, and PE credits are required for graduation and are offered to all Upper School students during our elective period, along with many other elective offerings. The PE requirement may also be met by participation on a CCS Athletic Team.

ARTS

<https://www.carychristianschool.org/fine-arts/>

All art—whether painting, dancing, music, drama, or literature—is a gift of God. God, who created all things, gives us our aesthetic standard for what is true, good and beautiful. At Cary Christian School we are working to reclaim the arts for Christ and resurrect their true purpose, which is to illuminate God's truth. The art we make reflects what we believe about the Triune God. When God created all things, He gave us a paint box of many tools, including joy, laughter, comedy, sorrow, pain, tragedy, light, and dark. Here at CCS we use the gifts and tools that He has given to us in order to explore His creation, His character, His story.

All students, K-12, at Cary Christian School have opportunities to participate in fine arts programs, either through regularly scheduled classes or electives.

ATHLETICS

At Cary Christian School, we believe that athletics are an ideal complement to academics and the arts in the overall classical educational experience for our students. We believe that it is essential to train the body, renew the mind, and encourage the spirit in the mind of Christ. This development will equip our students to go forth in the world as confident, strategic, strong, and intentional adults with a goal of expanding the kingdom of God in the world and deepening their own relationship with their heavenly Father.

We believe our students to be God's workmanship created in Christ for good works He created in advance for them to do. That means it is our goal to help each student find and develop and perfect their unique gifts and abilities. Our practice spaces allow for this work whereas the competition space allows us to test our ability and our character under greater pressure in a very public venue. This will result in great success and failure at various times, both of which are necessary for growth in Christ. We desire to build the child for the path, not the path for the child.

Our coaches will not only teach the expertise of sports but also share with our students their own personal triumphs and failures in Christ to exemplify what running the race looks like in practicality. Our parents will encourage and support our students and coaches with an outpouring of love and spirit for all their efforts. As a program, our students, coaches, and parents will respect our opponents, our authorities, and our results with a mind of being a witness toward a greater calling—that of the prize of the high calling of Jesus Christ!

For additional information on the Athletics Programs at CCS please visit the CCS Website

<https://www.carychristianschool.org/athletics/>

where you will also find the Athletics Handbook and a link to the CCS Spirit Store.

CULTIVATING COMMUNITY: STUDENT LEADERSHIP



HOUSE

The House system provides opportunities for what we call “vertical unity.” Rather than the standard categories of grade and age providing an identity, the House encourages younger students to look up to and interact with older students, while the older students are given the opportunity to lead and care for the younger students. All 6th – 12th grade students and teachers are assigned to a House. Through the years, students from the same family are assigned to the same House to build and nurture the legacy of community interactions.

COMMUNITY DEVELOPMENT

The Community Development program provides leadership for social, service, and worship activities at school and in the local communities

COMMUNICATIONS

The Communications team coordinates communications to promote events to the CCS community by working with all student Leadership Groups and organizations, with oversight from the Director of Communications, to manage student communications for the Knightly News, the Commons Area message board, and social media posts.

CLASS REPRESENTATIVES

Class Representatives serve as liaisons between the student community and the CCS Administration.

Class Representatives will be nominated by students and appointed by teachers and the CCS Administration. Each 7th grade – 12th grade class will have representation.

The Class Representatives and School Administrators will engage in rational, loving conversations addressing issues concerning our classrooms, our culture, and our campus.

CLUBS

Clubs allow opportunities for students to explore new areas of interest by sharing common interests and endeavors with their schoolmates.

CULTIVATING COMMUNITY: SCHOOL EVENTS

There are many events, activities, and celebrations listed on the annual school-year calendar. To see or download the calendar, please visit the CCS Website [COMMUNITY -> EVENTS] or use the CALENDAR BUTTON at the top of the home page.

<https://www.carychristianschool.org/events/>

<https://www.carychristianschool.org/calendar/>

SCHOOL-SPONSORED EVENTS GUIDELINES

School-sponsored events are:

- Events organized by a CCS staff member acting in an official capacity as a teacher, administrator, etc.
- Events approved by the Dean of Students for Student Leadership Programs
- 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)

These guidelines seek to ensure that school-sponsored events 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.

- Only school-sponsored events may be placed on the monthly school calendar.
- 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 Headmaster.
- Attendance at school-sponsored activities is generally limited to students who are currently enrolled at Cary Christian School. The appropriate Dean may grant exceptions.

- Timely information about school-sponsored activities will be provided to the parents. All written communication must be submitted to a Dean, Assistant Dean, Student Development Coach, or CCS Club Coordinator 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.

CAMPUS

Our main building is situated on a beautiful twenty-one-acre campus in the heart of Cary, NC. Our athletic fields support our many sports, like soccer, football, lacrosse, field hockey, baseball, and more. Our current auditorium accommodates our drama, chorus, fine arts, and music programs. Plans are in place to grow our facilities over the next five years. The beautiful oak tree at our entrance symbolizes taking young “shoots” and cultivating them into “oaks of righteousness.”

Our campus is a bustling center of activity every school day. This section outlines the operational considerations of respect, responsibility, and thoughtfulness which allow us to maintain our facilities and keep students healthy and safe.

CALENDAR=====

The Cary Christian School monthly and school-year calendars may be viewed on the Parent and Student portals and on the CCS website: www.CaryChristianSchool.org/calendar/.

EARLY RELEASE

Early Release days are scheduled throughout the year, most often on the Friday preceding a holiday weekend or school break.

