

Ad majorem Dei gloriam!
For the greater glory of God!

CARY CHRISTIAN SCHOOL

2018 - 2019

PARENT & STUDENT HANDBOOK



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

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

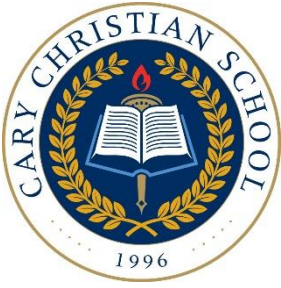


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MISSION, VISION, AND PHILOSOPHICAL FOUNDATIONS

MISSION STATEMENT

Cary Christian School exists to provide an excellent classical education founded upon a biblical worldview.

SCHOOL SONG

Non Nobis Domine

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

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. 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.

PHILOSOPHICAL FOUNDATIONS

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 Timothy 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. (Deuteronomy 6:4, Genesis 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, Matthew 1:18, Hebrews 4:15, John 10:32, Romans 3:25, Matthew 28:6, Romans 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. (Ephesians 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. (Galatians 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 Thessalonians 4:16-17, II Thessalonians 1:9)
- We believe in the spiritual unity of all believers in our Lord Jesus Christ. (John 17:20-23)

STATEMENT ON MARRIAGE, GENDER, AND SEXUALITY

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

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

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

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

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

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

SECONDARY DOCTRINE

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, these 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).
- 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.

A CHRISTIAN EDUCATION

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

A CLASSICAL EDUCATION

The Meaning of Classical Education

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, and rhetoric. Miss Sayers also combines the three stages of child development with the Trivium. Specifically, she matches what she calls the “Poll-parrot” stage with grammar, “Pert” with logic, and “Poetic” with rhetoric (see the following chart). At CCS, the founding board members were intrigued with this idea of applying a classical education in a Christian context. Douglas Wilson, a founding board member of Logos School, explained the classical method further in his book, *Recovering the Lost Tools of Learning*. Cary Christian School has been committed to implementing this form of education since the school’s inception.

An excerpt from Douglas Wilson’s book, *Recovering the Lost Tools of Learning* defines and describes the classical methodology:

“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.”

The Method of Classical Education: The Lost Tools of Learning

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 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.

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

THE ASSOCIATION OF CLASSICAL CHRISTIAN SCHOOLS (ACCS)

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

Requirements for all member schools:

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

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

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

THE HISTORY OF CARY CHRISTIAN SCHOOL

Cary Christian School 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 as described in the essay made perfect sense. This was the educational philosophy that the founders desired to implement in a school setting. The founding board at CCS comprised Mr. Tim McClelland, President, Mr. Rick Chapman, Vice-President, Mr. Frank Barry, Secretary, and Mr. John Calhoun, Treasurer. Mrs. Teena Armstrong joined the board shortly thereafter.

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 began with approximately 84 students the first year in grades K-12. The school grew primarily through word of mouth. We offered small class sizes though we did have combined grades for the first several years.

With a dedicated staff, we grew the second year to 140 students. We expanded our use of the Peace Presbyterian Church building from two kindergarten classrooms to include an office. Mr. Tony Husemann, the principal for the first two years, 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 increased to 167. We expanded our facilities and moved grades 5-8 to the B building of Salem Baptist Church in Apex, as the decision was made to pare back the program to K-8.

For CCS's fourth year of operation, we hired Mr. John McGillicuddy for the position of principal. The permit for the modulars expired in August, and we were blessed by God to have Salem Baptist Church offer to lease additional space to include grades 2-4 at the Apex facility. Mr. McGillicuddy resigned in late February, and Mr. Tim McClelland stepped in to assume 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. He was committed to refocusing Cary Christian School on the classical, Christian model of education by inviting Mr. Larry Stephenson from Logos to come and speak to our parents. Mr. Stephenson moved to Cary to serve as principal in August of 2001. 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 grade classes, 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 Headmaster, Business Manager, Development Director, and Athletic Director offices were located at the Secondary campus.

On July 17, 2004, with the help of some 100 parent volunteers, we moved from our three previous sites and a storage unit, into our permanent home at 1330 Old Apex Road. As we entered into our eleventh year, with an enrollment of approximately 720 students, we had three classes each of grades kindergarten through nine, two classes each of grades ten and eleven and one twelfth grade class.

In our twelfth year, enrollment reached 780 students, and we continued to enjoy the blessings of being together on our campus at 1330 Old Apex Road in Cary. Completion of an annex included two high school science labs, two locker rooms, a weight room, an auditorium, a music and band room. We grew to 90 committed staff members, all growing and developing for the glory of God. We completed our fourteenth year with 812 students, just under 100 staff, and our first graduating class of three sections! Dr. Larry Stephenson's ten year tenure ended with the close of the 2010-2011 school year. We thank God for the tremendous growth and success CCS experienced under his leadership. Mr. Rodney Marshall served as interim Headmaster for the 2011-2012 school year.

On June 1, 2012, after serving as the Rhetoric School Principal for one year, Mr. Dell Cook was appointed as the new Headmaster. Mr. Cook has been a member of our faculty since 2000 serving in the grammar, logic and rhetoric schools during his tenure at CCS. We continue to trust God's providence and faithfulness as we look ahead to the 2016-2017 school year.

On June 1, 2018, Mr. Robbie Hinton was appointed as the new Headmaster. Mr. Hinton earned a degree in marketing from the University of Tennessee and a Master of Divinity from Reformed Theological Seminary. His diverse background (serving as a campus minister and a church planter before leading two classical Christian schools) has prepared him to love our students, families, staff, and administrators while helping us achieve our best as a school through strong operational management.

CARY CHRISTIAN SCHOOL BOARD AND ADMINISTRATION

SCHOOL BOARD

Todd Bovenizer
Josh Estep
Chris Flythe
Scott Myers
Eric Peele
Cameron Perkins
Jeffrey Stonebraker

ADMINISTRATION

Robbie Hinton, Headmaster
Jim Dickman, Chief Officer of Operations
Ryan Baker, Upper School Dean
Kevin Seitz, Lower School Dean
Rob Stansberry, Dean of Students

INSTRUCTION: THE PURSUIT OF KNOWLEDGE, UNDERSTANDING, AND WISDOM

THE COURSE OF STUDY

A worldview is how we see and interpret life’s events. It is the assumptions we make as we think, speak, and act. A biblical worldview means we examine life and respond to it with Scripture as our guide and filter. Christian education ceases to be holistic and effective when it is only an add-on class in a curriculum. A student cannot be fully equipped to pursue his/her calling by God if faith is treated as an isolated area of education. Cary Christian School is distinctly different in this respect throughout K-12. We provide a biblical worldview by intentionally integrating God’s truth, goodness, and beauty into every subject area a student encounters. We take our role seriously as a supportive extension of your Christian home to educate a child according to Deuteronomy 6:7. A good deal of a student’s life happens at school. Therefore, the whole person is cultivated by God’s truth at every point in his or her studies.

