

**2009-2010**  
**SECONDARY**  
**STUDENT-PARENT**  
**HANDBOOK**



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

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# ORGANIZATION

## MISSION STATEMENT

*“Providing an excellent classical education founded upon a biblical worldview”*

## VISION STATEMENT

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

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

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

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

## STATEMENT OF FAITH

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

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

## DOCTRINE GUIDELINES

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

## EDUCATIONAL PHILOSOPHY

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

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

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

## SCHOOL HISTORY

The founding board at CCS comprised Mr. Timothy McClelland, President, Mr. Rick Chapman, Vice-President, Mr. Frank Barry, Secretary, and Mr. John Calhoun, Treasurer. Mrs. Teena Armstrong joined the board shortly thereafter. We began with a group of committed parents who wanted to apply Douglas Wilson's book, *Recovering the Lost Tools of Learning* to the classroom. We read Dorothy Sayer's essay, "The Lost Tools of Learning", which had been reprinted from the 1940s and knew that following the trivium and teaching it according to the

developmental stages of children described in the essay made perfect sense. This was the educational philosophy that the founders desired to implement in a school setting.

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

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

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

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

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

In July 2004, all staff and students moved into our current facility at 1330 Old Apex Road, Cary. What an incredible provision from God. Our staff continued to grow to over 80 members developing for the glory of God. Student enrollment by year nine grew to 630, year ten increased to 675, year eleven to 733, and year twelve to 767. By the beginning of our thirteenth year, our staff was comprised of over 90 members serving 796 students. Our ongoing commitment at Cary Christian School is to continuously seek God's blessings on this ministry.

## SCHOOL BOARD

Rick Wharton: <i>President</i>	Mark Clarkson
Jay Bolick, <i>Vice President</i>	Mark Hartley
John Hiester, <i>Treasurer</i>	Tim McClelland
Wes Montgomery, <i>Secretary</i>	

## SCHOOL SONG

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

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

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

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

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

*(Psalm 115:1)*

# SCHOOL DISTINCTIVES

## CHRIST-CENTERED EDUCATION

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

## CLASSICAL EDUCATION

### WHAT DO WE MEAN BY CLASSICAL?

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

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

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

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

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

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

### *Classical methodology*

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

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

### *Definitions:*

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

## THE LOST TOOLS OF LEARNING

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

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

## THE ASSOCIATION OF CLASSICAL CHRISTIAN SCHOOLS (ACCS)

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

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

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

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

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

# ADMISSIONS

## NON-DISCRIMINATION GUIDELINES

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

## ENROLLMENT

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

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

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

1. New applications are accepted beginning in late January. Registration is open first to returning students and their siblings, then to the public. A \$150.00 non-refundable

- application fee must accompany all student applications.
2. When applying for a student to CCS, at least one parent must join as a parent corporation member by completing a Corporation Membership Form. Cost for one parent is \$25 a year or \$40 for a couple.
  3. Screening/testing of new students is scheduled to begin in February and as needed thereafter.
  4. Interviews with new families are scheduled during the months of February and as needed thereafter.
  5. The application process for new students is defined fully on the Application for Admission. Please refer to it for guidelines and procedures. In short, the application procedure requires the following:
    - Completed Corporation Membership Application (*non-refundable, details follow*)
    - Completed Application for Admission
    - Application fee of \$150. (*For families enrolling multiple children for the same school year, the following application fees will apply: 1st child - \$150, 2nd child - \$100, 3rd child - \$50, 4th child - \$0. All fees are non-refundable.*)
    - Copies of standardized test scores and report cards from the past two years
    - Pastor's reference (*returned by pastor*)
    - Birth certificate (*all students*)
    - Copy of updated immunization record (*details follow*)
    - Signed Parental Contract (*back page of Application for Admission*)
    - Student screening/testing (*scheduled with school office*)
    - Parent/family interview (*scheduled with school office*)
  6. When a new student is accepted, a non-refundable registration fee of \$300 for kindergarten, \$400 for grades 1-12 is due within two weeks of acceptance.
  7. Admission is **not considered final** until the following items are received:
    - Tuition paid* in full or a completed automatic bank draft form
    - Records* from child's previous school
    - Health form* completed by child's physician (including updated immunization records as described below)
    - Emergency contact form* (details follow)
  8. The principal will determine final acceptance and grade level placement of students.
  9. After the interview, and after reviewing all other required materials (as stated on the application form), the principal will make the decision whether or not to admit the student(s). The administration of Cary Christian School's elementary Entrance Tests will likely be necessary for a better evaluation for grade placement of younger student(s).
  10. Parents will be notified in writing of the decision regarding acceptance. If accepted, the parents will receive an Acceptance Letter and a Transfer of Records form, if the student attended another school previously.

11. Enrollment, and therefore the parents' financial obligation, is contracted to be for the full school year.
12. It is understood that parents agree to support the policies of the school as affirmed in the Parental Contract and School Guidelines on the Application for Admission form.
13. If enrollment for a particular grade is full, a waiting list will be established for that grade.

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

At the discretion of the superintendent or the appropriate principal, 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.

***Detailed explanations:***

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

## FEE & TUITION SCHEDULE

Tuition for the year is as follows: Kindergarten - \$4,350, Grades 1-12: \$5,450. Tuition covers all costs including books with the exception of band, recorder, personal school supplies, uniforms, school pictures, field trips, and school lunch. Sports participation fees will be assessed as part of the secondary program as needed.

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

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

- ◆ ***Automatic draft over twelve months*** - May, 2009 through April, 2010 - If the payment plan is elected, the first payment is due on May 10th and will be drafted on the 10th of each month thereafter. Monthly payments by automatic bank draft are \$363 for kindergarten and \$454 for grades 1-12 (\$357 final payment for k; \$456 final payment for grades 1-12). The monthly payment plan is available only through automatic bank drafts. No direct monthly payments will be accepted except in the case of down payments where tuition will be paid in full on the first day of classes. If you currently pay by draft, it is not necessary to submit a new authorization form.
- ◆ ***Full payment prior to the first day of school*** - If you would like to prepay tuition for the 2009-2010 school year, please complete and submit a Prepayment Election Form (available from the office) so we will be aware of your intentions for the coming year.

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

### TUITION OBLIGATION

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

### STUDENT WITHDRAWAL

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

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

All tuition and fees paid up to that date remain with CCS. This includes any payments made prior to the first day of school as they reserve the seat for a particular student. In the event of demonstrated hardship, the superintendent may consider an exception on a case-by-case basis.

Please be sure to request a copy of the student exit procedure from the school office in the case of a student withdrawal.

## LEARNING DISABILITIES GUIDELINES

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

### ***Definitions:***

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

# GENERAL GUIDELINES AND PROCEDURES

## ATTENDANCE PROCEDURES

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

### *Absence Guidelines:*

- ◆ If the secondary office is not notified of the reason for the student's absence from school, the absence will be considered an unplanned absence.
- ◆ In the event the total number of unplanned absences for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, and the student has not completed all missed work, the student will not receive credit for that time period.
- ◆ In the event a student is absent from a class, or from school, for more than ten days during one quarter (for any reason), the student's parents will meet with the principal (and teacher/s if necessary) to determine whether the student will receive a letter grade, or a grade of P (pass) or F (fail) on his report card.
- ◆ In the event the total number of absences, whether planned or unplanned, is equal to or exceeds fifteen days in one semester, and the student has not completed all missed work by the end of the semester, the student will not receive credit for that semester.
- ◆ A student must complete final exams before a semester grade will be given. A student who is absent during a final exam will receive a grade of I (incomplete) in the pertinent course until the missed exam is completed.
- ◆ Upon request from parents, the board may waive requirements set by provisions of these guidelines. In doing so, the board should take into account the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

### UNPLANNED ABSENCES

Unplanned absences include any unforeseeable absence. Specific examples are illnesses or family emergencies.

### *Unplanned Absences:*

- ◆ **Notification** – Students who are absent due to illness or family emergency should explain to their homeroom teacher upon returning, the reason for their absence. It is the student's responsibility to find out what work was assigned. In the case of extended illness, it is recommended that the parents contact the teachers directly in order to find out what assignments were missed.