GRADES	RELEASE TIME	LOCATION (see map in CARPOOL section)
9-12	11:45	East entrance of CCS
6-8	12:00	East entrance of CCS
K	12:15	Front entrance of CCS
1-2	12:25	Front entrance of CCS
3-5	12:25	Canopy

CARPOOL=====

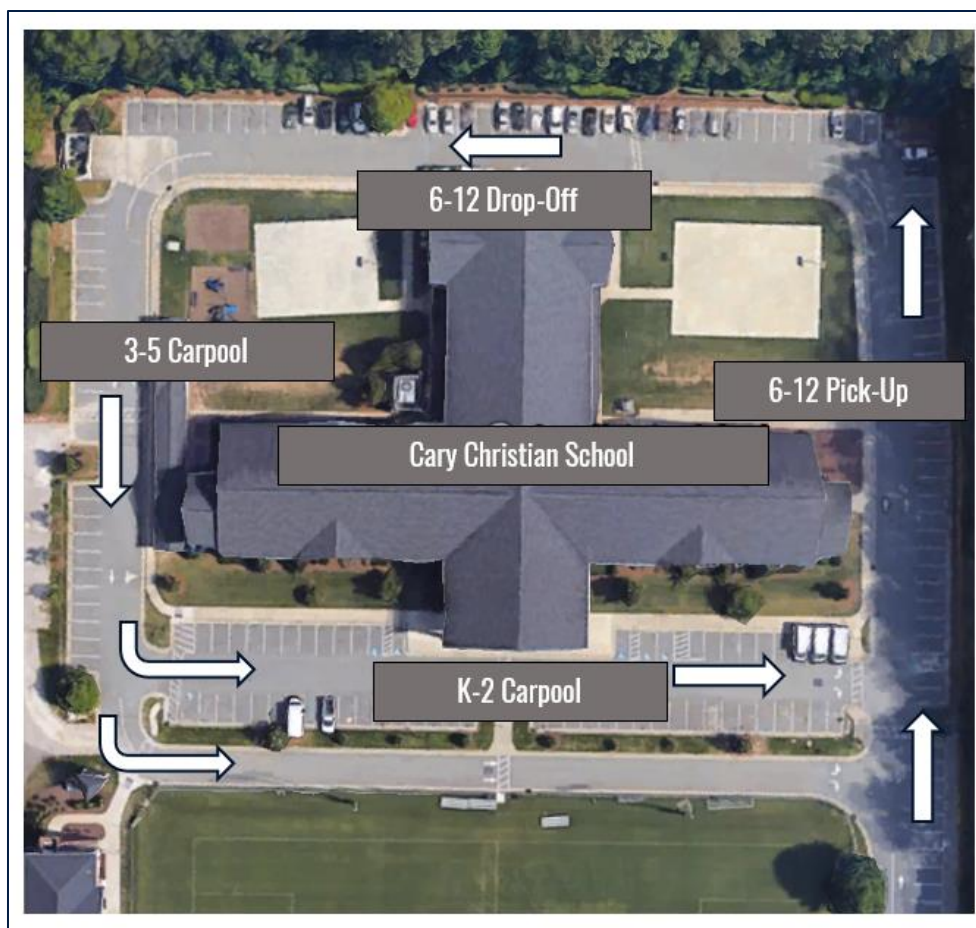


Carpool is how most of our students begin and end their day on the CCS campus. As the day begins, parents may be rushing to work, and as it ends, parents and children may be tired or distracted. As you drop off or pick up your children, please be patient and kind and follow the carpool guidelines.

K-5: Teachers, Assistants, and Staff will be attending carpool and will assist with unloading and loading your children from your vehicle. Do NOT let your child exit your vehicle without assistance.

**Make sure your assigned number card (K-5) is visible in the left front window.
While you are waiting in line in the morning,
please make sure your children are preparing to exit the car.**

CARY CHRISTIAN SCHOOL CARPOOL MAP



CAUTION

- Be cautious as you enter the campus. The driveway is often congested. Drive slowly and defensively.
- Traffic flow is counterclockwise and one-way around the back of the building.
- Watch for students who may be walking or riding a bike to school.
- Be attentive. There are two lanes of one-way traffic during peak carpool times.
- When you reach the canopy area, use your left-turn signal to enter the K-2 drop-off/pick-up area OR use your right-turn signal to leave the carpool lines and exit.
- At peak traffic times, there are two lanes of traffic in the K-2 drop off/pick-up area.
- Always wait for a staff member to open your car door and escort your child safely to the curb.
- Pedestrians cross ONLY at crosswalks.
- Drop off and pick up in designated locations only and only at the curb. Do not drop off or pick up students on Old Apex Road or in adjacent neighborhoods.
- Drivers exiting the carpool loop should yield to incoming traffic.

PARKING

- Do not park and leave your vehicle in the carpool lanes as this creates a congestion that slows the process for everyone.
- You may park and wait in marked spaces. Be sure to pull all the way into the space so you don't block traffic. Use extreme caution when backing up.

PICKING UP MULTIPLE STUDENTS

If you have multiple children with different drop-off/pick-up times, drop off or pick up the first child, then circle through the carpool loop until it is time to drop off or pick up the next child.

STUDENT PICK-UP (Non-immediate Family Member)

Regular Pick-Up: If a child is to be picked up by someone other than a parent or sibling on a regular basis, a record of permission for that person must be on file in the school office. That individual must have the student's number card.

Occasional Pick-Up: 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 with that individual or contact the Front Desk. Please include the other person's name and the make and color of the car, if known.

CARPOOL SCHEDULE

GRADES	MORNING DROP-OFF	SCHOOL STARTS PROMPTLY AT:	AFTERNOON PICK-UP	LOCATION
9-12	7:30-8:00	8:00	3:25	A.M. Back of Building and East Entrance P.M. East Entrance
6-8	7:30-8:00	8:00	2:30	Back of Building and East Entrance
6-12			2:40	Pick-up moves to Canopy
3-5	7:45-8:15	8:15	2:45-3:00	Canopy
1-2	8:00-8:15	8:15	2:45-3:00	Front Entrance
K	8:00-8:15	8:15	12:15	Front Entrance

We encourage you to avoid any carpool congestion by arriving closer to the end of carpool (2:50-2:55), as traffic is much lighter during that time.

Parents are encouraged to form carpools to alleviate traffic during drop-off and pick-up times if desired.

At 3:00 p.m., any students remaining will be taken to the After-School Program (K-8) where parents will incur the standard charge for these services.



SUPERVISED MORNING PLAYGROUND TIME 7:30-7:55

We realize there are occasional days when you may need to drop off your child(ren) before their scheduled drop-off time. At 7:30 a.m. each day, a CCS staff member will be on the playground to supervise students who must be dropped off early that day.

Please support our efforts to keep our students safe. It is our highest priority. Do not drop off your child before 7:30 a.m. Even though there may be other adults or students on campus, there is no one on the playground monitoring student activities or interactions. Before school, K-5 Staff often have meetings or are preparing for the day. Students must remain outside the hallways and classrooms until they are let in at 8:00 from the playground.