PHONICS SCHOOL STUDIES

SUBJECT	Kindergarten	1 st Grade	2 nd Grade
Bible	<ul style="list-style-type: none"> • Old Testament stories and characters • Attributes of God • Books of the Bible • Hymns 	Reading and Memorization <ul style="list-style-type: none"> • New Testament: Life of Christ • Hymns 	Reading and Memorization <ul style="list-style-type: none"> • Old Testament: Genesis, Exodus, Ruth • Hymns
Grammar		Parts of speech	Basic English Grammar 2
Spelling		Rules, memorization	Rules, patterns, memorization, dictation
Language Arts, Reading, and Literature	Phonics training (early reading)	<ul style="list-style-type: none"> • Phonics training • Literature reading 	Guided independent reading and comprehension of literature
Penmanship	Manuscript (D’Nealian)	Manuscript (D’Nealian)	<ul style="list-style-type: none"> • Manuscript (D’Nealian) • Cursive (D’Nealian)
Math	Properties, patterns, adding, graphing, money, time, calendar activities	<ul style="list-style-type: none"> • Properties, problem solving, money, time, calendar activities • Math Facts 	<ul style="list-style-type: none"> • Properties, patterns, problem solving, shapes, clocks, money, measurement • Math Facts
Science	Science Units: seasons, senses, bugs, NC animal habitats	Science Units: solar system, polar region, plants, frogs, weather	Science Units: deserts, mammals and reptiles, skeletal system Project: Animal Report
History, Geography, and Social Studies	<ul style="list-style-type: none"> • History: patriotism, Pilgrims, geography, important Americans • Social Studies: family, community helpers, jobs, locations 	<ul style="list-style-type: none"> • County • Colonial America • Pilgrims 	<ul style="list-style-type: none"> • N.C. history and geography • State facts, symbols, and products • State government
Art	Artists, Art History, and Integrated (with Reading, Math, and Science) Art Projects K-2		
Music	Thematic Music		
P.E.	Skills and Games K-2		

GRAMMAR SCHOOL STUDIES

SUBJECT	3 rd Grade	4 th Grade	5 th Grade
Bible	Reading and Memorization: John 3; excerpts from James and Psalms Walk Through the Bible	Reading and Memorization : Sermon on the Mount – Matthew 5-7	Reading and Memorization: Philippians
Grammar	<ul style="list-style-type: none"> · English Grammar 3 · Written expression 	<ul style="list-style-type: none"> · English Grammar 4 · Writing assignments 	<ul style="list-style-type: none"> · English Grammar 5 · Writing assignments
Spelling	Rules, patterns, lists, dictation	Rules, patterns, lists, dictation	Rules, patterns, lists, dictation
Penmanship	Cursive (D’Nealian)	Cursive (D’Nealian)	Cursive (D’Nealian)
Reading	Guided independent reading and comprehension of literature	Monitored independent reading of literature integrated with history and science	Monitored independent reading of literature integrated with history and science
Latin	Latin I: vocabulary, chants, grammar, beginning translation	Latin II: vocabulary, grammar, intermediate translation	Latin III: grammar, advanced translation
Math	Skills, problem solving; Math Facts	Skills, problem solving	Skills, problem solving
Science (integrated with reading, math, and art)	Science Units: rain forest, five senses, rocks and minerals, birds, fish Project: Bird Report	Science Units: space exploration, moon, constellations, human body systems, insects Project: Insect Collection	Science Units: oceans, seashells, periodic table/chemistry, weather, natural disasters, nervous system, flight Project: Shells
History	<ul style="list-style-type: none"> · U.S. geography · Early U.S. history · States and capitals · Written and oral presentations 	<ul style="list-style-type: none"> · U.S. History (War for Independence -1900) · Written and oral presentations 	<ul style="list-style-type: none"> · World History (1900-1945) · Oral presentations · Research paper
Art	Artists, Art History, and Integrated (with Reading, Math, and Science) Art Projects 3-5		
Music	Thematic Music		
P.E.	Skills and Games 3-5		

In keeping with our understanding and practice of the Grammar stage methodology (see the preceding The Lost Tools of Learning chart) and its approximate correlation to the elementary years, we divide each subject area into two sections: Goals and Memorization. The Goals are the basic principles, knowledge, and skills we seek to achieve throughout the six years of elementary school (K-5). The Memorization sections include the “grammar” of each subject which we seek to have the students commit to memory through repetition and memorization.

NOTE: The course materials listings and a listing of these objectives are available from the Lower School Dean.

LOGIC SCHOOL STUDIES

SUBJECT	6 th Grade	7 th Grade	8 th Grade
Literature and Composition	English 6	English 7	English 8
Math	Advanced Arithmetic	Pre-Algebra	Algebra 1
Science	Life Science	Physical Science	Earth Science
History	American	Ancient and Biblical History I (Old Testament)	Ancient and Biblical History II (New Testament)
Bible	Colossians		
Classical Language or Logic	Latin IV	Latin V	Logic
Electives	Elective classes are offered Monday through Friday and include a variety of offerings such as: Drama, P.E., Chorus, Study Hall, Band, Interior Design, Journalism, Art, Typing, Chess, Computer Science, Health and Wellness		

NOTE: The above courses are subject to change at the discretion of the Upper School Dean.

For Logic School students in grades 6 – 8: in order to be promoted to the Rhetoric School, a student must satisfactorily complete at least one credit in Art and one credit in Music during the three years of their enrollment in the Logic School.

RHETORIC SCHOOL STUDIES

SUBJECT	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	Classical Literature	Medieval Literature	Modern European Literature	American Literature
History	Classical History	Medieval History	Modern European History	American History and U.S. Government
Math	Geometry	Algebra II	Precalculus or Trigonometry	Calculus or Statistics
Science	Human Biology/Physiology	Environmental Biology	Chemistry	Physics
Bible or Rhetoric	Rhetoric I	Theology	Apologetics	Rhetoric II
Language	Greek I	Greek II	Spanish I	Spanish II
Electives	Elective classes are offered Monday through Friday and include a variety of offerings such as: Drama, P.E., Weight Training, Chorus, Study Hall, Band, Art, Film, Chess, Engineering			
Advanced Courses and Placement Programs	Advanced (ADV) and AP courses are offered. AP courses are weighted on the following scale: A=6, B=5, C=4. For ADV courses, students must sit for, and pass, the AP exam with a score of 3, 4, or 5 to receive the (ADV) weighted grade on their transcripts. Extra books and materials may be required and need to be purchased at the expense of the student for AP courses.			

NOTE: The above courses are subject to change at the discretion of the Upper School Dean.

For Rhetoric School students in grades 9 – 12: in order to graduate from CCS, a student must satisfactorily complete at least one credit in Art and one credit in Music during the four years of their enrollment in the Rhetoric School. A credit is defined as a course that meets three days per week for one semester or two days a week for one year.

Advanced Class Options for Rhetoric School Students

SUBJECT	Math	Science	History	English and Literature
Advanced Courses	Calculus (AB)	Biology Chemistry Physics (B)	European History U.S. History World History	English Language English Literature

Why Latin?

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

Therefore, Cary Christian School teaches Latin for two major reasons:

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

Why Greek?

Education in Western civilization has always included the study of ancient Greek. At Cary Christian School, we study Koine Greek, the Greek dialect used throughout the Mediterranean at the time the New Testament was written. Our primary focus is to give students the tools they need to delve more deeply into the Word of God. Understanding Greek allows the student the opportunity to read the writings of the Apostles in the original language, often gaining insight into, and understanding of, the world and culture which gave rise to Christianity. Additionally, many scientific and medical terms are based on Greek words. Lastly, the discipline and careful attention needed to study Greek train the student's brain to analyze material carefully and make connections at a high level. Studying classical languages lays the foundation for our classical, Christian studies, exercises the mind, and gives students measurable advantages in developing learning skills and achieving success on standardized tests.