- ◆ **Make Up Work** - Students must complete all work assigned during their absence. However, in the event of an illness lasting three days or more, the teachers may, at their discretion, excuse the students from up to fifty percent of the assignments missed. Students will receive full credit for submitting assigned work.
- ◆ **Due Date Extensions** - Extension will be given for unplanned absences but **will not exceed** the number of school days missed during the absence. Due dates will be established by the classroom teacher.

## PLANNED ABSENCES

Planned absences include any absence that is the result of a *parent deciding* to excuse their student from attendance at school for reasons that are *foreseeable*. Examples are absences due to family vacations, doctor or dentist visits, programs that are not school related, etc.

### *Planned Absences: (one or two days)*

- ◆ **Planned Absence Notification** – Students that are planning in advance to be absent may obtain a Planned Absence Notification form from their respective school office. This form will need to be completed and submitted to the homeroom teacher three days prior to the absence. It is the student's responsibility to find out what work was assigned.
- ◆ **Test and Exams** - If a student is planning to be absent on a day that a test or exam will be given, they must complete it prior to their planned absence.
- ◆ **Make Up Work** - Students must obtain all work *in advance* that will be missed during their absence. They are required to complete the assignments and submit them on the date assigned by the teacher. For every day an assignment is late past the due date, it will be reduced ten percent.
- ◆ **Due Date Extensions** - Generally, NO extension of academic due dates will be given for planned absences less than three days. However, one additional day may be given for absences resulting from attendance at school related events, e.g., Mock Trial, Knowledge Bowl, etc. Due dates will be set by the teachers. Extensions will not be given for absences resulting from attendance due to athletic events.

### *Planned Absences: (three days or more)*

*All the guidelines for planned absences above will apply with the following exceptions:*

- ◆ **Due Date Extensions** - Students will have no more than half of the time they were absent to complete all assigned work. Specific due dates will be set by the teacher. Teachers may, at their discretion, excuse the student from up to fifty percent of the assignments missed. Otherwise, all missed work must be completed.
- ◆ **Grading** - Students will receive full credit (*no grade deduction*) for completing assignments given to the rest of the class during their absence if they are turned in by the due date set by the teacher.

## ELECTIVE ABSENCES

A student who accumulates excessive absences from a **high school** elective class, who would normally receive an “A” for the class, will automatically receive a “B” for the class under the following circumstances:

**Tuesday/Thursday electives:** a student missing 6 or more classes in one quarter

**M/W/F electives:** a student missing 8 or more classes in one quarter

**Monday - Friday electives:** a student missing 14 or more classes in one quarter

Exceptions will be made for field trips, early dismissals for sports, and all other school-approved absences.

## TARDIES

No distinction will be made for excused vs. unexcused tardies. Five tardies in one quarter is equivalent to one absence. Please refer back to the attendance guidelines concerning absences.

- ◆ **Lunch Tardies** – If a student receives five tardies upon returning from lunch off campus, this will result in a loss of off-campus lunch privileges.

## GUIDELINES FOR STUDENTS LEAVING CAMPUS

- ◆ **Parental Request** - If a student needs to leave school during school hours, a parent may notify the secondary principal or secondary secretary either by calling or sending a note. The student will be given permission to leave and their absence from class will be excused.
- ◆ **Student Request** - If a student wants to leave school during school hours, they must check in with the secondary office. They should speak to Dr. Stephenson. Students will be given permission to phone their parents.
- ◆ **Appointments** - Students who need to leave school for any reason, such as a doctor, dentist, or orthodontist appointment, must check in with the secondary office upon leaving and returning to school.

## CARPOOL DROP OFF AND PICK UP PROCEDURES

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

*The following guidelines should be reviewed and followed:*

- ◆ Middle school students who serve as members of the Safety Patrol team direct pedestrians and automobile traffic at the crosswalks. Please **drive extra slowly at the crosswalks and observe the directions of the Safety Patrol.**

- ◆ Safety is always the most important priority during drop off and pick up. Do not ever assume that the children see you! Please **do not** park in the carpool line and vacate your vehicle.
- ◆ Follow the traffic pattern (detailed below) and drop off in a stacked formation (no gaps, cars single file) with all students exiting left to the designated entrance. Please see the chart below for drop off and pick up locations. **You must drop off and pick up only at these locations!**
- ◆ If you park, you must park in the **back** of the building. The perimeter parking faces the gym and the playgrounds. Please be careful while entering the carpool line or crossing traffic if you are walking. When rounding the corner by the large oak tree, be aware that this is a congested area and **hazardous**.
- ◆ After rounding the curve in the driveway, continue straight past the east end of the building. Traffic flow during drop off and pick up will travel counter-clockwise around the back of the building to the canopy. Please use caution, as there may be two lanes of one-way traffic during peak periods. Be sure to follow the arrows and do not go against traffic!

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

<b><u>Grades</u></b>	<b><u>Drop off</u></b>	<b><u>Start Time</u></b>	<b><u>Dismissal</u></b>	<b><u>Location</u></b>
6-8	7:45-8:00 8:00	2:30 p.m.	A.M. East/P.M. East then Canopy	
9-12	7:45-8:00 8:00	3:15 p.m.	A.M. East/P.M. Canopy	

- ◆ If you have multiple children with multiple drop off times, it is our preference that you drop off the **first** child and circle back around through the carpool loop until it is time to drop your second child, and so on. You may park between drop offs, but use great caution when you back out into the drop off flow of traffic.
- ◆ Pick up - if you have a 6-8 grade student with a younger sibling **or** younger carpool member, the 6-8 grader will be at the **youngest student's designated pick up point**, therefore, please pick up at the **latest dismissal time**.
- ◆ When you reach the canopy area, if you need to pull around to the front entrance, please **use your left turn signal** to indicate that you need to go left, otherwise **use your right turn signal** to indicate that you wish to exit. This will reduce confusion and save time. Stop and wait for direction from the traffic coordinator.
- ◆ If you park in the handicapped spaces at the front of the building, please pull all the way into the parking space so that your vehicle is not a hindrance during drop off and pick up times. This is also true from 12:15-12:30 p.m. during the kindergarten release time.
- ◆ Carpool is an everyday occurrence even if it is raining. The exception to this is if we are under a tornado warning. While under the warning, we will keep the children inside and delay carpool until the warning is lifted.
- ◆ Drop off and pick up at the curbs only, **not in the outer loop**. Please do not drop off or pick up students on Old Apex Road, as it is unsafe! Take care to watch for any students who may be walking or riding their bikes to school.
- ◆ High school students may park directly to the right of the building at the east entrance.

- ◆ Returning parents: please be patient with new drivers. We also ask that you try to carpool the first few days of school to facilitate the transition for new families.
- ◆ If you are unable to pick up your child during your first attempt, please either park and enter the building to get your student or loop around the building for another pass. Should we experience back ups, the traffic coordinator may ask you to circle the building.
- ◆ If a child is to be picked up by someone other than a parent on a regular basis, a record of that person must be on file in the school office. Parents are encouraged to form carpools to alleviate the traffic during drop off and pick up times. If your child is to ride home with someone other than the regularly scheduled driver, please send a note to the classroom teacher giving written permission for the student to leave school. Please include the other person's name and the make and color of the car, if known.

## DISCIPLINE PROCEDURES

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

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

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

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

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

If for any reason a student receives discipline from the superintendent/principal, the following

accounting will be observed *within the school year*.

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

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

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

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

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

## FAMILY DEATH OR TERMINAL ILLNESS

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

## FIELD TRIPS

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

## GRIEVANCE GUIDELINES

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

### *Students/parents to teachers:*

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

### *Parents/patrons to administrator:*

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

## ILLNESS

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

## IN-CLASS ENTERTAINMENT GUIDELINES

Recognizing the value of class celebrations and in-class entertainment, we have designed the following guidelines to aid in consistency and provide parameters for staff allowing them to plan accordingly. Teachers desiring a deviation from these guidelines should check with the principal prior to the event.