EMERGENCY MESSAGING =====

In emergency situations, CCS administration will send a text message, a voice call, and/or an email to all users who have registered in our system. This is for emergency situations only, e.g. school delays or closings, unplanned early release, lock-in/lock-down situations. Please note that standard text messaging rates apply according to your calling plan.

HEALTH =====

IMMUNIZATIONS

Immunization law (N.C. G.S. 130-A-152 (a)) requires an up-to-date certificate of immunization prior to or on the first day of enrollment for Kindergartners and all new students. In addition, students entering 7th Grade are required by the same statute to provide proof of one dose of Tdap and one dose of meningococcal conjugate vaccine prior to or by the first day of 7th grade.

If complete immunization records are not provided, you will have 30 calendar days from the first day of school/enrollment to do so. You may also be required to provide a schedule for completion of required immunizations, authorized by a physician in NC.

STUDENT ILLNESS

Help protect your child(ren) -- and their classmates -- when they're not feeling well, so they can return to the classroom healthy and ready to learn.

When your child is not feeling well:

- Parents should notify the school.
- Keep your child home. Do not send the child to school.
- Do not give your child fever-reducing medication and then send them to school.
- The child must not return to school until the child is free of fever, vomiting, diarrhea, or other signs of illness for 24 hours without the use of medication.
- If the child is diagnosed with an illness requiring antibiotics, they should not return to school for 24 hours following their first dose.

Love your neighbors! Be respectful, responsible, and thoughtful. Keeping your child at home protects other students and staff, helps stop the spread of illness, and will help your child heal more quickly.

A student who feels ill during the school day should notify the teacher who will, with assistance from the Medical Officer, help make appropriate arrangements for the student's care and/or parent's pick up.

NOTE: If an illness/injury to your child occurs outside school hours and during weekends, please consult your healthcare provider for diagnosis and treatment.

HIGHLY CONTAGIOUS ILLNESSES

CCS should be notified if your child has a contagious disease including, but not limited to, coronavirus, chickenpox, influenza, strep throat, pink eye or head lice. **Follow the Student Illness instructions above and continue reading below for additional information.**

COVID-19

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to the virus**. People with these symptoms may have COVID-19.

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

If you suspect your child or someone in your family may have COVID-19, notify CCS immediately by contacting Amber Boger, Medical Wellness Director and School Nurse at (919) 303-2560 or aboger@carychristianschool.org. Get the Facts About Coronavirus on the CDC website: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

INFLUENZA (FLU)

CCS will adhere to all guidelines and policies of the CDC (www.cdc.gov/flu/index.htm) during flu season. Influenza can be a serious illness. See *The Flu: What To Do If You Get Sick* on the CDC website: <https://www.cdc.gov/flu/treatment/takingcare.htm> and seek immediate medical care if you develop emergency warning signs of flu.

HEAD LICE

Head lice are not uncommon among school aged children. When a student is identified with head lice at CCS, the parents will be contacted to pick up the student and obtain treatment. CCS will provide a packet with information from the CDC on treatment options for the student and the affected household. If you identify head lice on your child outside of school, please notify CCS. Students may return to school after proof of proper treatment. Clearance from a health professional may be necessary in some cases.

MEDICINE DISBURSEMENT POLICY

The proper care and safety of students while they are at school is of paramount importance to the CCS Administration, Faculty, and Staff. Key to this is the disbursement of over-the-counter (OTC) medications and prescription drugs to students consistent with nominal school policies and federal and state laws. The CCS Medicine Disbursement Policy defines how these drugs will be managed and disbursed to students during the school day. Any exceptions to this policy will require CCS Administration and Headmaster approval.



OVER-THE-COUNTER (OTC) MEDICINE



LOWER SCHOOL (K-5)

- Generally, OTC medications should be administered to a student by their parent/guardian before and after school.
- CCS may administer the following OTC medications to a student in an **urgent** situation only if a parent/guardian completes and signs an **Emergency Medical Form**. These forms can be obtained from the student's classroom teacher.
 - Acetaminophen
 - Ibuprofen
 - Topical Hydrocortisone Ointment
 - Topical Antibiotic Ointment
 - Benadryl (emergencies only)
- CCS may not administer cough drops to students.
- If a parent/guardian wishes CCS to administer OTC medications other than from the list above, the parent/guardian must provide the medication to the CCS Health Office in its original container with a signed note that provides detailed instructions on how/when to administer the medication to the student. This includes cough drops, insect repellent, and sunscreen.
- Lip Balm is permitted for self-carry and self-use.
- If there is no medication on hand in the event of an emergency, CCS will notify the parent/guardian and/or call 911.

UPPER SCHOOL (6-12)

All the Lower School items above apply to Upper School students except for the following:

- CCS may administer the above OTC medications to a student in an urgent situation only if a parent/guardian completes and signs an Over the Counter Medication Disbursement Permission Form. These forms are available on Veracross or at the CCS front desk.
- Student self-administration of OTC medication is permitted only if it is in the original container and labeled with the student's name. The student should carry no more than a daily dose in the appropriate container. This includes cough drops.
- Upper School students may self-administer insect repellent and sunscreen.

Prescription Medicine (Includes Inhalers and EpiPens)

- All students that require prescription medication, including inhalers, antihistamine, and/or EpiPens, must have a Parent and Physician Order for Medication Form: Form 1702 that is completed and signed by the student's physician and parent/guardian and turned into the CCS Health Office. This form can be obtained from the Physician's office or at the front desk. A new form must be completed every year and anytime there are changes in medication directions. This is required by General Statutes of North Carolina Chapter 115-307.
- CCS will not administer prescription medication unless it is in a container dispensed by a pharmacy (or original container for an antihistamine) with the student's name, name of medication, date prescription filled, expiration date, and directions clearly marked.
- Parents/guardians are responsible for monitoring medication expiration dates and replacing medication when expired.
- It is the parent/guardian responsibility to inform the CCS Health Office if their child may require the use of inhalers/antihistamines/EpiPens while on campus and where the medication will be stored.