Why Fine Arts?

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

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

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 core (non-elective) classes taught in the elementary and secondary levels of Cary Christian School.

“Core classes” are defined as those subject areas normally considered indispensable to an adequate education: Bible, math, science, history, English, literature, foreign languages.

CURRICULUM MATERIALS SELECTION

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 prior to December 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 texts/materials will be left up to the appropriate administrator, and budgetary considerations.
3. All such substitution of texts/materials must comply with the considerations for using secular materials (see below).
4. Should a member of the school (parent, teacher, board member, or 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 objectives), then the matter will be referred to the appropriate administrator for recommended action. Should this not result in a satisfactory solution, the matter will be referred to the Headmaster. Should this not result in a satisfactory solution, the matter will be referred to the board.

Use of Secular Materials

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

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

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.

A **Controversial Subject** is defined as 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.

- 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.
- Teachers will refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
- Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology, and biblical principles and references, as they arise in appropriate class contexts.
- The teacher is to remember that according to Scripture and the second stated goal of Cary Christian School, he/she is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this guideline, and sound teaching practices, he/she is to encourage a gracious and scholarly attitude in the students.

VIDEO USE GUIDELINES

- All videos used in class should conform to the principles of propriety listed in Philippians 4:8.
- All videos must receive prior approval by the Dean before use.

GRADING GUIDELINES

All academic grading at Cary Christian School uses a criterion-referenced base for evaluation. In other words, the students' work will be evaluated against an objective standard in each class. Progress Reports are released online at mid-quarter. Report cards are released online at the beginning of the following quarter (with the exception of the fourth quarter). Parents will be notified before the end of the grading period if a student is in danger of receiving a failing grade for the quarter or the semester (Rhetoric).

ELEMENTARY GRADING GUIDELINES

Achievement Evaluations

Kindergarten and Grade 1

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory (in skills or behavior)

/ = No grade this quarter

I = Incomplete (work missing, not enough grades to assign a letter grade)

Grades 2 – 5

100% – 90%	=	A- to A+	Excellent
90% – 80%	=	B- to B+	Surpassing
80% – 70%	=	C- to C+	Satisfactory
70% – 60%	=	D- to D+	Unsatisfactory
60% – 1%	=	F	Failing (Note: A zero for work not turned in is worth less than and “F”)

SECONDARY GRADING GUIDELINES

Grade Point Average

Each student's grade point average (G.P.A.) is computed at the end of each quarter. Grades earned in elective courses, independent study courses, college and/or correspondence courses, or for work completed in home school settings apply toward graduation requirements but are not factored into cumulative grade point averages.

Grading Scale (Grade 6 – 12)

Percent	Grade	Logic School	Rhetoric School	AP/ADV Classes	Meaning
90-100%	A	4.0	5.0	6.0	Excellent
80-89%	B	3.0	4.0	5.0	Surpassing
70-79%	C	2.0	3.0	4.0	Satisfactory
0-69%	F	0.0	0.0	0.0	Failing

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 Upper School Dean may decide not to place a student on probation. A written record explaining this decision will be signed by the Dean and the Headmaster and placed in the student's file.

Grade point averages for each secondary student will be calculated at the end of each quarter.

- 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 co-curricular activities.

ELIGIBILITY FOR CO-CURRICULAR ACTIVITIES

All Cary Christian Logic School students participating in co-curricular activities must maintain a G.P.A. of 2.0 or above. This does not apply to transfer students during their first quarter of enrollment at Cary Christian School. All Cary Christian Rhetoric School students participating in co-curricular activities must maintain a G.P.A. of 2.5 or above.

For the good of all 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 counterproductive to the student's best interests, the Upper School Dean may decide not to restrict a student's eligibility. In making this decision, the Dean 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 Dean and then by the Headmaster.

GRADING LATE ASSIGNMENTS

In grades 2-12 an assignment is late, the earned grade is reduced by ten percent. Assignments may not be turned in for credit more than three days past the due date in grades 2-12. There are two exceptions to this requirement. First, if a student had an unplanned absence, the due date is to be extended by the number of days he/she was absent. Second, if a student had a planned absence, all work should be due prior to the absence or on the first day back at school.

ADDING OR DROPPING AN ELECTIVE CLASS

Rhetoric students may add elective classes through the first two weeks of each semester. Secondary students may drop an elective class at any time with parent permission.

HOMEWORK PHILOSOPHY AND GUIDELINES

The purpose of the assignment of homework is not a prerequisite necessary to provide a rigorous education. Fulfilling the goals of a classical education does not necessitate assigning several hours of homework each night. Teachers should have a specific purpose in mind when they decide to assign homework. Teachers are encouraged to have the students begin work on assignments during class. Homework may consist of work that was not completed during class, if adequate time was given. 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.)

PHONICS AND GRAMMAR SCHOOL: Minimal written homework will be assigned. Reading approximately 15 – 30 minutes per night, math facts review, Scripture memorization, and test preparation are common daily home assignments.

LOGIC AND RHETORIC SCHOOL (permissible homework assignments)

- Bible, Math, Science, and History: completion of assignments not finished during allotted time in class; reviewing information presented during class (e.g. studying for tests or preparing for presentations)
- English: completion of writing assignments not finished during class
- Literature: reading for upcoming class
- Foreign Languages: completion of assignments not finished during class; review of vocabulary and grammar
- Rhetoric or Logic: preparation for presentations and tests
- Electives: suggestions for extra voluntary student work; homework assigned as needed

FINAL EXAMS

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

PROMOTION GUIDELINES

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

- pass reading, math, and English with at least a 70% average
- have no more than one "F" per quarter in any other academic subject (e.g., math, science, etc.) and no more than two "F's" in the same subject within an academic year. It is incumbent upon the appropriate teacher that all due curriculum objectives, grading guidelines, and teaching requirements be faithfully executed. For example, the requirement that there be at least 10 objective grades per subject area by which the quarterly grade is computed has a significant bearing on a complete and accurate assessment of a student's success in that area. Too few grades can force the teacher to make a poorly documented, and therefore, non-objective judgment call.

In addition, when considering promotion of currently enrolled students, special emphasis should be given to the appropriate level of mastery of the following skills and subjects (see the Curriculum Goals and Objectives) in the grades noted below:

Kindergarten to First Grade: behavioral maturity and reading readiness for first grade

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

Second Grade to Third Grade: cumulative mastery of above requirements, plus: able to read fluently and independently, using books of a second grade level; able to write cursive neatly and correctly identify the basic parts of a sentence; able to spell correctly with at least 70% proficiency; able to add and subtract two-digit numbers with at least 70% accuracy

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

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

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

Logic and Rhetoric School Students: must demonstrate grade-appropriate proficiency in all core coursework and demonstrate a grade-appropriate readiness in order to be promoted to the next grade level.

GRADUATION REQUIREMENTS

Academic records from grades 9 through 12 will be used as criteria for graduation. To graduate from Cary Christian Rhetoric School, a student must earn 25 credits.