### *Video Use Guidelines:*

- ◆ All videos used in class should conform to the principles of propriety listed in Phil. 4:8.
- ◆ All videos must receive prior approval by the principal before use.
- ◆ Videos may be used in class for two reasons: educational or entertainment
  - ~ *Educational* - Includes historical, documentary, and literary videos. These should be used sparingly, i.e., no more than 2 per semester. No literary video should be shown unless the book has already been read by the students.
  - ~ *Entertainment* - No more than one video per semester will be allowed for entertainment purposes.

## INCLEMENT WEATHER – SCHOOL CLOSINGS

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

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

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

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

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

**The decision to send a child to school or not remains with the parent.** This is true for field trips as well as bad weather days. Please refer to the Attendance Guidelines to review expectations for making up missed assignments.

## LOST AND FOUND BOX

Parents and students who are looking for lost items may search the lost and found box in the stairwell at the end of the middle school wing. Families are encouraged to mark all of your children's belongings with a permanent marker to facilitate return of lost items. If you are searching for an item that is valuable or too small for the lost and found box, you may approach the middle school and high school secretary to see if such items have been turned in.

## LUNCHTIME/LUNCH VISITORS

Lunchtime is also reserved for quiet conversation and social interaction. The school sponsors a lunch program three days each week. Information on the type of lunches and cost will be sent home early in the school year. Microwaves are not allowed in the classrooms. Junior and senior students leaving campus are expected to return to school on time. The ability to leave campus is a privilege that may be revoked if necessary.

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

## SAFETY PROCEDURES AND EMERGENCY DRILLS

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

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

**Lock In/Lock Down Drills** – Lock in/lock down drills are conducted on an as needed basis. These drills prepare the students for all other emergencies. Playground/field procedures are in place to clear the playgrounds/fields immediately should there be a need to do so. A lock in is when there is a general or specific localized threat and for the safety of the students the administration locks all entry doors and posts a notice on the main entrances and exits. The

notices state that a lock in is in effect. Parents who come across these signs may be unaware of the potential danger and may call the school for admittance to the building. Lock downs are more rare and are handled similarly. This is an unannounced and imminent danger that may present itself. Procedures are in place for handling such emergencies.

## SCHOOL HOURS

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

## SCHOOL RULES

All secondary students should be aware of, and are expected to adhere to, the following list of school rules:

- ◆ Students are expected to cooperate with basic Christian standards of behavior and conversation.
- ◆ There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
- ◆ Guns or knives are not allowed on the school grounds.
- ◆ Students are not allowed to bring skateboards, trading cards, or scooters onto campus, or use cell phones to play games or listen to music.
- ◆ Students are not to bring I-Pods, MP3 players, laser pointers, radios, or personal CD/DVD players to school. Students may not use school tape players, CD players, and/or radios to listen to “non-classical” music while at school.
- ◆ Students will be held responsible for damage done to school property, including textbooks. Actual replacement or repair costs will be assessed. Hardback textbooks must be covered with a book cover. Lockers must be kept straightened so that textbooks may be kept on the shelf.
- ◆ Public displays of affection are not permitted at school or school activities.
- ◆ Students may not chew gum at school.
- ◆ Students may not write on the whiteboards without permission from the teacher.
- ◆ Students are expected to be aware of and avoid the off-limits areas of the buildings or grounds.
- ◆ Students are not to run or make noise in hallways, but they are to walk and talk quietly. Teachers are to escort their classes through the halls to assemblies.

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

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

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

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

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

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

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

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

1. All cases must be reported to the superintendent immediately. As soon as the superintendent receives a report of an existing or suspect case, he documents all the information, prepares a detailed report of the incident after his own instantaneous preliminary inquiry.

2. The superintendent calls the Department of Social Services of Wake County and makes an emergency appointment. He discusses the issue in person, not on the phone, so that confidentiality will be maintained.
3. If the reported case is of a grave criminal nature, the superintendent immediately calls the Cary police department and asks that an officer visit the site on an emergency basis. He discusses the case with the officer, maintaining confidentiality, and considers the officer's guidance.
4. The superintendent calls an emergency executive meeting of the CCS Board. If steps 2 and 3 are needed before step 4, he will do this simultaneously without delaying steps 2 and 3.
5. The superintendent makes an incident report for file and, if the report is a genuine case, notifies the Division of Child Development.
6. The superintendent follows up the case with the parties involved and gathers information on the progress and the consequences. He maintains his report of the same in the new file opened on such a case.
7. The superintendent draws steps for action if a staff member or an individual from Cary Christian School is involved. All case decisions will be finalized with discussion, input, and implements from the CCS Board at the emergency executive meeting. This includes preventive steps, if needed.
8. All actions, contacts, information, steps taken, etc., are kept on file.
9. The superintendent, the CCS Board members, staff and others will maintain strict confidentiality about the case and those involved.
10. Should the superintendent be directly involved in a case, that case should be reported to the CCS Board President who will then follow the above outlined reporting procedures.

## **STUDENT DRIVERS**

Students who drive to school are expected to do so responsibly. Special attention should be paid to students in the parking lot before and after school. Driving to school is a privilege that may be revoked if necessary. Students must drive slowly on campus and park on the right side of the building.

## **TELEPHONES**

Students must have permission from their teachers to come to the school office to use the telephone. A phone for their use is provided as you enter the high school wing from the commons area. Cell phone use by students is prohibited in the classroom. Cell phones should be turned off or muted and kept in lockers during class time. Exceptions are made only by permission of the teacher. While on campus, students are to use their cell phones for calling parents only. Use for social purposes, playing games, music, taking photos, etc. is prohibited.

# ACADEMICS

## GENERAL INFORMATION

### GRADING SCALE GUIDELINES

All academic grading in Cary Christian School uses a criterion-referenced base for evaluation. (The students' work will be evaluated against an objective standard in each class.) Grade point averages (G.P.A.s) are computed at the end of each quarter. Grades earned in elective courses, independent study courses, college and/or correspondence courses, and work completed in home school settings apply toward graduation requirements but are not factored into cumulative G.P.A.s. The following percentages, grades, and grade points are used schoolwide:

<u>Percent %</u>	<u>Grade</u>	<u>Grade Point</u>	<u>Meaning</u>
90-100	A	5.0	Excellent
80-89	B	4.0	Surpassing
70-79	C	3.0	Satisfactory
0-69	F	0.0	Failing

9<sup>th</sup>-12<sup>th</sup> ADV\* Classes: (A=6, B=5, C=4)

Progress reports are sent home at mid-quarter. Report cards are sent home with the students at the end of each quarter. Teachers are required to notify parents before the end of the grading period if a student is in danger of receiving a failing grade for the quarter or semester.

\*See page 38 for a detailed explanation of Advanced Courses.

## HONORS AND AWARDS

Cary Christian Secondary School maintains a system of formal honors and awards for the following reasons:

1. To increase the academic motivation of all the students by demonstrating that good work and good behavior are rewarded.
2. To recognize and show appreciation for those students qualified to be listed on the honor rolls.
3. To draw public attention to the academic quality and outstanding behavior of the secondary students at Cary Christian School.

### *Honor Rolls*

Students who have earned placement on the honor roll for each quarter will be recognized at the secondary awards assembly in the spring as an “A” Honor Roll and all “A-B” Honor Roll student. The “All A” honor roll as well as the “A-B” honor roll includes **elective classes**. To be on the “A-B” honor roll a student must have two “B” grades or less, including elective classes. Students not taking a full schedule, or taking an independent study class are not eligible for Honor Roll consideration.

### *Awards*

**Faculty Commendation Award** - This high school award is based on three factors: exemplary conduct, academic achievement, and a positive attitude toward school. In order to receive this award, students must be unanimously selected by core curriculum teachers.

**Perfect Attendance** - This award is presented at the secondary awards assembly in May to any student who has not missed one day during the school year.