- At the beginning of each school year, the student's parent/guardian will need to bring the medicine along with the signed and completed Parent and Physician Order for Medication Form: Form 1702.
- **Lower School Students:** Turn in forms and medicine to the CCS Health Office. Only emergency medicines may be self-carried and administered if the student has permission to do so on Form 1702. A Parent/guardian must inform the CCS Health Office and classroom teacher(s) of the need for medication, location(s) stored, and permission to self-carry and administer.
- **Upper School Students:** All forms must be turned into the CCS Health Office. A parent/guardian must inform appropriate staff/faculty/coaches of the need for medication, location(s) stored, and permission to self-carry and administer. Prescription medication may be self-carried and administered by the student if they have permission to do so as documented on Form 1702. Otherwise, the medication will be stored and secured at the Upper School Administrative Assistant's desk.
- At the end of the school year, it is the parents' responsibility to take home all medicine stored at CCS.

If you have any questions, please contact Medical Officer, at MedicalOfficer@CaryChristianSchool.org or call 919-303-2560.

INCLEMENT WEATHER =====

SCHOOL CLOSINGS

When inclement weather makes it unsafe or impossible to keep school in session the CCS Administration will make the determinations, decisions, and announcements regarding closings, delays, early releases, or the implementation of our Severe Weather Plan. We will always make the safety of our students and families the highest priority in making operational decisions for the school.

Announcements will be made to the CCS Community via:

- Parent Alerts: text messages, voicemail, and e-mail
- Local TV
 - WRAL (www.wral.com)
 - NBC 17 (www.nbc17.com)
 - ABC11 (www.abc11.com)
- CCS Facebook

The decision to send a child to school or not, remains with the parent. As always in these situations, should you as a parent feel uncomfortable bringing your child(ren) to school on an operational day, you are free to not bring them. Please refer to the Attendance Guidelines to review expectations for making up missed assignments.

Kindergarten **does** meet on a one or two hour delay opening.
 Kindergarten **does not** meet on a three-hour delay opening.

SEVERE WEATHER PLAN EARLY RELEASE SCHEDULE

On the occasion that CCS needs to invoke the Severe Weather Plan, students will be released as follows:

GRADES	RELEASE TIME	LOCATION (see map in CARPOOL section)
9-12	11:00	East entrance of CCS
6-8	11:15	East entrance of CCS
K	11:30	Front entrance of CCS
1-2	11:30	Front entrance of CCS
3-5	11:30	Canopy

LOST and FOUND =====

Parents and students who are looking for lost items may search the Lost and Found boxes in the Phonics, Grammar, and Logic stairwells, as well as the changing rooms and locker rooms in the gym. Families are encouraged to label all 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 ask the receptionist at the main desk to see if such items have been turned in.

On the last day of each quarter, the Lost and Found boxes will be emptied, and all items will be donated.

LUNCH =====

Students should bring their own lunches to school or participate in the on-site lunch program. If your child brings a packed lunch to school, please remember:

- Keep cold items cold with ice packs or frozen drinks.
- Use thermos containers to keep hot foods hot.
- Do not send items that need to be microwaved, as students do not have access to microwaves.

The school sponsors an optional lunch program three days each week for grades 1-5 and five days each week for grades 6-12. Information on the types of lunches and cost will be sent home early in the school year. Lunchtime provides time for recess (1-5), quiet conversation, and respectful and responsible social interaction.

As a privilege, Junior and Senior students may leave campus for lunch. As explained in our Keys to Success, students are expected to return to school on time. Additional guidelines are in the STUDENT DRIVERS section below.

HAVING LUNCH WITH YOUR CHILD

Parents, we know how much you enjoy occasionally having lunch with your child here at school. Those are special times and we encourage them.

- Come to the front entrance.
- 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 outside for a more private visit. The lobby and Commons Area may be available as well.
- 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 their 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.

Please refer to additional guidelines in the “VISITORS” section of the Handbook.

SAFETY DRILLS AND PROCEDURES =====

Keeping our students safe is our top priority. We practice safety drills throughout the school year. Each teacher has received training in our emergency procedures and there are emergency instructions in each classroom.

- Fire: When the fire alarm sounds, all classes proceed as a group to a designated outdoor area.
- Tornado: When a tornado warning is announced, each class proceeds to its designated safe place.
- Lock-In: If there is a generalized or local threat, students remain in or return to their classrooms. All entrances to the school are locked.
- Lock-Down: If there is imminent danger, students either remain in their classrooms, return to their classrooms, or are escorted off-campus.

SCHOOL HOURS =====



	START	END
Kindergarten	8:15 a.m.	12:15 p.m.
Kindergarten: Extended Day	12:15 p.m.	2:45 p.m.
Grades 1-5	8:15 a.m.	2:45 p.m.
Grades 6-8	8:00 a.m.	2:30 p.m.
Grades 9-12	8:00 a.m.	3:25 p.m.

SNACKS=====

Students may have snacks at times designated by the classroom teacher. In elementary school, this usually occurs at the mid-morning recess.

VENDING MACHINES

- K-5 students may use vending machines before and after school with parental permission.
- K-2 students may not use the vending machines during school hours.
- Students in Grades 3-5 may go to the vending machines during school hours with permission from the teacher.
- Secondary students may use vending machines during school hours between classes or at lunch.

STUDENT DRIVERS=====

- Students who drive to school are expected to do so responsibly. Driving to school is a privilege that may be revoked, if necessary.
- Students must drive slowly on campus (< 10 mph).
- Special attention should be paid before and after school to students in the parking lot and carpool lanes.
- Parents may choose to have another student drive their child to school during the morning drop-off time or pick up from school during the afternoon pick-up time.

PARKING

- Juniors park in the gravel lot adjacent to the bus parking lot.
- Seniors park in their assigned parking spaces behind the school.

STUDENT TECHNOLOGY AND COMPUTER USE POLICY =====

COMPUTERS AND SYSTEMS

Access to the CCS IT systems (Veracross, Microsoft, CCS shared computers) is controlled by the use of User IDs and passwords. All User IDs and passwords are to be uniquely assigned to named individuals and consequently, individuals are accountable for all actions on the CCS computers and systems. CCS computers and systems are monitored.

Individuals must not:

- Allow anyone else to use their user ID and password online or on any CCS IT system.
- Leave their user accounts logged in at an unattended and unlocked computer.
- Perform or attempt to perform any unauthorized changes to CCS's computers or systems.
- Access or attempt to access data that they are not authorized to use or access.