Subject	Required Courses		Required Credits
English	Classical Literature Medieval Literature	Modern European Literature American Literature	4
History	Classical History Medieval History	Modern European History U.S. History & Government	4
Math	Geometry Algebra II	Precalculus or Trigonometry Calculus or Statistics	4
Science	Human Biology Environmental Biology	Chemistry Physics	4
Bible	Systematic Theology Apologetics		2
Rhetoric	Rhetoric I Rhetoric II		2
Languages	Greek I, Greek II 4 credits are offered; 3 credits are required	Spanish I, Spanish II	3
P.E. or Athletics			1
Fine Arts*			1
TOTAL CREDITS REQUIRED FOR GRADUATION:			25

* Beginning with the Class of 2020 and following, this is comprised of .5 credit for Music and .5 credit for additional fine arts elective.

ACCEPTANCE OF NON-CARY CHRISTIAN SCHOOL CREDITS

In some cases, students may need to take courses outside of the Cary Christian School curriculum in order to achieve enough high school credits to graduate. Each circumstance must meet one of the following criteria for academic need:

- The student is a transfer student and needs to take an alternate class to obtain missing credits or continue on an already established course of study.
- The student has a diagnosed learning disability and would like to use the class period for additional study.
- The student has been approved for early graduation.
- The student is repeating a credit after failing a Cary Christian School class.

If the student has another unique circumstance which may warrant the approval of a credit outside of Cary Christian School, the parents may petition the administration in writing for approval. Students may take courses for additional high school credits not counted towards graduation requirements.

WAIVERS OF GRADUATION REQUIREMENTS

Waiving Bible and Rhetoric Credit(s)

Cary Christian School requires two Bible and two Rhetoric credits for graduation. Bible and Rhetoric requirements may only be waived for transfer students who may need an alternate class to meet academic requirements for college enrollment. Speech and civics credits from other schools may also be accepted for a Rhetoric I credit. A science or history credit may also be waived for transfer students.

Waiving Foreign Language Credit(s)

The standard course of study at Cary Christian School includes two years of Greek and two years of Spanish. Students need three foreign language credits to graduate, two of which must be Greek I and Greek II. Students may deviate from the standard foreign language course of study in the following instances of academic need:

- The student is a transfer student and needs to take an alternate class to obtain missing credits or continue on an already established course of study.
- The student has a diagnosed learning disability and would like to use the class period for additional study.
- The student is an international student who has taken English as a second language.
- The student has been approved for early graduation.
- The student is repeating a credit after failing a Cary Christian School class.
- The students' parents are in the mission field and wish for the student to study an alternate language relating to their mission work.

Academic Waiver

Upon written request of the parents, the Upper School Dean 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 Upper School Dean agree that the work required is too difficult for the child in question.

HONORS AND AWARDS

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

- The recognition of good work is endorsed in the Scriptures, from the writings of Solomon (Proverbs), to those of Paul (Romans, Ephesians, I Timothy, etc.). Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.

- We hope to encourage the motivation to good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but it is noticed and commended.
- We want to draw public attention to the high quality of work being done by our students, to the glory of God.

DEAN'S LIST

ACCOMPLISHMENT	HONOR ROLL AWARD
All A's in a Quarter Period	Placement on Knight's List – Blue Ribbon
All A's with up to two B's in a Quarter Period	Placement Dean's List – Red Ribbon
All year on Knight's List (4 quarters)	Medallion – Received at year-end Awards Assembly
All year on Dean's List (4 quarters)	Medallion – Received at year-end Awards Assembly

Secondary Dean's List: Eligible students must have completed 90% of the coursework assigned in each class. Students not taking a full schedule of Cary Christian School classes are not eligible for Dean's List consideration. Dean's List includes elective classes.

VALEDICTORIAN AND SALUTATORIAN

The Upper School Dean 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):

- academic performance
- spiritual testimony
- co-curricular activities
- honors received

To be eligible for this award, a student must have attended Cary Christian School for all four years of Rhetoric School and have a cumulative G.P.A. of 3.5 or higher.

NOTE: A STUDENT WHO IS SUSPENDED DURING HIS OR HER SENIOR YEAR IS INELIGIBLE TO RECEIVE THESE AWARDS.

ATHLETICS

PHILOSOPHY

The co-curricular activity program at Cary Christian School serves to augment and support the school's educational goals. These activities can play a vital role in a student's education by teaching him/her the

value of self-discipline, commitment, teamwork, self-control, setting and achieving goals, perseverance, fellowship, loyalty, and cooperation. Consistent with the Cary Christian School Vision Statement, it is the objective of the program to teach these lessons as a part of the entire integrated curriculum for those students that choose to participate.

CO-CURRICULAR ACTIVITIES

Cary Christian School seeks to provide an co-curricular activities program in order to supplement the academic program of Cary Christian School's middle and high school. Cary Christian School recognizes that God has gifted students in a variety of ways, including abilities in athletics, drama, music, academic study, as well as in other areas. We seek to provide an opportunity for these students to develop and use their God-given ability.

- We believe that a co-curricular activities program enhances the atmosphere of the Cary Christian School student body, providing students and parents with an opportunity to express positive school spirit.
- We also recognize that co-curricular activities provide an opportunity to make the programs established at Cary Christian School known to the broader Triangle community.
- We believe that participation in co-curricular activities, especially athletics, provides a good opportunity to encourage Christian students in their relationship with and witness for Jesus Christ. We expect, and will insist upon, Christ-like character and behavior in **all** athletes, fans, and coaches. We expect all fans and athletes alike to limit words and actions at sporting events to those that are uplifting, encouraging, and always positive. (Ephesians 4:29-32) We expect this to be our behavior toward our children, our opponents, our opposing fans, and game officials, whether "home" or "away," "ahead" or "behind." We expect every CCS person in attendance to do what Jesus would, regardless of what the scoreboard says or how our opponents may conduct themselves.

GUIDING PRINCIPLES

The athletic program is guided by the following scriptural principles:

- "And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through Him." Colossians 3:17
- "For physical training is of some value, but godliness has value in all things holding promise for both the present life and the life to come." I Timothy 4:8
- "Whatever your hand finds to do, do it with all your might." Ecclesiastes 9:10a
- "Each one should use whatever gift he has received to serve others...so that in all things God may be praised through Jesus Christ." I Peter 4:10-11
- Cary Christian School participates in three levels in the sixth through twelfth grades: (1) Middle School, (2) Junior Varsity, and (3) Varsity. Each of the levels has specific purposes and objectives.