**Valedictorian and Salutatorian** - The secondary principal and a committee of secondary teachers will select the senior class valedictorian and salutatorian. The committee will evaluate the students based on the following criteria (in order of priority): spiritual testimony, academic performance, extracurricular activities, and honors received. To be eligible to receive this award, a student must have attended Cary Christian for more than one year and have a cumulative grade point average of 3.5 or higher. In addition, a student who is suspended during his or her senior year is ineligible to receive these awards.

## PROMOTION GUIDELINES

Cary Christian School secondary students must pass all Math, English, History, Logic and Science course work in order to be promoted to the next successive grade. They must demonstrate a grade-appropriate readiness.

## HOMWORK PHILOSOPHY AND GUIDELINES

**Philosophy** - The assignment of homework is not a prerequisite necessary to provide a rigorous education. Fulfilling the goals of a classical education does not necessitate assigning several hours of homework each night. Teachers should have a specific purpose in mind when they decide to assign homework. Teachers are encouraged to have the students begin work on assignments during class. Homework then consists of work that was not completed during class. Teachers should remember that assigning homework might be asking for time that would otherwise be spent in involvement in family activities. (Granted, for some families, completing homework is a profitable family activity.)

***Subject:** (permissible homework assignments)*

- ◆ **Electives:** Suggestions for extra voluntary student work. Homework may be assigned as needed.
- ◆ **Bible, Science, and History:** Completion of assignments not finished during allotted time in class, reviewing information presented during class (such as studying for tests).
- ◆ **Math:** Completion of problems not finished during class.
- ◆ **English:** Completion of reading or writing assignments not finished during class.
- ◆ **Foreign Languages:** Completion of assignments not finished during class. Review of vocabulary and grammar.
- ◆ **Rhetoric\Debate, Logic:** Preparation for presentations and tests.

## ACADEMIC PROBATION GUIDELINES

Secondary students are required to maintain at least a 2.0 grade point average during any two, consecutive quarters. This guideline is intended to provide additional motivation to students whose academic achievements are not up to their capability. If implementation of this guideline would be counterproductive to this end, the secondary principal may decide not to place a student on probation. A written record explaining this decision will be signed by the secondary principal and the school superintendent and placed in the student's file.

Grade point averages for each secondary student will be calculated at the end of each quarter. *Elective courses and independent study courses are not included in the G.P.A. calculation.*

- ◆ If a student's G.P.A. is below 2.0 (i.e. a "C" average), that student will be placed on academic probation during the following quarter. A parent-teacher conference will be arranged at this time.
- ◆ If at the end of the next quarter the student's G.P.A. (for the quarter) has not risen to at least a 2.0, that student may be expelled.
- ◆ Students who are on academic probation are ineligible to participate in extra-curricular activities.

# CURRICULUM

## CURRICULUM MATERIALS GUIDELINES

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

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

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

## SELECTION OF MATERIALS

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

1. After thorough research, there appears to be no biblically-based materials of equal or better quality to the secular materials.
2. The secular material’s primary document status necessitates it be used to fulfill adopted course objectives.
3. After a thorough examination, it is determined that while secular in intent, the materials do not undermine, but rather support broad biblical truths (e.g., a high quality, secular mathematics text, or high quality, timeless literature).

## ADOPTION OF MATERIALS

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

1. A teacher or administrator may make the recommendation to add or delete a student text. This may be done at any time, but is normally submitted at the end of the school year during the annual evaluation period.
2. In most cases, unless it would significantly alter the purposes and objectives of the coursework, the decision for replacement of a text/materials will be left up to the appropriate administrator, teacher(s), any advisory individuals, and budgetary considerations.
3. All such substitution of texts/materials must comply with the above considerations for using secular materials.
4. Should a member of the school (parent, teacher, board member, administrator) wish to challenge the adoption/use of a particular text/material, or if the proposed selections

would conflict (rather than support the previously adopted course objective, the matter will be referred to the appropriate administrator for recommended action. Should this not result in a satisfactory solution, the matter will be referred to the board.

## USE OF SECULAR MATERIALS (AT ANY LEVEL)

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

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

## CONTROVERSIAL SUBJECT GUIDELINES

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

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

**Definitions** - Controversial subject: a subject which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Examples: Environmentalism, the War Between the States, old earth/young earth, partisan politics, human sexual relations, etc.

### **Guidelines:**

- ◆ If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will not help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.
- ◆ If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
  - ~ As necessary, instruct the class on the responsibility of Christians to be charitable in debate.

- ~ Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
  - ~ As appropriate (i.e. pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable to the most widely held views on the topic.
  - ~ Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
- 
- ◆ Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology, and biblical principles and references, as they arise in appropriate class contexts.
  - ◆ The teacher is to remember that according to Scripture and the second stated goal of Cary Christian School, he is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this guideline, and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

CURRICULUM MATERIALS LIST – LOGIC SCHOOL

<i>Logic School (6-8)</i>			
SUBJECT	6	7	8
<i>Bible</i>	<b>6<sup>TH</sup> GRADE BIBLE:</b> CCS objectives, Colossians	<b>O. T. THEOLOGY/ CLASSICAL STUDIES:</b> Classical Roots B/C	<b>N. T. THEOLOGY/ CLASSICAL STUDIES:</b> Classical Roots D/E, <i>Trial and Triumph</i>
<i>English/ Literature</i>  (Although the curriculum is listed here, Grammar is a separate subject for 6 <sup>th</sup> grade.)	<b>CCS OBJECTIVES:</b> <i>Excellence in Writing, Warriner's Composition &amp; Grammar, 2<sup>nd</sup> course, The Grammar of Poetry, Research Presentation</i> <b>LITERATURE:</b> <i>A Wrinkle in Time, The Call of the Wild, The Hobbit, Watership Down, A Christmas Carol, Anne Frank: Diary of a Young Girl, 100 Best Loved Poems, Father Brown Stories, Ten Tales of Shakespeare, Up From Slavery, and various Henty novels</i>	<b>CCS OBJECTIVES:</b> <i>Excellence in Writing, Warriner's Composition &amp; Grammar, 3<sup>rd</sup> course</i> <b>LITERATURE:</b> <i>Across Five Aprils, The Story of a Bad Boy, Treasure Island, Johnny Tremain, 20,000 Leagues Under the Sea, Out of the Silent Planet, The Prince and the Pauper, Hamlet</i>	<b>CCS OBJECTIVES:</b> <i>Excellence in Writing Our Mother Tongue</i> <b>LITERATURE:</b> <i>Great Expectations, Wuthering Heights, Pride and Prejudice, Julius Caesar, The Pilgrim's Progress, Romeo and Juliet, Silas Marner, Perelandra</i>
<i>Social Studies/ History/ Geography</i>	<b>U. S. HISTORY:</b> <i>History of US 1945-2001 (Hakim, Oxford Press, Vol. 10)</i>	<b>U. S. HISTORY - Early Explorers to Colonization:</b> <i>New World In View (Gary DeMar), Reformation to Colonization (Gary DeMar), supplemental primary sources</i>	<b>U. S. HISTORY -American Revolution to the Civil War:</b> Primary Sources, <i>U.S. History (Garraty)</i>
<i>Foreign Language</i>	<b>CLASSICAL ROOTS:</b> Vocabulary from Classical Roots A	<b>CLASSICAL ROOTS:</b> Vocabulary from Classical Roots B/C, Introduction to biblical languages	<b>CLASSICAL ROOTS:</b> Vocabulary from Classical Roots D/E, Introduction to biblical languages
<i>Math</i>	<b>6<sup>TH</sup> GRADE MATH:</b> <i>Saxon 76 (3<sup>rd</sup> ed.)</i>	<b>PRE ALGEBRA:</b> <i>Saxon Algebra ½ (3<sup>rd</sup> ed.)</i>	<b>ALGEBRA I:</b> <i>Saxon Algebra I (3<sup>rd</sup> ed.)</i>
<i>Logic</i>	N/A	N/A	<b>LOGIC:</b> Semester 1: <i>Introductory Logic</i> (Logos) Semester 2: <i>Intermediate Logic</i> (Logos)
<i>Science</i>	<b>6<sup>TH</sup> GRADE SCIENCE:</b> CCS objectives - <i>Aims (CSI); Life Science for Christian Schools (2<sup>nd</sup> ed., BJUP), Units - trees, eco-systems, leaves, biomes, food webbs and chains, digestive system, integumentary system, cells, D.N.A., genetics</i>	<b>PHYSICAL SCIENCE:</b> <i>Physical Science (BJUP), The Physical World: An Introduction to Physical Science for Christian Schools (2000)</i>	N/A
<i>Electives</i>	Last Period	Last Period	Last Period