INTERNET AND EMAIL: CONDITIONS OF USE

Use of CCS internet and email is intended for education use only. All individuals are accountable for their actions on the internet and email systems. Student Microsoft Accounts will be available ONLY while enrolled at CCS. Also, emails are monitored and automatically filtered for explicit language through Microsoft's Reporting Tools.

Individuals must not:

- Use the internet or email for the purposes of harassment or abuse.
- Use profanity, obscenities, or derogatory remarks in communications.
- Access, download, send, or receive any data (including images), which CCS considers offensive in any way, including sexually explicit, discriminatory, defamatory, or libelous material.
- Use the email systems in a way that could affect its reliability or effectiveness, for example distributing chain letters or spam.
- Place any information on the Internet that relates to CCS, alter any information about it, or express any opinion about CCS, unless they are specifically authorized to do this.
- Download copyrighted material such as music media (MP3) files, film, and video files (not an exhaustive list) without appropriate approval.
- In any way infringe any copyright, database rights, trademarks, or other intellectual property.
- Download any software from the internet without prior approval of the IT Department.
- Connect CCS devices to the internet using non-standard connections.

VISITORS =====

All visitors must report to the front entrance to gain access to the main lobby, sign in, and receive a visitor's badge. Please return the badge and sign out before leaving.

If a student wants to have a visitor other than immediate family, the visitor must be approved by a school administrator. The student's parent must email the Lower School or Upper School Administrative Assistant (see CONTACT LIST for email address) for approval preferably 24 hours in advance.

Out of respect for our school and business community, guests should be modestly dressed in school appropriate attire, including shoes.

*“The greatest single cause
of atheism in the world today is Christians:
who acknowledge Jesus with their lips,
walk out the door,
and deny Him by their lifestyle.
That is what an unbelieving world
simply finds unbelievable.”*
Brennan Manning

Let your
Light So Shine
before men,
that they may see your **Good Works**
AND *Glorify* your FATHER which is in Heaven.

Matthew 5:16

APPENDIX A: STOP and THINK

An outline of the processes we plan to use
to keep our school orderly and safe,
to encourage students to focus on developing the habits that will nurture their souls,
and to inspire them to achieve their God-given potential.



**We expect students to come to school
clean, neat, and wearing the proper uniform.**

Principles: CCS students wear uniforms to foster a sense of unity in our learning community, allowing students to focus on academics and character development.

Methods: Uniform requirements and options are described in the CULTURE section of the handbook. Uniforms may be viewed on the CCS website and viewed/purchased through Flynn O'Hara. Each classroom teacher has a Style Guide for reference.

Stop and Think

Three Formal Reminders

- We understand students may occasionally miss the uniform standards; each semester we allow three formal reminders.
- A teacher or staff member will speak with the student reminding them of the uniform requirements and the opportunity the uniforms give students to be respectful and responsible.
- Parents will receive an email (through Veracross) reminding them of the uniform requirements and informing them of the issue with their child's uniform.

Uniform Violation

A fourth (and subsequent) uniform issue in a semester will result in a Uniform Violation.

- Parents will receive an email notifying them of the Uniform Violation.
- A lunch time service project or a lunch conference/silent lunch will be scheduled for the student.



We expect students to be on time and be prepared.

Principles: Managing our time wisely is an important life skill that our students must learn in order to be successful adults. When we are on time for a commitment, we give the message that we respect the others involved and understand the importance of their time. When a student is late for class, they not only impact their success in class, but they also impact the learning opportunities of their classmates and the focus of their teacher.

Methods: The teacher will take roll at the beginning of each class. If, at that time, a student is not where he/she is expected to be by their teacher, they will be counted tardy. If you do not have a note excusing the tardy, you can meet with the Dean of Students to appeal the tardy.

Stop and Think: We understand there will be times a student may be late to a class; therefore, we allow three tardies per quarter without consequence.

- First three tardies: A teacher or staff member will speak with the student to remind them of the importance of being on time.
- Tardy #4: An email will be sent to the parent(s) notifying them of the 4th tardy.
 - Grades 6-12: The student will be scheduled for a lunch time service project or a lunch conference/silent lunch.
- A Junior or Senior student who is late for class after lunch more than four times in a quarter will lose off-campus privileges for the remainder of the quarter.



We expect students to engage positively in the learning environment.

Principles: Every student learns differently, and our teachers work to create a learning environment that takes each learning style into account. All students must focus on supporting their teachers and their classmates by exercising self-control and refraining from any behavior which distracts others from learning.

Methods: The teacher will confront the student immediately and directly in an efficient manner so they will understand the issue, cease the distracting behavior, and respectfully exhibit the desired behavior.

Stop and Think: Students will not be allowed to negatively impact their classmates' opportunity to learn.

- Students who persist in behavior which is a distraction to the class will be sent to meet with the Dean of Students or the Student Development Coach.
- Once this conversation occurs, the parents will be notified.
- Further disciplinary action will be left to the discretion of the Dean of Students or the Student Development Coach.

SKIPPING CLASS: It is the student's responsibility to attend and actively engage in their assigned classes. This behavior exemplifies their respect for their classmates, teachers, and person(s) investing in the student's education. Skipping class prevents a student from positively engaging in the learning environment. If a student decides to skip a class, a parent will be notified and a discussion with the teacher/Dean of Students/Student Development Coach will follow. If an assignment, project, pop quiz, or test is due/given during the skipped class, it will impact the student's grade and may result in a zero.



We expect students to treat others the way they want to be treated.

Principles: As Christians, we are clearly required to love one another.

“This love of which I speak is slow to lose patience—it looks for a way of being constructive. It is not possessive: it is neither anxious to impress nor does it cherish inflated ideas of its own importance. Love has good manners and does not pursue selfish advantage. It is not touchy. It does not keep account of evil or gloat over the wickedness of other people. On the contrary, it is glad when truth prevails. Love knows no limit to its endurance, no end to its trust, no fading of its hope; it can outlast anything. It is, in fact, the one thing that still stands when all else has fallen.” (1 Corinthians 13:4-8 - J.B. Phillips)

Methods: This is the biblical way we are instructed to interact with one another. When we engage in a thoughtful manner, our school will be a safe community.

Stop and Think: Inappropriate behaviors that are not loving or respectful will be addressed immediately by a teacher, a staff member, the Dean of Students, or the Student Development Coach. A simple conversation and apology may suffice.