ATHLETIC OFFERINGS

NOTE: Students in Kindergarten through fifth grade are not eligible to participate in athletics or co-curricular activities with secondary students. However, Phonics School and Grammar School students do participate

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
LOGIC SCHOOL		
<p>GOLD</p> <ul style="list-style-type: none"> ▪ Cross-Country (co-ed) ▪ Football (men) ▪ Soccer (men) ▪ Tennis (women) ▪ Volleyball (women) <p>BLUE</p> <ul style="list-style-type: none"> ▪ Soccer (men) ▪ Volleyball (women) <p>VARSITY</p> <ul style="list-style-type: none"> ▪ Field Hockey (women) ▪ Golf (women) 	<p>GOLD</p> <ul style="list-style-type: none"> ▪ Basketball (men and women) <p>BLUE</p> <ul style="list-style-type: none"> ▪ Basketball (men and women) <p>VARSITY</p> <ul style="list-style-type: none"> ▪ Swimming (co-ed) ▪ Wrestling (men) 	<p>GOLD</p> <ul style="list-style-type: none"> ▪ Baseball (men) ▪ Golf (men) ▪ Lacrosse (men) ▪ Soccer (women) ▪ Softball (women) ▪ Tennis (men) ▪ Track (co-ed)
RHETORIC SCHOOL		
<p>VARSITY</p> <ul style="list-style-type: none"> ▪ Cross-Country (co-ed) ▪ Field Hockey (women; 7-12) ▪ Football (men; 9-12) ▪ Golf (women; 7-12) ▪ Soccer (men) ▪ Tennis (women) ▪ Volleyball (women) <p>JUNIOR VARSITY</p> <ul style="list-style-type: none"> ▪ Football (men; 6-9) ▪ Volleyball (women) 	<p>VARSITY</p> <ul style="list-style-type: none"> ▪ Basketball (men and women) ▪ Swimming (co-ed; 7-12) ▪ Wrestling (men; 7-12) <p>JUNIOR VARSITY</p> <ul style="list-style-type: none"> ▪ Basketball (men and women) 	<p>VARSITY</p> <ul style="list-style-type: none"> ▪ Baseball (men) ▪ Golf (men) ▪ Lacrosse (men) ▪ Soccer (women) ▪ Softball (women; 7-12) ▪ Tennis (men) ▪ Track (co-ed)

in one (Phonics) or two (Grammar) physical education classes each week.

PARENT AND STUDENT ATHLETIC AND CO-CURRICULAR ACTIVITIES HANDBOOK

For additional information on our athletic and co-curricular programs, please consult the Parent and Student Athletic and Co-curricular Activities Handbook, the Cary Christian School website (Campus Life → Athletic Tab) (www.carychristianschool.org), or contact the Athletic Director.

CULTURE: THE PURSUIT OF EXCELLENCE

Excellence is not perfection. No one, no school is perfect; however, we are all exhorted to strive to give our best according to our abilities. To this end, we encourage our students toward personal excellence. This cultivates an appreciation for individuality in the midst of community. This is a loving celebration of each student's strides to the glory of God. Excellence at Cary Christian School means training the mind, heart, and soul, while encouraging unity within diversity.

HOUSE SYSTEM

The House System, or originally also called "residential college system," is a concept borrowed from our European and United Kingdom roots. It was designed for the residential boarding schools at colleges and was brought to the United States at schools like Yale and Harvard. The purpose was to inculcate a family or "home" atmosphere for the residential students. At many secondary schools in the United States, House Systems are employed to provide more opportunity for student body unity.

WHY A HOUSE SYSTEM?

At Cary Christian School, the House System was born as a natural heir to our educational and cultural philosophies. At CCS, our mission is to provide an excellent classical education founded upon a biblical worldview. Our passion is to equip people to know how to love God and man. In the House System, we seek to accomplish that passion by loving as we have been loved. As God is an eternal relationship between Father, Son, and Holy Spirit—unity in diversity—so Saint Athanasius writes, "So that in all things, as aforesaid; the Unity in Trinity, and the Trinity in Unity, is to be worshipped. He therefore that will be saved, let him thus think of the Trinity." (Emphasis added) We believe that relationship to have been imprinted on God's creation, with the purest concentration being given to mankind, those bearing the Imago Dei, the image of God. Therefore, one way of both confessing and worshipping God, the three-in-One, is to be like Him in the way a child is like a Father. He made us diverse. He made us to be in unity—with Him and with each other. Unity and diversity—as He is, so are we. This is the main goal of the House System.

HOW DOES IT WORK?

In the House System at CCS, we seek to love as we have been loved—to incarnate the love that God has given in how we live and what we do. That began by developing houses that encompass a mix of grades 6-12. The purpose is to provide an opportunity for what we call "vertical unity." Rather than the standard categories of grade providing an identity, the House encourages underclassmen to look up to and interact with older students, while the upper classmen are given the opportunity to lead and care for the younger students.

THEME OF SERVICE

Each of the four houses is given a theme of service at the school:

- The **Edwards House**, named after 18th century American theologian and pastor Jonathan Edwards, is the House of *Service and Feeding*. They provide the structure and execution of the secondary school lunch program, as well as various fellowships, meals, and meetings.

- The **Lewis House**, named after the 20th century scholar, author, and theologian from Magdalen College at Oxford University, C. S. Lewis, is the House of *Community Formation*. They provide support and the planning for many outreach and ingathering events, including the annual Family Festival, Homecoming, Teacher Appreciation, “Secret Santa” gifts, and Grandparents’ Day.
- The **Luther House**, named after 16th century German reformer, pastor, and theologian Martin Luther, is the House of *Spiritual Formation and Reformation*. They provide aid and encouragement through prayer, the Word of God, and spiritual devotion to God.
- The **Schaeffer House**, named after 20th century Christian author, and apologist Francis Schaeffer, is the House of *Celebration*. They provide the support and planning of the various school celebrations such as Hoedown and Snowball.

The students are involved in all of these service opportunities and events in concert with administrative and volunteer adults, and they are encouraged to take as much responsibility in the events as possible. One’s House need not limit where they serve. Any student can help with any appropriate event planning or event execution. The only limit is that each House is responsible for their theme of service.

PARENT INVOLVEMENT

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

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

A few of the more common ways we do this are listed below. Please feel free to ask if you would like to offer additional ideas.

- Parents are welcome to visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)
- We encourage you to assist in the classroom, regularly or occasionally. (Again, arrangements should be made with the teacher involved.)
- You may act as a chaperone on field trips and/or library visits.
- Serve as a story reader, song leader (in K-5), and guest artist or offer/share your special talents.
- With permission and arrangements with the teacher, present your vocation to the class or invite them to visit your place of business.
- Share your experiences, trips, vacations as they may relate to an area of study in a class.
- Assist with class parties or volunteer to assist with the children.
- Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!
- Pray, pray, and pray for our school!
- Invite your child’s teachers (or Dean) home for dinner. 😊

PARENT TEACHER FELLOWSHIP (PTF)

Serving our staff, supporting our classrooms, and building community within Cary Christian School

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

ATTENDANCE GUIDELINES

A student enrolled in Cary Christian School is expected to be present in school and on time every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered. Attendance records for 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.

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

Long-Term Absences: If a student needs to be absent for three or more consecutive days, the parents should notify the school by note, email, or phone explaining the circumstances. This will permit the office to inform the appropriate teacher(s). Notification should be made as soon as possible to limit the amount of missed schoolwork.

Any time a student is absent, it is the parent's responsibility (K-5) or student's responsibility (6-12) to arrange to get the student's make up work and to get the student caught up. The teacher(s) will assist as much as is reasonable.

UNPLANNED ABSENCES

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

Notification: Students who are absent due to illness or family emergency should, upon their return, explain to their teacher(s) the reason for their absence.

Make Up Work: Any time a K-5 student is absent, it is the parent's responsibility to arrange to get the student's make up work and to get the student caught up. Secondary students (6-12) are responsible for finding out what work was assigned. In the case of extended illness, it is recommended that the parents contact the teacher(s) directly in order to determine which assignments were missed.