**CURRICULUM MATERIALS LIST – RHETORIC SCHOOL**

*Rhetoric School (9-12)*

<b>SUBJECT</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Bible</b>	<b>HERMENEUTICS:</b> (Biblical Interpretation) <i>How to Read the Bible for All Its Worth, Getting the Message</i>	<b>SYSTEMATIC THEOLOGY:</b> <i>On the Incarnation</i>	<b>HISTORICAL THEOLOGY:</b> Readings in Historical Theology, <i>Confessions</i>	<b>APOLOGETICS:</b> <i>Escape From Reason, Mere Christianity, Pensees, Misquoting Jesus, Miracles, Problem of Pain, Screwtape Letters</i>
<b>English/ Literature</b>	<b>AMERICAN LITERATURE:</b> <i>American Literature</i> (BJUP), <i>The Old Man and the Sea</i> , <i>A Connecticut Yankee in King Arthur's Court</i> , <i>Bridge of San Luis Rey</i> , <i>The Red Badge of Courage</i> , <i>The Last of the Mohicans</i> , <i>The Scarlet Letter</i> , <i>Beyond Stateliest Marble: The Passionate Femininity of Anne Bradstreet</i> , <i>The Great Gatsby</i> , <i>The Jungle</i> , <i>Inherit The Wind</i>	<b>CLASSICAL LITERATURE:</b> <i>Iliad, Odyssey, Classics in Translation</i> (Vol. 1 & 2), Greek Tragedies: <i>Prometheus Bound, Agamemnon, Oedipus Rex, Antigone, Hippolytus, Poetics, Meno, Plato, Plutarch - Makers of Rome, Aeneid, Metamorphoses of Ovid - Classical Translation</i>	<b>BRITISH LITERATURE:</b> <i>British Literature</i> (BJUP), <i>Beowulf, Canterbury Tales, Macbeth, A Midsummer Night's Dream, Henry V, That Hideous Strength, David Copperfield, Ivanhoe, Jane Eyre, Code of the Woosters, 'Till We Have Faces, Sir Gawain and the Green Knight, Fairie Queen, Phantasts, Murder Must Advertise</i>	<b>THE GREAT BOOKS:</b> <i>The Lord of the Rings, The Silmarillion, Faust, The Divine Comedy, Brothers Karamazov, Count of Monte Cristo, Lilit, Brave New World, Paradise Lost</i>
<b>Social Studies/ History/ Geography</b>	<b>U. S. HISTORY - Civil War to WWI:</b> <i>U.S. History</i> (BJUP), <i>Primary Sources</i> (Garraty), <i>Uncle Tom's Cabin, Carry a Big Stick, Leaders in Action</i>	<b>WORLD HISTORY (1910-Present):</b> <i>America - A Narrative History</i> (Vol. 20), <i>History for Christian Schools</i> (BJUP), <i>All Quiet on the Western Front, Night</i> by Elie Wiesel	<b>RHETORIC I:</b> Aristotle: <i>Rhetoric</i> , Cicero: <i>Rhetorica Ad Herennium</i> , <i>The Abolition of Man</i> , Sir Philip Sydney's <i>Defense of Prose and Poetry</i> , Luther and Calvin: <i>On Secular Authority, The Prince, Lilit, 2<sup>nd</sup> Treatise of Government, Leviathan, Trial and Death of Socrates, The Birth of Tragedy, junior thesis</i>	<b>RHETORIC II:</b> <i>Social Contract, Pragmatism, Origin of Species, Introduction to the Philosophy of History, Revolt of the Masses, Discourse on Method, On the Advantage and Disadvantage of History for Life, Classical Rhetoric for the Modern Student, senior thesis</i>
<b>Foreign Language</b>	<b>SPANISH I:</b> <i>Destinos</i> (McDougall – Littell)	<b>SPANISH II:</b> <i>Destinos</i> (McDougall – Littell)	<b>GREEK I:</b> N.T. Greek, <i>Basics of Biblical Greek and Grammar</i>	<b>GREEK II:</b> N.T. Greek, <i>Basics of Biblical Greek and Grammar</i>
<b>Math</b>	<b>GEOMETRY:</b> <i>Geometry</i> (UCSMP, Scott Foresman)	<b>ALGEBRA II:</b> <i>Advanced Algebra</i> (UCSMP, Scott Foresman)	<b>PRECALCULUS:</b> <i>Precalculus and Discrete Mathematics</i> (UCSMP, Scott Foresman)  <b>TRIGONOMETRY:</b> <i>Functions, Statistics, and Trigonometry</i> (UCSMP, Scott Foresman)	<b>ADVANCED CALCULUS:</b> <i>Calculus - Early Transcendental Functions</i> (3 <sup>rd</sup> ed., Larson, Howard, Edwards)  <b>STATISTICS:</b> <i>Functions, Statistics, and Trigonometry</i> (UCSMP, Scott Foresman)
<b>Science</b>	<b>ANATOMY:</b> <i>Anatomy &amp; Physiology, Thibodaux</i> (9 <sup>th</sup> ed., 1992)	<b>ADVANCED BIOLOGY:</b> <i>Biology for Christian Schools</i> , (2 <sup>nd</sup> ed., BJUP), <i>Pandas &amp; People</i> , (Houghton Publishing)	<b>ADVANCED CHEMISTRY:</b> <i>Chemistry for Christian Schools</i> (2nd ed., BJUP), <i>Chemistry Laboratory Manual</i> (2nd ed., BJUP)	<b>ADVANCED PHYSICS:</b> <i>Physics for Christian Schools</i> (2 <sup>nd</sup> ed., BJUP)
<b>Electives</b>	Last Period	Last Period	Last Period	Last Period

## LOGIC SCHOOL GUIDELINES

### *Courses of Study*

<b>SUBJECT:</b>	<b>SEVENTH GRADE:</b>	<b>EIGHTH GRADE:</b>
<b>Bible/Classical Languages</b>	Bible/Classical Languages	Bible/Classical Languages
<b>English</b>	English 7	English 8
<b>Math</b>	Algebra ½	Algebra I
<b>Science</b>	Physical Science	Logic
<b>History</b>	History 7	History 8
<b>Electives</b> (6 <sup>th</sup> period)	(5x/week)	(5x/week)

*(The above courses are subject to change at the discretion of the respective principal.)*

## RHETORIC SCHOOL GUIDELINES

### *Courses of Study*

<b>SUBJECT:</b>	<b>NINTH:</b>	<b>TENTH:</b>	<b>ELEVENTH:</b>	<b>TWELFTH:</b>
<b>English:</b>	American Lit.	Classical Lit.	British Lit.	Great Books
<b>Bible:</b>	Bible Interpretation	Systematic Theology	Historical Theology	Apologetics
<b>Foreign Language:</b>	Spanish I	Spanish II	Greek I	Greek II
<b>History:</b>	U.S. History	World History	Rhetoric I	Rhetoric II
<b>Math:</b>	Geometry	Algebra II	Precalculus	Calculus (Adv)
<b>Science:</b>	Anatomy	Biology (Adv)	Chemistry (Adv)	Physics (Adv)
<b>Elective:</b> (6 <sup>th</sup> period)	(5x/week)	(5x/week)	(5x/week)	(5x/week)

*(The above courses are subject to change at the discretion of the respective principal.)*

### ***Advanced Courses and Advanced Placement Program***

Cary Christian School offers advanced courses (A.D.V.) in lieu of Advanced Placement courses. They are weighted on the following scale: A=6, B=5, C=4. Advanced (A.D.V.) courses are taught the same as honor classes with a mandatory additional class period commitment on Monday, Wednesday, and Friday during elective period, in order to prepare students for the A.P. exam. The students must sit for and pass the A.P. exam with a score of 3, 4, or 5 to receive the (A.D.V.) weighted scale (as shown on page 30) on their transcripts.