However, if the behaviors fall into the categories of egregiously inappropriate behavior: abuse of any kind, use or possession of illegal substances, or serious misconduct they will be addressed as described in APPENDIX B: INAPPROPRIATE BEHAVIOR.



We expect students to develop healthy and appropriate relationships.

Principles: Understanding how to develop and nurture healthy and appropriate relationships is an integral part of youth development. During the K-12 years, we will encourage our students to engage in friendship relationships with a focus on respect and strong communication. Relationships should add to the CCS experience, not cause distraction to the learning environment.

Methods: Student relationships should enhance the CCS experience.

- We encourage an inclusive and respectful environment. In all interactions, we will be respectful to each other.
- Friendships celebrate the strengths of others and the fact that our differences make us stronger.
- We acknowledge that we are all brothers and sisters in Christ and will interact with each other from this viewpoint.
- Our families will determine their dating parameters for their children. If students are in a dating relationship, we expect their behavior to be as any other friendship during the school hours.

Stop and Think: If a student relationship becomes distracting for themselves or others, a teacher, the Dean of Students, or the Student Development Coach will meet with the students to lend support, discuss appropriate behavior, and set parameters for the school day.



We expect students to own their actions and accept responsibility.

Principles: In life, we all face moments where we are tempted to excuse our own actions as a response to someone else's behavior. Instead of seeking to fix blame, we expect students to examine their own actions with the goal of a rational conversation that will maintain/restore relationships. Students need to learn it is ok to say, "I was wrong," and to apologize and seek forgiveness.

Methods: When conflict occurs, the individuals involved should follow the guidelines in THE RATIONAL AND LOVING CONVERSATION section of this handbook.

Stop and Think: When their behavior falls short of the standards, students will be expected to own their share of the situation, to express a willingness to change their behavior, and seek to repair any broken relationships. The purpose of this process is not blame or shame. The purpose is to learn to live in Christ by grace and in fellowship with others.



We expect students to do their own work and develop a love for learning.

Principles: The beauty of community is when we share our God given talents and contribute in our areas of strength. As we strive for excellence, we ask students to honestly do their own best work. Remember grades are a measure of learning at a point in time; they are not a measure of the value or worth of the student.

*For we are his workmanship, created in Christ Jesus for good works,
which God prepared beforehand, that we should walk in them.*
Ephesians 2:10 (ESV)

For what will it profit a man if he gains the whole world, and loses his own soul?
Mark 8:36 (NKJV)

Methods: Lying, cheating, or plagiarism will be considered violations of the most basic biblical commandments regarding dishonesty and stealing.

Stop and Think

- When it is reported/observed and confirmed that a student has lied, cheated, or plagiarized (as defined in the Cary Christian School Guide to Writing) by sharing their work or using someone else's work, the teacher will speak with the student and make an adjustment to the grade on the assignment or assessment. For example, the student may receive a zero or may be allowed to redo the assignment for a reduced grade.
- The teacher will communicate with the student's parent(s) to inform them of the offense.
- If these kinds of behaviors are seen to be a pattern (occurs more than once), the student will meet with the Dean of Students or Student Development Coach to discuss the behavior and determine the next steps.
- The Dean of Students or Student Development Coach will communicate with the student's parent(s) to inform them of the repeated offense.
- Cheating or Plagiarism is an egregious behavior and could be grounds for expulsion.



We expect students to use technology wisely and considerately.

Principles: The modern-day reality is that technology in our society is ubiquitous. We want to use technology at school in ways that enhance teaching, learning, and interpersonal relationships as well as prepare our students for appropriate use in school/work settings.

- The use of technology will not interfere with teaching, learning, and relationships in the school community.
- The use of technology will not promote over usage that negatively impacts the ability for individuals to have healthy interpersonal relationships.
- Technology will not be used in inappropriate ways on our school campus.

Methods: Technological devices (laptops, tablets, readers, cell phones, and smart watches) are permitted at school according to the following guidelines.

NOTE: Lower School (K-5) students may not have any electronic devices at school.

Laptops, Tablets, and Readers

- May be used by Logic School and Rhetoric School students at the teacher's discretion
- Must be used solely for school purposes and not for personal entertainment or communication
- Note: Streaming downloads of any type from the internet are prohibited. CCS has limited bandwidth which must be reserved for school use.

Cell Phones

- Upper School (6-12) students may have cell phones at school for parental and employment communication purposes.
 - Logic School (6-8) students must turn off their phones and leave them in their lockers from 7:55 a.m. – 2:30 p.m.
 - Rhetoric School (9-12) students may keep phones in lockers, pockets, bookbags, or backpacks, but phones must not be seen or heard (silent with no alerts, airplane mode, or off) between 7:55 a.m. and 3:30 p.m.
- If a student must make a phone call during school hours, they may:
 - use the student wall phones in the upstairs or downstairs hallway
 - use their personal cell phones in front of the Administrative Assistant's desk



For safety reasons, we ask parents and students to refrain from using cell phones while driving on the CCS campus.

Smart Watches must have data turned off and be silent during class. Student will turn in their Smart Watches during assessments to avoid misunderstandings and/or confusion about the use of a smart watch.

Social Media

Inappropriate behavior or serious misconduct via social media against fellow students, teachers, or staff may have disciplinary consequences at school. Please refer to the sections on INAPPROPRIATE BEHAVIOR AND SERIOUS MISCONDUCT in CLASSROOM – POLICIES AND PROCEDURES.

CCS Computer Lab

- Personal music or picture collections may not be stored on CCS network servers or local hard drives. Any personal pictures or music collections found during network scans may be removed without notice.
- No one may sync a personal device to any CCS owned computer.
- Personal software is prohibited on school-owned computer systems. If the software is needed to meet school needs, then the school will purchase the proper license or receive a donation of the licensed software. Only IT personnel are allowed to install software on CCS computer systems.
- Students are encouraged to save files to the cloud (Office 365/One Drive) using their Microsoft account) when using the computers in the Computer Lab.

Stop and Think: Students who do not use technology respectfully, responsibly, or thoughtfully according to the above guidelines will either lose the privilege of using their device(s) or of having the device(s) at school.

First Offense in a Classroom – A Conversation with the Teacher

- The teacher will take the device and keep it until the end of the school day.
- The teacher will email parent(s) to inform them of the offense.
- The teacher will email the Dean of Students to document the offense.