Students must complete all work assigned during their absence. Students will receive one day for every day absent to complete missed work. Due dates will be established by the teacher, and in the event of an illness lasting three days or more, the teacher/administrator may, at their discretion, reduce the assignments missed.

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 doctor or dentist appointments, programs that are not school related, family vacations, etc.

It is extremely important that students be in attendance during the week of achievement testing. Every effort should be made not to schedule discretionary absences during this week.

K-5 PLANNED ABSENCES

We will gladly cooperate with families taking their children from school for vacations, trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed before the student leaves. We recommend that prior to any planned, extended absence, the student works ahead as much as possible. This eliminates the need to work on vacation. It is the parent's responsibility to make arrangements with the teacher(s) for any assignments that will be missed and to complete any assigned work, in advance of the absence. The student is responsible to complete missed work. All make up work is due the day the student returns to school.

Parents planning to take their children on a trip that will take them out of school should notify the Dean or teacher at least two weeks in advance, if possible. Lengthy trips that cause the student to miss class time are discouraged.

6-12 PLANNED ABSENCES

- Students that are planning in advance to be absent should contact all of their teachers (in person, in writing, or via e-mail) with the dates that the student will be absent, at least three days prior to the absence. It is the student's responsibility to find out what work will be assigned.
- Students must obtain all work that will be missed during their absence prior to 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, the grade will be reduced by ten percent.
- Generally, NO extension of academic due dates, tests, or exams. will be given for planned absences, however, one additional day may be given for absences resulting from attendance at limited school related events, e.g., Chamber Choir, State Championships, etc. Extensions will not be given for absences resulting from participation in regular season athletic events. Due dates will be set by the teachers.

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

- 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.

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.

FINAL EXAMS ABSENCE GUIDELINES

If a senior student misses ten or more classes during the semester, he/she will forfeit the possibility of exemption (based on "A" averages) from final exams. A Rhetoric student who is absent during a final exam will receive a grade of I (Incomplete) in that class until the final exam is completed. Rhetoric students must complete final exams before a semester grade will be given.

MAXIMUM ABSENCES

In the event the total number of planned (that is, parent-approved) absences for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student will jeopardize credit for that time period. Please note tardy policy below.

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

ABSENCES FROM SECONDARY SCHOOL ELECTIVES

Students who accumulate excessive absences from an elective class, will jeopardize their grade or credit for the class.

- Tuesday/Thursday Electives
 - Students accumulating 16 or more absences during a semester will receive a “B”.
 - Students accumulating 20 or more absences during a semester will not receive credit.
- Monday/Wednesday/Friday Electives
 - Students accumulating 20 or more absences during a semester will receive a “B”.
 - Students accumulating 28 or more absences during a semester will not receive credit.

TARDIES

No distinction will be made for excused and unexcused tardies. Five accumulated tardies in one quarter is equivalent to one absence and is reported as an absence on the report card. Please refer to the Attendance Guidelines concerning absences.

Lunch Tardies: A secondary student who receives five tardies upon returning from lunch off campus, will lose off-campus lunch privileges.

GUIDELINES FOR STUDENTS LEAVING CAMPUS

- All students must be signed out upon leaving campus and signed in upon returning to campus in the appropriate school office.
- All students leaving campus for any reason must have parental permission.
- Parents of should notify the teacher(s) of the need for the student to leave school with a written note. Students must be signed out/in by the parent at the Front Desk.
- Parents of a secondary student who needs to leave campus for any reason must provide written permission to a secondary Dean or a secondary administrative assistant by sending a note, emailing, calling, or coming in to the school to sign the student out. The student will be given permission to leave and their absence from class will be excused.
- If a student wants to leave school during school hours and has not followed the above procedures, the student must check in with the appropriate school office. Students will then be given permission to phone their parent(s).

STUDENT CONDUCT GUIDELINES

- Students are expected to cooperate with basic Christian standards of behavior and interaction.
- Mutual respect, consideration and deference are standards at CCS.
- Each person needs to recognize that there are roles in humanity that afford various levels of authority; that those roles exist at CCS, as well; that understanding one's role and the roles of others is necessary for appropriate interaction; that to live well in one's role is the calling of that person in all life, including during their time at CCS.
- Therefore, appropriate respect and obedience should be given through the various levels at CCS. Students need to patiently and respectfully follow the guidance of the administration, faculty and staff at CCS. Appropriately following one's authority is an "as unto the LORD" principle. (Romans 13:1; Hebrews 13:7,17)
- Appropriate language toward one's leader includes terms like "ma'am" and "sir." Appropriate responses of "please, thank you, may I, could you, would you" etc. are best accompanied by "sir" and "ma'am." This is not to be seen as legal precedent, but rather as life-giving respect.
- The context of a school does not afford many normal, and acceptable luxuries in life. Included in such a contextually prohibitive list would be prohibited items such as:
 - Chewing gum, as gum tends toward a very irritating mess.
 - Toys, as they can distract and divide, when not present for a particular purpose or for a particular age. Exceptions can be made by a teacher for a particular purpose. The school will provide all needed items for recess and play. Balls and physical education equipment may be brought to school with teacher permission.
 - Media devices (cameras, music players, etc.), as they can distract and divide, when not present for a particular purpose. Exceptions can be made by a teacher for a particular purpose. Designated students will be allowed to have these devices on a case by case basis.
- Students are expected to be aware of and avoid the off-limits areas of the building or grounds. This includes, but is not limited to entering private offices, technical/mechanical rooms, workrooms or facilities for a particular CCS organization. Express permission needs to be given to enter areas of the school that a student is not assigned to.
- Students are expected to treat all school materials and facilities with respect and care. This includes all textbooks distributed to the students. Students will be charged for lost or damaged textbooks.
- Students are not to run or make undue or disruptive noise in hallways. In the Lower School, teachers will help in the endeavor when students need to collectively pass through the halls. In the Upper School, mature behavior is expected. Aside from a proper and reasonable decorum within the halls of the school, the students are to enter and exit the building appropriately.
- Reasonably controlled talk (content and volume) and good behavior are expected during lunchtimes.
- Displays of affection are prohibited at CCS. Any sort of dating is not encouraged at school.
- Students spend a great deal of time together in the classroom. Therefore proper decorum prohibits :
 - throwing paper from their desks to the trash
 - eating or drinking during class (unless permission is given)
 - disturbing anything on the teacher's desk (including reference books) without permission
 - sitting at the teacher's desk or opening drawers in the desk
 - propping their feet up on other's desks or their own
 - throwing materials (pencils, pens, white out, books etc.) across the room to another student
 - writing on desks, walls, textbooks, posters, etc.
 - leaving any trash around their desks when departing

- adjusting blinds, opening or closing windows without permission from the teacher
- rearranging desks without permission from the teacher
- passing/writing/receiving notes during class
- talking while the teacher is talking or interrupting other students during class discussion
- working on other homework assignments during class (without permission)
- going to the restroom without express permission – or lingering for an undue amount of time in the restroom

However, proper decorum *should include*:

- appropriateness: in volume and tone of speech; in body language and levels of activity; in social interaction and demeanor
- standing when asking or answering a question - when speaking in class to answer or ask a question, students should rise from their seats, stand tall and straight, collect themselves, and speak in a clear voice. In addition to promoting strong and articulate speaking, this act demonstrates respect and honor to the teacher and to the rest of the class.
- when answering a question from an adult, students should use the term “ma’am” or “sir” to render proper deference and respect.
- use of commonly held terms of respect and deference, such as “please” and “thank you.”
- a common understanding that there are distinctions between men and women and a willingness and practice of showing chivalry through that understanding. Boys and girls should live with each other in an understanding way and with delighted respect.
- an attitude of blessings others
- an emulation of Jesus’ teaching to “do unto others, as you would have them do unto you.” (Matthew 7:12)
- an understanding that everything we do is our reflected view of God and man – that we are to have everything we do be an act of worship to God
- evidence of the fruit of the Spirit – that is, “But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law.” (Galatians 5:22-23)
- a willingness and attempt at being at peace with all others (Romans 12:18)
- responsible and considerate use of facilities and materials
- honesty and honor
- reciprocal respect
- faith hope and love

DISCIPLINE GUIDELINES

The kind and amount of formative discipline (punishment) will be determined by the teachers and, if necessary, the Dean/Headmaster. The discipline will be administered in light of the individual student's offense and attitude. All discipline will be based on biblical principles, e.g., restitution, apologies (public and private), 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.

At times, a different approach is needed and students may be referred to a Dean for counseling, correction or discipline. When discipline is needed, the referral will be considered official. Official referrals are documented in the manner described below.

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.

REFERRALS

Referrals indicate that a student has escalated from common, personal redirection by their teacher or supervising staff member and they need to hear from their Dean or Headmaster. Referrals can be considered official or unofficial at the discretion of the Dean or Headmaster. Unofficial referrals are a warning or need for counseling in orientation. Official referrals are more exhortational, corrective & punitive in orientation, while still containing the counseling aspect. Discipleship is the goal and appropriate contextual guiding the vehicle. There are, however, six basic behaviors that will automatically necessitate an official referral for discipline from the Dean/Headmaster. Those behaviors are the following:

- **Direct challenge of authority** toward any staff member. This can take the form of mocking, belittling, etc. of a teacher or staff member in a private or public manner. Students may ask questions and know that they will be heard. Students should refrain from questioning, though, as those two principles (asking a question and questioning) are very different in attitude and application. If the conduct of a teacher or staff member is in question, it needs to be brought to an administrator, not approached through a personal challenge of disrespectful criticism from a student.
- **Dishonesty** in any situation while at school, including lying, cheating, and stealing. When a teacher or staff member is working through a situation with a student, the forthright honesty of the student is very important in achieving a true knowledge of the situation, so resolution can be quick. Cheating in any form can also have academic consequences. Theft is not tolerated in any form.
- **Fighting** is striking in anger with the intention to harm another student. Self-control is an important feature to seek God's help with. If there is a situation that has escalated to the point of frustration and cannot be easily worked out by the student, the student needs to involve a staff member.
- **Obscene language** including taking the name of the Lord in vain. Words have power and meaning. Words designed only to offend will be met with offence, as an offence. Taking the Lord's name in vain not only includes making small or light of the words attached to He and the incarnation (God, Jesus, Christ, etc.) by using them as exclamatory or filler words, but it also includes forming and speaking phrases of disrespect or making small of the nature of God.
- **Bullying**, or harassment, is any repeated, systematic pattern of gestures, communications (be it spoken, written, or digital) or physical acts at any school function or among the school community that places a student or school employee in actual and reasonable fear of harm (physical, emotional or psychological) to his person or damage to his or her property. (See Harassment and Bullying section.)

- **Threats** are any communicated statement or gesture that someone intends to jeopardize the safety of another or physically harm another. This can be communicated in many forms, including but not limited to: verbal face to face threats, verbal indirect threats, written threats in physical or digital forms, social media posts that communicate or allude to a threat, drawings or cartoons that threaten or condone threats, warning messages being sent through other students, requests to fight, hand gestures that communicate harm to a person, etc. (See Threat section.)

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

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

1. The first three times a student is officially referred for discipline, the student's parents will be contacted and given the details of the visit. The Dean will make a note of each occasion when the parents are contacted after an official referral and enter that record in the student's file. A communication 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 official referral, a suspension may be imposed on the student. A meeting with the student's parents, Dean, and/or Headmaster will be required for student's re-admission.
3. If an additional official referral visit is required, or subsequent suspensions occur, the student may be expelled from the school.

HARASSMENT AND BULLYING

Every person at Cary Christian School has the right to feel safe, know that they belong and succeed and be happy. In light of that, bullying or harassment is a zero tolerance offense. Harassment or bullying is any repeated, systematic pattern of gestures, communications, or physical acts that places a person in actual and reasonable fear of harm to his person, property, or reputation. This can be physical, emotional, psychological or spiritual in nature.

REPORTING HARASSING AND BULLYING BEHAVIOR

1. Any student who believes that he or she has been harassed or bullied in violation of this policy should report such behavior immediately to a teacher or an administrator.
2. Any employee who believes that he or she has been harassed or bullied by a student in violation of this policy should report such behavior to their immediate supervisor, dean, or the Headmaster.
3. Any school employee who has witnessed any act of harassment or bullying behavior should report the incident to the appropriate administrator.

INVESTIGATION OF HARASSMENT AND BULLYING REPORTS

All complaints of harassment or bullying behavior should be promptly and thoroughly investigated by the teacher, dean, Headmaster, or designee.

DISCIPLINARY ACTION FOR HARASSMENT OR BULLYING

Based on evidence of harassment or bullying behavior, reasonable actions will be taken to end such behavior. Every effort will be made to eliminate a hostile environment if one has been created and to prevent harassment from occurring again. This will often be accompanied by office visits. However, quick escalation to suspension and even expulsion can be seen as a norm. Every person at Cary Christian School has the right to feel safe, know that they belong and succeed and be happy- bullying or harassment is a zero tolerance offense.

THREATS TO A PERSON, GROUP OR SCHOOL

Every person at Cary Christian School has the right to feel safe, know that they belong; to succeed and be happy. In light of that, any communicated threat to a person, group or school is a zero tolerance offense. A threat is any communicated statement or gesture that someone intends to jeopardize the safety of another or physically harm another. This can be communicated in many forms, including but not limited to: verbal face to face threats, verbal indirect threats, written threats in physical or digital forms, social media posts that communicate or allude to a threat, drawings or cartoons that threaten or condone threats, warning messages being sent through other students, requests to fight, hand gestures that communicate harm to a person, etc. Let it be noted that threats need not be made on school campus to be deemed as legitimate. The onus of responsibility is on the parents and families first to guide their students in understanding the severity of even communicating threats in a joking manner. Ultimately, the weight of the offense rests solely on the person making the threat.

REPORTING THREATENING BEHAVIOR

1. Any student who believes that he or she has been threatened in violation of this policy should report such behavior immediately to a teacher or an administrator.
2. Any employee who believes that he or she has been threatened in violation of this policy should report such behavior to their immediate supervisor, dean, or the headmaster.
3. Any school employee who has witnessed any threatening behavior should report the incident to the appropriate administrator.

INVESTIGATION OF THREAT REPORTS

All complaints of threatening behavior should be promptly and thoroughly investigated by the teacher, dean, headmaster, or designee. It will then be resourced to local police, if appropriate. If deemed necessary by CCS admin and/or local police, government agencies that investigate and enforce law will be resourced. This could include, but not be limited to: local and state District Attorney's offices, the Federal Bureau of Investigation, Homeland Security, psychological screening, etc. All overt and reasonably perceived threats will be investigated to the fullest extent possible.