### ***Two prerequisites for the classes are:***

1. A student must have had an A average in the respective areas starting in the ninth grade.

- The student must also have scored above the 90<sup>th</sup> percentile on the Stanford Achievement or Scholastic Aptitude Test the spring of their ninth or tenth grade year.

Juniors may take a maximum of two advanced classes while seniors can take a maximum of three. Advanced class options are listed below. Extra books and materials are required and will need to be purchased at the expense of the student. As per selection, students will be in study groups and the academic setting during the elective period will be primarily of an independent study class.

<b>Advanced Class Options</b>		
Calculus (AB)	U.S. History	Biology
Physics B	World History	English Language
European History	English Literature	U.S. Government & Politics
Chemistry		

### ***Graduation Requirements***

Academic records from grades 9 through 12 will be used as criteria for graduation.

- To graduate from Cary Christian High School, a student must earn 24 credits.
- Students must earn three credits in Bible, four credits in English, two credits in history, four credits in math, two credits in rhetoric, four credits in science, three credits in foreign language, and two credits in P.E./Athletics.
- Students must take the S.A.T. exam during their junior year.
- Students who are transferring to Cary Christian School from another school or home school may receive credit for work completed previously when Cary Christian School receives sufficient documentation of their previous work. The secondary principal is authorized to accept this work toward Cary Christian School graduation requirements provided the work is of similar nature, i.e., similar course objectives and similar time of study.
- Upon written request of the parents, the secondary principal may waive or reduce up to four course credits for students who have academic difficulty subject to the following conditions: the student is a long time Cary Christian School student, the parents have demonstrated a clear commitment to their child's education by working with Cary Christian School and administrators, the parents and secondary principal agree that the work required is too difficult for the child in question.

### *Credits Required for Graduation*

<b>Subject:</b>	<b>Courses:</b>	<b>Min. # of credits required: 24</b>
Bible	Bible Interpretation 9, Systematic Theology 10, Historical Theology 11, Apologetics 12	3
English	American Literature, Classical Literature, British Literature, Great Books	4
Foreign Language	Spanish I, Spanish II, Greek I, Greek II	3
History	United States History, World History	2
Math	Algebra I, Geometry, Advanced Algebra, Precalculus, Calculus, Trigonometry/Statistics	4
Rhetoric	Rhetoric I, Rhetoric II	2
Science	Anatomy, Biology, Chemistry, Physics	4
P.E./Athletics		2
<b>TOTAL:</b>		<b>24</b>

### *Eligibility for Extra-Curricular Activities*

All Cary Christian School students participating in extra-curricular activities must maintain a G.P.A. of 2.5 or above. This does not apply to transfer students during their first quarter of enrollment at Cary Christian School.

For the good of the rest of the participants in any activity, students who are ineligible for the beginning of a season remain ineligible for participation during the entirety of that season, regardless of their grade point average for the following quarter. Similarly, if students are eligible to begin a season, they remain eligible until the end of that season.

If implementation of this guideline would be counter productive to the student's best interests, the secondary principal may decide not to restrict a student's eligibility. In making this decision, the secondary principal will consider the student's academic ability as measured on standardized tests and evaluated by the secondary teachers. Exceptions to this guideline will be reviewed first by the secondary principal and then the superintendent.

# CALENDAR AND EVENTS

## 2009-2010 Cary Christian School Calendar

(Revised 11/11/2008)

### FIRST QUARTER

Aug. 3	Monday	All-Staff Orientation
Aug. 4	Tuesday	Back to School Day/Mandatory all-staff workday/6-12 Parent Athletic Meeting in gym
Aug. 5	Wednesday	First day of classes**
		Middle School sports practices & tryouts
Aug. 18	Tuesday	<b>Picture Day** individual photos only</b>
Sept. 2	Wednesday	Midterm for first quarter (reports go home today)
Sept. 4	Friday	<b>Early release*</b>
Sept. 7	Monday	<b>Labor Day: SCHOOL CLOSED</b>
Oct. 2	Friday	Last day of classes for first quarter: <b>Early release*</b>
Oct. 5-16	Monday - Friday	<b>Fall Break</b> - <i>sports seasons will continue</i>
Oct. 14	Wednesday	PSAT for 11 <sup>th</sup> grade ( <i>during fall break</i> )

### SECOND QUARTER

Oct. 19	Monday	First day of classes for 2 <sup>nd</sup> quarter
Oct. 20	Tuesday	First quarter report cards sent home
		6-12 Parent Athletic Winter Sports Informational Meeting in gym
Oct. 22	Thursday	<b>Picture Day** <i>Sports Teams, Class Group &amp; Make up Pictures</i></b>
Oct. 23	Friday	<b>No Classes for Students</b> – Optional parent conferences, all-staff workday
Nov. 9	Monday	CCS Annual Golf Tournament at Prestonwood Country Club
Nov. 17	Tuesday	Midterm for second quarter (reports go home today)
Nov. 25-27	Wednesday - Friday	<b>Thanksgiving Holiday</b>
Dec. 4 & 5	Friday & Saturday	Fall drama production (times TBA)
Dec. 17 & 18	Thursday & Friday	Semester exams for 9-12 grade students
Dec. 18	Friday	Last day of classes for second quarter: <b>Early release*</b>
Dec. 21- Jan. 1	Monday - Friday	<b>Christmas Break</b>

### THIRD QUARTER

Jan. 4	Monday	First day of classes for 3 <sup>rd</sup> quarter
Jan. 5	Tuesday	Second quarter report cards sent home
Jan. 21	Thursday	<b>Open House: Early release*</b>
Feb. 2	Tuesday	Midterm for third quarter (reports go home today)
Feb. 5	Friday	<b>Benefit Auction at Prestonwood Country Club</b>
Feb. 11	Thursday	6-12 Parent Athletic Spring Sports Informational Meeting in gym
Feb. 15	Monday	<b>Presidents' Day: SCHOOL CLOSED</b> (possible make up day)
Feb. 19	Friday	<b>Winter Sports Photos:</b> bring your team uniform to school
Mar. 12	Friday	Last day of classes for third quarter: <b>Early release*</b>
Mar. 15-26	Monday - Friday	<b>Spring Break</b> - <i>sports seasons will continue</i> (1 <sup>st</sup> week possible make up days)

### FOURTH QUARTER

Mar. 29	Monday	First day of classes for 4 <sup>th</sup> quarter
Mar. 30	Tuesday	Third quarter report cards sent home
Apr. 1	Thursday	<b>No Classes for Students</b> – Optional Parent Conferences, all-staff workday
Apr. 2	Friday	<b>Good Friday: SCHOOL CLOSED</b>
Apr. 19-23	Monday - Friday	Stanford Achievement Testing
April 28	Wednesday	Midterm for fourth quarter (reports go home today)
May 7	Friday	Grandparents' Day & Spring Concert
		<b>Protocol</b> - 7:00 p.m. in the gymnasium
May 14	Friday	<b>Spring Sports Photos:</b> bring your team uniform to school
May 14 & 15	Friday & Saturday	Spring drama production (times TBA)
May 18 & 19	Tuesday & Wednesday	Senior Finals
May 20	Thursday	Senior Assembly – 10:00 a.m.
		<b>Graduation. Class of 2010</b> – 6:30 p.m. in the gymnasium
May 26 & 27	Wednesday & Thursday	Semester exams for 9-11 grade students
May 27	Thursday	<b>Last day of classes**</b> for kindergarten and grades 6-8 <b>Early release*</b>
May 28	Friday	<b>Last day of school**</b> for grades 1-5 and 9-11 <b>Early release*</b>
May 31	Monday	<b>Memorial Day: SCHOOL CLOSED</b>
June 1 & 2	Tuesday & Wednesday	All-staff workdays - mandatory (possible make up days)