Repeat Offenses in the Same Classroom: If repeat offenses occur in the same class as the First Offense, the teacher will take the device and give it to the Dean of Students or Student Development Coach, and the Multiple Offenses process will be followed.

=====

Multiple Offenses: Offenses will be tracked by the Dean of Students. After the first offense, all subsequent offenses, regardless of where they occur, will necessitate a meeting between the student and the Dean of Students or Student Development Coach.

- Offense #2
 - The device will be returned to the student at the end of the day.
 - The second offense will indicate the beginning of a pattern of behavior,
 - The Dean of Students or Student Development Coach will meet with the student and discuss the behavior pattern.
- Three or More Offenses
 - When accumulated offenses total three or more, the Dean of Students or Student Development Coach will keep the device and communicate with the student's parent(s) to arrange for a time for a parent to come to school to pick up the device.
 - The student will be scheduled for a lunch time service project or a lunch conference/silent lunch.
 - The student may lose the privilege of having the device at school.



We expect students to be grateful stewards of our campus.

Principles: God has blessed us with a gift of a beautiful school building and campus. All members of our community (students, families, teachers, and staff) have an obligation and responsibility to steward this gift well for the generations that follow. The simple rule of *leaving things better than you found them* will keep our campus safe, orderly, clean, and beautiful.

Methods

- Students will keep hallways, classrooms, lunch areas, common areas, playgrounds, field, and outdoor spaces clean by picking up after themselves and disposing of trash properly.
- Students will care for the textbooks, classroom resources, equipment, and CCS clothing assigned for Academics, Arts, or Athletics.

Stop and Think

- Students who damage or deface property or leave a mess will be spoken with by a teacher or staff member and will be required to repair or replace the property or clean up the mess.
- Persistent disregard for our campus will result in a lunch time service project or a lunch conference/silent lunch for the student. Parent will be notified.
- An act of serious damage to or defacement of our campus will necessitate more serious consequences. If the incident is serious (determined by CCS Administration), parents will be notified by email or phone.

Note: Of course, students are also expected to be respectful of the personal property of their classmates and teachers.



**We expect students to be aware of
how their behavior affects our community.**

The Scriptures are filled with *one another* passages that remind us how our behavior affects our community. The relationships in our community depend on how we interact with one another. First and foremost, we are commanded to love **one another**. When we are like-minded, serving one another, patient with one another, blessing others with our gifts and talents, and thinking more of others than ourselves, our community will thrive.

*A new commandment I give to you,
that you love **one another**.
just as I have loved you, you also are to love one another.
John 13:34 (ESV)*

*Love one another intentionally.
Fill your hearts and minds with joy –
honor and respect one another.
Romans 12:10*

*Now may the God of patience and comfort
grant you to be like-minded toward **one another**,
according to Christ Jesus,
that you may with one mind and one mouth glorify
the God and Father of our Lord Jesus Christ.
Romans 15:5-7 (NKJV)*

*It is absolutely clear that God has called you to a free life.
Just make sure that you don't use this freedom as an excuse
to do whatever you want to do and destroy your freedom.
Rather, use your freedom to serve **one another** in love;
that's how freedom grows.
Galatians 5 (MSG)*

*Be merciful in action, kindly in heart, humble in mind.
Accept life, and be most patient
and tolerant with **one another**,
always ready to forgive
if you have a difference with anyone.
Forgive as freely as the Lord has forgiven you.
Colossians 3 (J.B. Phillips)*

*As each one has received a gift,
minister it to **one another**,
as good stewards of the manifold grace of God.
1 Peter 4:10 (NKJV)*

*Live together in harmony, live together in love,
as though you had only one mind
and one spirit between you.
Never act from motives of rivalry or personal vanity,
but in humility **think more of each other**
than you do of yourselves.
None of you should think only of his own affairs
but should learn to see things
from other people's point of view.
Philippians 2 (J.B. Phillips)*

APPENDIX B: INAPPROPRIATE BEHAVIOR

Inappropriate behaviors at school include disrespect, dishonesty (lying, cheating, stealing, plagiarism), fighting, obscene language, harassment (verbal, physical, sexual), bullying, threats, abuse, or any behavior that places a person in actual and/or reasonable fear of physical, mental, emotional, or spiritual harm. Reasonable actions will be taken to end such behavior and may include suspension or expulsion. Furthermore, inappropriate interactions by students against fellow students or teachers off campus (Including social media) may have disciplinary consequences on campus.

NOTE: A student who is suspended during his or her senior year is ineligible to receive the Valedictorian or Salutatorian awards.

REPORTING INAPPROPRIATE BEHAVIOR

Inappropriate behaviors should be reported immediately.

- Students should report inappropriate behavior to a teacher or administrator.
- Employees should report inappropriate behavior to their immediate supervisor, a dean, or the Headmaster.
- Any CCS employee witnessing inappropriate behavior should report the incident to the appropriate teacher and/or administrator.

All overt or reasonably perceived inappropriate behavior (e.g. fighting, bullying, threats, abuse) will be promptly investigated by the teacher, a dean, the Headmaster, or designated administrator. If necessary, the incident will be referred to the appropriate local, state, or federal law enforcement agency.

Every parent has a responsibility and obligation to instruct their children in righteousness and to partner with Cary Christian School in creating a safe learning community for our students.

SEXUAL HARASSMENT/ABUSE/CHILD ABUSE GUIDELINES

Cary Christian School maintains a zero-tolerance policy for sexual harassment, abuse, or child abuse. We will not tolerate, excuse, defend, or ignore any identified case of harassment or abuse.

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

North Carolina General Assembly Statute, NCGS 7b-301:

§ 7B-301. Duty to report abuse, neglect, dependency, or death due to maltreatment.

- *(a) Any person or institution who has cause to suspect that any juvenile is abused, neglected, or dependent, as defined by G.S. 7B-101, or has died as the result of maltreatment, shall report the case of that juvenile to the director of the department of social services in the county where the juvenile resides or is found. The report may be made orally, by telephone, or in writing. The report shall include information as is known to the person making it including the name and address of the juvenile; the name and address of the juvenile's parent, guardian, or caretaker; the age of the juvenile; the names and ages of other juveniles in the home; the present whereabouts of the juvenile if not at the home address; the nature and extent of any injury or condition resulting from abuse, neglect, or dependency; and any other information which the person making the report believes might be helpful in establishing the need for*

protective services or court intervention. If the report is made orally or by telephone, the person making the report shall give the person's name, address, and telephone number. Refusal of the person making the report to give a name shall not preclude the department's assessment of the alleged abuse, neglect, dependency, or death as a result of maltreatment.