\*Early release times: 12:15 (k), 12:30 (6<sup>th</sup> - 8<sup>th</sup>), 12:45 (1<sup>st</sup> - 5<sup>th</sup>), 1:15 (9<sup>th</sup> - 12<sup>th</sup>)

\*\* Dress Uniform Required

## SCHOOL-SPONSORED EVENTS

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

### *School-sponsored events are:*

- ◆ Events organized by a CCS staff member acting in his official capacity as a teacher, administrator, etc.
  - ◆ Events approved by the secondary principal and organized by the CCS Student Government
  - ◆ Events which are published on the Cary Christian School yearly calendar
  - ◆ Events that receive financial support from Cary Christian School (including fund-raising opportunities provided through Cary Christian School)
- ~ School-sponsored events should be consistent with the goals of CCS.
  - ~ School-sponsored events require the attendance of a staff member from CCS.
  - ~ Class time is not to be used for planning school-sponsored activities.
  - ~ Attendance at school-sponsored activities is generally limited to students who are currently enrolled at Cary Christian School. The secondary principal may grant exceptions.
  - ~ Timely information about school-sponsored activities must be provided to the parents. All written communication must be submitted to the secondary principal prior to being sent to the parents.
  - ~ Parents must sign a written waiver releasing Cary Christian School from any liability for all events taking place off campus. This statement should also authorize medical treatment to be given to the student in case of injury.
  - ~ Only school-sponsored events will be placed on the monthly school calendar.
  - ~ The secondary principal must approve all proposed activities, determine the number of chaperones required, and approve a date for the event.
  - ~ Only school-sponsored activities will receive support from Cary Christian School, *e.g.*, no charge for copier and/or telephone use, bulletin announcements to publicize the event, and use of supplies.
  - ~ Cary Christian School will not sponsor a senior class trip. Students are encouraged to work with their parents to plan this activity if they so choose.

## SCHEDULES

The following is a list of events and programs in which the Cary Christian School secondary classes normally participate. Additional programs and events may be added throughout the year as they meet the quality and time criteria.

## SAT ACHIEVEMENT TESTING

(Stanford Achievement Test) This is the annual testing of all students during a week in April. Test results are mailed to parents, put in student's files, and overall school results are published in the quarterly newsletter. This test is not given to juniors or seniors. Juniors take the PSAT, and juniors and seniors take the Scholastic Aptitude Test.

## FINALS

During the last week in each semester, students take semester exams. No additional homework will be assigned during this week. Spring semester only: High school students will attend all review sessions and class periods until the final is completed, after which they need not attend that class for the remainder of finals week. Middle school students will continue to attend applicable classes after finals are completed.

## KNOWLEDGE BOWL, MOCK TRIAL, AND DEBATE

Teams for high school students offer interscholastic competition. The high school team may qualify for state level competition if successful at the regional tournament.

## PROGRAM, EVENTS, AND HOLIDAYS

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

# ATHLETICS

## ATHLETIC PHILOSOPHY

Our academic and athletic programs are not structured to be in competition with one another. We reject as a false dichotomy the idea that either the academic must serve athletics or vice versa. Our goals and vision statement state the educational mission of our school, and we seek to use both academics and athletics as instruments to help us accomplish those goals.

If any element of our program begins to threaten our ability to fulfill our educational goals or vision statement, then that element will be altered or eliminated in order to deal with the threat.

Our athletic and physical education activities are considered an important component of our classical and Christian curriculum. We recognize that the training of the body has been part of the classical approach to education from the very beginning. Further, our understanding of the Christian worldview does not permit us artificially to limit a course of training to the mind only. Our goal has always been to educate our students in all aspects of life, with the Scriptures at the center of all things as the point of integration. We have the same standard for our athletic program and physical education classes, and see this point of integration as particularly important.

There are occasions when our high school and middle school conference teams must compete over our spring and fall breaks. We have considered the ramifications of this requirement, and for the long-term success of our athletic program, all conference team athletes must take part in team competitions occurring over fall and spring school breaks. This guideline allows us to be consistently competitive and remain in good standing with our conference affiliates.

## ATHLETIC OFFERINGS

Cary Christian School seeks to provide an extra-curricular activities program in order to supplement the academic program of our institution. We recognize that God has gifted students in a variety of ways, including abilities in athletics. Our Athletic Program provides an opportunity for these students to develop and use their God-given abilities.

We also believe that participation in extra-curricular activities, especially athletics, provides a good opportunity to encourage Christian students in their relationships with Jesus Christ. These activities also enhance the atmosphere of the Cary Christian School student body, providing students and parents with an opportunity to express positive school spirit.

Below you will find a list of all the athletic teams CCS has to offer:

Fall Sports	Winter Sports	Spring Sports
<i>High School</i>		
<b>Varsity</b> Girls' Volleyball Boys' Soccer Cross-country Girls' Tennis Football  <b>Junior Varsity</b> Girls' Tennis Girls' Volleyball	<b>Varsity</b> Boys' Basketball Girls' Basketball Swimming (7-12)  <b>Junior Varsity</b> Boys' Basketball Girls' Basketball	<b>Varsity</b> Baseball Golf Track Girls' Soccer Boys' Tennis Lacrosse  <b>Junior Varsity</b> Girls' Soccer
<i>Middle School</i>		
<b>Gold Teams</b> Girls' Volleyball Boys' Soccer Girls' Tennis Cross-country Football  <b>Blue Teams</b> Girls' Volleyball Boys' Soccer	<b>Gold Teams</b> Girls' Basketball Boys' Basketball  <b>Blue Teams</b> Girls' Basketball Boys' Basketball	<b>Gold Teams</b> Golf Girls' Soccer Boys' Tennis Baseball Track Lacrosse Girls' Softball  <b>Blue Team</b> Girls' Soccer

## ATHLETIC PROGRAM OBJECTIVES

### VARSETY (GRADES 9-12)

The objective for all the participants of the varsity (and junior varsity) level athletic program is to exhibit impeccable sportsmanship and excellence. Varsity athletics is highly competitive and advanced. At this level the athlete will be scrutinized more thoroughly in his character, ability, attitudes, and skills. He will play before many witnesses, including the Lord. The most qualified athletes will be allowed on the varsity team. Playing time will be at the discretion of the coach.

### MIDDLE SCHOOL (GRADES 6-8)

The objectives of the middle school program are improvement through participation and the development of basic skills. Coaches will also teach basic rules and principles of the game. Middle school athletics will allow each student the opportunity to participate and grow in sportsmanship and Christian character. Athletes will be allowed to participate in every game contingent on their attitude and participation in practice. Coaches will talk with players and parents to explain reasons for non-participation in a game.

## TEAM SIZE

A maximum of twenty athletes will be carried on the roster for volleyball and basketball. If more athletes turn out, coaches will make a cut. All cuts will be made by the varsity coach within the first week of practice. Prior to announcing the final rosters and cuts, the coach must meet with the athletic director. The coach and athletic director are to ensure that cuts made in compliance with these guidelines are in the best long-term interests of the program.

## QUALIFICATIONS

**Grade Point Average** - All CCS students must maintain a G.P.A. of 2.5 or above to participate in extra-curricular activities.

**Pre-Participation** - All participants must turn in a completed interim questionnaire, physical form, and emergency medical form, and must have paid their activity fee for that sport.

## FEES

*Varsity:* All Sports - \$50.00 (Per sport)

*Middle School:* All Sports - \$25.00 (Per sport)

## ATHLETIC DIRECTOR

For more information on our athletic programs, please contact the athletic director or retrieve a copy of our Athletic Handbook from the middle school secretary.

Athletic director: Frank Hollowell

Phone: 303-2560 (ext. 213)

Email: [fhollowell@carychristianschool.org](mailto:fhollowell@carychristianschool.org)

# UNIFORM GUIDELINES

At Cary Christian School, we have developed uniform guidelines with a desire to foster a sense of unity among students. We also are committed to providing a consistently attractive and neat appearance while seeking to avoid peer pressure in matters of dress. Parents and students are responsible for reading the Uniform Guidelines and adhering to its guidelines. Violation notices will be given to students who are not in compliance.