- (b) Any person or institution who knowingly or wantonly fails to report the case of a juvenile as required by subsection (a) of this section, or who knowingly or wantonly prevents another person from making a report as required by subsection (a) of this section, is guilty of a Class 1 misdemeanor.
- (c) Repealed by Session Laws 2015-123, s. 3, effective January 1, 2016. (1979, c. 815, s. 1; 1991 (Reg. Sess., 1992), c. 923, s. 2; 1993, c. 516, s. 4; 1997-506, s. 32; 1998-202, s. 6; 1999-456, s. 60; 2005-55, s. 3; 2013-52, s. 7; 2015-123, s. 3.)

All cases of sexual harassment, abuse, or child abuse should be reported immediately to the Headmaster and/or Dean of Students. As soon as a report is received, the CCS Sexual Harassment/Abuse/Child Abuse Action Plan will be implemented by CCS Administration.

SERIOUS MISCONDUCT

If a student commits an act with such serious consequences that the Headmaster 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 or security of other students or staff members, a threat to the school or immediate community communicated in any form, gross violence, possession or provision of an illegal substance, any form of sexual assault or coercion, any form of sexual misconduct (including, but not limited to misconduct via use of social media or digital communications), possession of an assault weapon on school grounds, vandalism to the school facilities, violations of civil law, egregious violation of school rules, or any act in clear contradiction of scriptural commands. Students may also be subject to school discipline for serious misconduct that occurs after school hours or off school grounds. In these cases, the parents will be contacted. The Headmaster will also make the CCS Board aware of the incident and actions that are being taken.

At the discretion of the Headmaster, 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.

EXPULSION

Forgiveness and restitution are fundamental to our total discipline guidelines. However, should a student and his parents not be able to eliminate ongoing behavioral problems for which other consequences have been given, the student may be expelled. In the case that expulsion is called for, the parents will be contacted and given all details, expectations and rights afforded therein.

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. In every case where expulsion is necessary, the process includes a tremendous amount of investigation, discussion, and prayer (administrators, teachers, parents, student). The Headmaster will make the CCS Board aware of the expulsion and any pertinent facts and/or actions that have been taken.

RE-ADMITTANCE

Should the expelled or non-reenrolled student desire to be readmitted to Cary Christian School in the future, a decision based on the student's attitude and circumstances at the time of re-application will be made by the Dean(s) and/or Headmaster.

ABILITY
is what you're capable of doing.

MOTIVATION
determines what you do.

ATTITUDE
determines how well you do it.

"I realized that the past failures had strengthened me,
taught me that no one is immune from mistakes.
True leaders must learn from their failures,
use the lessons to motivate themselves,
and not be afraid to try again or make the next tough decision."

Admiral William H. McRaven
Make Your Bed

And such were some of you [before you believed].
But you were washed [by the atoning sacrifice of Christ],
you were sanctified [set apart for God, and made holy],
you were justified [declared free of guilt]
in the name of the Lord Jesus Christ
and in the [Holy] Spirit of our God
[the source of the believer's new life and changed behavior].
1 Corinthians 6:11 (Amplified)

APPENDIX C: STATEMENT ON MARRIAGE, GENDER, AND SEXUALITY

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. Rejection of one's biological gender is a rejection of the image of God within that person.

We believe that the term "marriage" has only one meaning and that is marriage sanctioned by God which joins one man and one woman in a single, exclusive union, as delineated in Scripture. (Genesis 1:18; 1 Corinthians 7:2; 1 Timothy 3:2)

We believe that God intends sexual intimacy only to occur between a man and a woman who are married to each other. (Matthew 5:27; Mark 7:21; 1 Corinthians 7:3)

We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. (1 Corinthians 6:15-18; Ephesians 5:3; 1 Thessalonians 4:3-5)

We believe that any form of sexual immorality (including but not limited to adultery, fornication, homosexuality, lesbianism, bisexual conduct, pornography, and attempting to change one's biological sex or otherwise acting upon any disagreement with one's biological sex) is sinful and offensive to God. (Romans 1:26-27; 1 Corinthians 5:1-2; 1 Timothy 1:8-11)

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ.

FINAL THOUGHTS...

May grace and peace be multiplied to you in the knowledge of God and of Jesus our Lord.

*His divine power has granted to us all things that pertain to life and godliness,
through the knowledge of him who called us to his own glory and excellence,
by which he has granted to us his precious and very great promises,
so that through them you may become partakers of the divine nature,
having escaped from the corruption that is in the world because of sinful desire.*

*For this very reason, make every effort to supplement your faith with virtue,
and virtue with knowledge, and knowledge with self-control,
and self-control with steadfastness, and steadfastness with godliness,
and godliness with brotherly affection, and brotherly affection with love.*

*For if these qualities are yours and are increasing,
they keep you from being ineffective or unfruitful in the knowledge of our Lord Jesus Christ.*

*For whoever lacks these qualities is so nearsighted that he is blind,
having forgotten that he was cleansed from his former sins.*

*Therefore, brothers, be all the more diligent to confirm your calling and election,
for if you practice these qualities you will never fall.*

II Peter 1:2-10
English Standard Version

OUR STRATEGIC PLAN:

Together We Will Thrive

YEAR 1 (2017-18)

CALLED TO CULTIVATE

Launch a five-year strategic plan and organize leadership to implement it.

YEAR 2 (2018-19)

PURSUING MORE

Develop and present an actionable plan to pursue the uniqueness of each child and invest in our teachers.

YEAR 3 (2019-20)

SHEPHERDING HEARTS & MINDS

Develop and implement a strategic pursuit of more through the student-teacher relationship and the cultivation of our 6 Key Habits.

YEAR 4 (2020-21)

CULTIVATING SCHOLÉ

Implement the habits and wisdom of classical scholé rather than the ideology found in modern school.

YEAR 5 (2021-22)

PREPARED FOR GENERATIONS TO COME

Complete construction of spaces built for community, academics, arts and athletics.

<https://www.carychristianschool.org/2023-vision/>