## UNIFORM OBJECTIVES

Cary Christian School's standards and guidelines have been designed to set standards for student attire. It is important for student's and staff alike to remember that CCS is a workplace and compliance of these guidelines will be expected.

### *Basic guidelines:*

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

## ORDERING UNIFORMS

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

Educational Outfitters (*The local store is located on Buck Jones Road near Jellybeans Super Skate Center.*)

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

School Code: NC0138

1331 Buck Jones Road

Raleigh, North Carolina 27606

919-804-5437 or 866-326-5437

## ENFORCEMENT

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

### *Special Exceptions*

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

## UNIFORM CODE

### *Why Does Cary Christian School have a uniform code?*

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

### *Compliance with the Uniform Code*

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

It is imperative that all parents and students read the guidelines carefully to ensure full understanding of the entire uniform guidelines. Parents are required to read the guidelines and

agree in writing to uphold it while their child(ren) are enrolled in CCS.

When a student is found to be in violation of the uniform guidelines, administration may direct students to call parents to bring proper uniform attire for their child(ren). Violations are recorded on a Violation Notice and mailed to the parents. At the high school level, when a student receives his or her third violation, there will be a loss of off-campus lunch privileges. When five violations have accumulated during the school year, an office visit ensues.

### ***General Guidelines:***

- ◆ **Shirts** - With the exception of the middy blouse for girls, all shirts must be tucked in at all times. Logos are required on all polo shirts worn at CCS. Our logo was designed especially for CCS and can only be purchased from our uniform supplier. Polo shirts with no logo, or any logos that are not our official logo are not permitted. When purchasing turtlenecks, make sure they are solid white, hunter green or navy with no patterns, ribbing or mock collars. Students may wear white turtlenecks or white t-shirts under their polo's if necessary for extra warmth. Please note that T-shirts must be a solid white and there should be no writing that shows through the polo.
- ◆ **Garment Sizing and Length** - Sizing of garments needs to be within reason for your child's frame. "Growing room" is understandable, but oversized shirts, sweatshirts or pants are not permissible. The lengths of jumpers, skirts, and culottes are to be to the knee or below as measured by the crease on the back of the knee. Boy's shorts and girl's walking shorts are to remain the length as shipped by the manufacturer.
- ◆ **Daily Footwear** - Clean athletic shoes are acceptable in solid colors of black or white for daily wear. They may have a small amount of white, black, gray or silver on them, but no colors. All shoes should be comfortable and, where possible, have non-slip soles. Shoes should be flat or low-heeled, 2 inches or less. No open toed shoes or sandals are permitted. No boots (any shoe over the ankle bone), clogs, jellies, brogans, platform shoes, or shoes that light up, make sounds, or have wheels are permitted.
- ◆ **Dress Shoes** – Dress shoes are required on dress uniform days and should be solid brown (not athletic shoes or desert boots/wallabies). Shoes should also be flat or low-heeled: 2 inches or less and again, no open toed shoes or sandals are permitted. The uniform supplier may carry approved footwear for dress shoes and is also able to order solid white and solid black daily wear athletic shoes. Please note that shoes must be non-marking soles only. Brown dress shoes may be worn for daily wear shoes as well.

- ◆ **P.E. Footwear** - P.E. shoes should be clean and non-marking.
  - ~ Outside - Daily athletic footwear is acceptable for outside P.E. days.
  - ~ Inside - Either a different pair (not daily athletic footwear) of clean athletic shoes that remain at school, OR socks are acceptable. These measures are designed to prolong the life of the wooden gymnasium floor.
- ◆ **Socks** – If socks are worn, they should be navy, hunter, black, khaki or white. Girls may wear tights or fitted, full-length, plain (no lace) leggings in these same colors, except khaki. Older girls may wear hose in neutral, navy, or black. Please note that green socks or tights should be hunter green and should match the polo shirts and the green in the plaid jumpers and skirts. Blue socks or tights should be navy blue only.
- ◆ **Belts** - Belts are required for both boys and girls on any item of clothing that has belt loops. Belts should be solid black or brown.
- ◆ **Outerwear** - In the classroom and school buildings, only the CCS sweatshirt, letter jacket, fleece, blazer, vest, or sweaters are to be worn. Some leeway will be given with regard to outdoor coats, jackets, and rain/snow gear. While denim is approved, faded or tattered denim garments as well as camouflage materials are not.
- ◆ **P.E. Wear** - Must be purchased from Educational Outfitters for grades (6-12).
- ◆ **Hair and Accessories** - Students will keep their hair neat, clean, well groomed (combed), and in traditional styles and colors. Boys should be clean-shaven. Boys will keep their hair in short lengths with the back length no longer than the top of the shirt collar and cut above the ears. Bangs should be trimmed and out of the eyes. Boys' hair is not to be bleached or highlighted. Girls' hair may be tastefully and conservatively highlighted. Girls may wear barrettes, scrunchies, and hair bows that are moderate in size that match the uniform colors. Hats are not acceptable in the classroom or school buildings for either boys or girls.
- ◆ **Jewelry** - Boys may not wear earrings. Girls may wear small earrings avoiding those that dangle low for obvious safety reasons. Please limit the number worn to two pairs and these are to be worn only in the earlobes. Watches and rings are fine for boys and girls, keeping in mind moderation and good taste. Gold and silver tasteful necklaces and bracelets may be worn if they are petite in nature.
- ◆ **After School Wear** - Students remaining on school grounds after school shall remain in uniform. Students attending school sports activities and games should be dressed appropriately. Pants should fit modestly, not too loosely fitting or skintight. Shirts should cover the midriff.
- ◆ **On-Campus Athletics**-For all on-campus sports practices or workouts, CCS approved attire is required.

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

Please mark each of your child(ren)'s belongings with a permanent laundry marker to facilitate return of lost items. Please check items periodically to be sure your child has not picked up someone else's items. Please note that uniform selections may be worn until they are outgrown as long as they are in good condition.

## DAILY UNIFORM REQUIREMENTS

### GIRLS' "DAILY WEAR" UNIFORM SELECTIONS (GRADES 6-12)

#### *Choices for tops:*

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

#### *Choices for bottoms:*

- ◆ Plaid, navy, or khaki pleated skirt
- ◆ Navy, khaki, or plaid culottes
- ◆ Navy or khaki long skirt
- ◆ Navy or khaki cuffed walking shorts

### BOYS' "DAILY WEAR" UNIFORM SELECTIONS (GRADES 6-12)

#### *Choices for tops:*

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

#### *Choices for bottoms:*

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

## DRESS UNIFORM REQUIREMENTS

Below, please find requirements for Cary Christian School dress uniforms (Grades 6-12). All students will be expected to dress according to these specifications on dress uniform days throughout the school year. Here is a partial list of occasions where participating students will be required to wear this uniform selection:

- ◆ First day of school
- ◆ Field trips (unless otherwise noted)
- ◆ School competitions (ex. Knowledge Bowl, athletic game days)
- ◆ School Assemblies
- ◆ Christmas Program

<p><b><u>Girls 6-8</u></b></p> <p>Khaki culotte or skirt            White oxford (short or long sleeve)            Navy V neck or button up vest            Girls' solid brown dress shoes</p>	<p><b><u>Girls 9-12</u></b></p> <p>Khaki skirt            New white long sleeve fitted dress shirt            Navy Blazer            Girls' solid brown dress shoes</p>
<p><b><u>Boys 6-8</u></b></p> <p>Khaki pants            White oxford (short or long sleeve)            Navy tie            Boys' solid brown dress shoes</p>	<p><b><u>Boys 9-12</u></b></p> <p>Khaki pants            White oxford (long sleeve)            Navy blazer and striped tie            Boys' solid brown dress shoes</p>

## BOYS' & GIRLS' P.E. WEAR

P.E. wear should include navy shorts or navy sweatpants with CCS logo; gray T-shirt with CCS logo. Daily CCS sweatshirts are also acceptable as P.E. wear.

Girls' & Boys' Shoes - See "General Guidelines" above for details.