DISCIPLINARY ACTION FOR THREATS

Based on evidence of threatening behavior, reasonable actions will be taken to end such behavior. Every effort will be made to eliminate a hostile environment if one has been created and to prevent threats from occurring again. Quick escalation to suspension and even expulsion can be seen as a norm. Requirements for psychological screening and counseling are common approaches. The onus of responsibility is on the parents and families first to guide their students in understanding the severity of even communicating threats in a joking manner. Ultimately, the weight of the offense rests solely on the person making the threat. Every person at Cary Christian School has the right to feel safe, know that they belong; to succeed and be happy. Threats of any kind is a zero tolerance offense.

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.

- Cary Christian School maintains zero tolerance for sexual harassment, abuse, or child abuse. We will not tolerate, excuse, defend, or ignore any identified case of abuse.
- According to North Carolina General assembly statute, NCGS 7b-301:
- **§ 7B-301. Duty to report abuse, neglect, dependency, or death due to maltreatment.**
- *(a) Any person or institution who has cause to suspect that any juvenile is abused, neglected, or dependent, as defined by G.S. 7B-101, or has died as the result of maltreatment, shall report the case of that juvenile to the director of the department of social services in the county where the juvenile resides or is found. The report may be made orally, by telephone, or in writing. The report shall include information as is known to the person making it including the name and address of the juvenile; the name and address of the juvenile's parent, guardian, or caretaker; the age of the juvenile; the names and ages of other juveniles in the home; the present whereabouts of the juvenile if not at the home address; the nature and extent of any injury or condition resulting from abuse, neglect, or dependency; and any other information which the person making the report believes might be helpful in establishing the need for protective services or court intervention. If the report is made orally or by telephone, the person making the report shall give the person's name, address, and telephone number. Refusal of the person making the report to give a name shall not preclude the department's assessment of the alleged abuse, neglect, dependency, or death as a result of maltreatment.*
- *(b) Any person or institution who knowingly or wantonly fails to report the case of a juvenile as required by subsection (a) of this section, or who knowingly or wantonly prevents another person from making a report as required by subsection (a) of this section, is guilty of a Class 1 misdemeanor.*
- *(c) Repealed by Session Laws 2015-123, s. 3, effective January 1, 2016. (1979, c. 815, s. 1; 1991 (Reg. Sess., 1992), c. 923, s. 2; 1993, c. 516, s. 4; 1997-506, s. 32; 1998-202, s. 6; 1999-456, s. 60; 2005-55, s. 3; 2013-52, s. 7; 2015-123, s. 3.)*

Action Plan:

1. All cases must be reported to the Headmaster immediately. As soon as the Headmaster receives a report of an existing or suspected case, he will document all the information and prepare a detailed report of the incident after his own instantaneous preliminary inquiry.
2. The Headmaster will call the Department of Social Services of Wake County and make an emergency appointment. He will discuss 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 Headmaster will immediately call the Cary police department and ask that an officer visit the site on an emergency basis. He will discuss the case with the officer, maintaining confidentiality, and consider the officer's guidance.
4. The Headmaster will call 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 Headmaster will make an incident report for file and, if the report is a genuine case, notify the Division of Child Development.
6. The Headmaster will follow up the case with the parties involved and gather information on the progress and the consequences. He will maintain his report of the same in the new file opened on such a case.
7. The Headmaster will draw 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 steps of implementation 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 Headmaster, the CCS Board members, staff, and others will maintain strict confidentiality about the case and those involved.
10. Should the Headmaster 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.
11. We will encourage the victim and the offender to receive necessary pastoral professional help, to deal with their pain as well as to avoid the recurrence of the incident.

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 ongoing behavioral problems that other consequences have been given for, the student may be expelled. In the case that expulsion is called for, the parents will be contacted and given all details, expectations and rights afforded therein. It needs to be noted that in every case where expulsion is necessary, a tremendous amount of investigation, discussions among administration, discussions with the student and their family has occurred, where available. As this is the highest form of punishment the school exacts, it will always be met with and be the result of much prayer, discussion, counsel and agreement among all CCS personnel involved. Therefore, the decision to expel will be final. The Headmaster will make the CCS Board aware of the expulsion and any pertinent facts and/or actions that have been taken.

SERIOUS MISCONDUCT

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

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

RE-ADMITTANCE

Should the expelled or non-reenrolled student desire to be readmitted 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 Dean or Headmaster.

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.

All grievances, concerns, or issues should be directed through the proper channels, guided by principles that can be extracted from chapter eighteen of the gospel of Matthew as summarized below, when possible.

1. All persons are to deal with the situation at its source, when possible. This usually means initially speaking privately with the person involved in a constructive and supportive attempt to attain clarification or resolution. Where a threat is perceived, a student may go directly to a teacher or administrator for help.

2. If, after honest attempts have been made and clarification or resolution has not been satisfactorily reached, proceed to the next level of authority. This generally means speaking with the Dean, then the Headmaster. If satisfaction is not reached by this point, then proceed to the CCS School Board by bringing the matter to their attention in writing.

EXAMPLES OF GRIEVANCE PROCEDURES

Students and/or 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. 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 Dean. If the student brings the concern, he should have permission from his parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision to the Headmaster. If there is still no resolution, they should request a hearing in writing from the Cary Christian School Board.

Parents and/or 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 Dean.
2. If the situation is not resolved, they should present their concerns, proposals, or comments in writing to the Headmaster.
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.

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 and adhering to the Uniform Guidelines.

THE UNIFORM CODE

- The use of uniforms helps create a distraction-free environment for learning.
- 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 uniform items, including accessories, may be purchased at the same source. This may save parents not only time, but energy as well. In addition, time may be saved each morning as the “what to wear” issue is eliminated.
- The uniform code should save parents money. The uniform code de-emphasizes the social impact of dress and helps focus the students on character and academic issues. The selected clothes were chosen with price and durability in mind for an overall good value for the money. Growth features in some of the garments may also cut down on total wardrobe expenditures.
- The uniform code addresses security. On field trips, students in uniform aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify students from outsiders.

ORDERING UNIFORMS

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

Flynn O’Hara

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

8613 Glenwood Ave,
Raleigh, NC 27617
919-326-8000

NOTE: All approved uniform pieces must be purchased at Flynn O’Hara.

GENERAL GUIDELINES

Be Neat

- Tuck in your shirt.
- Tie your shoes.
- Do not wear clothes with holes or tears. Make repairs, as needed.
- Replace missing buttons promptly.
- Size clothing appropriately for the wearer – not too long, not too short, not too baggy, not too tight.

Be Clean

- Launder your uniforms regularly.
- Practice good personal hygiene.

Be Modest

- Skirts and shorts should be reasonable lengths.
- Shirts and blouses should be properly buttoned.
- Gaudy, provokative or distracting clothing or appearance will not be allowed.

Garment Sizing

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 within 2" from the top of the knee or below. Boys' shorts and girls' walking shorts are to remain the length as shipped by the manufacturer, and should be no shorter than two inches above the knee. Please note, as students grow throughout the year, uniform shorts, skorts, skirts, etc. may need to be replaced. Longer versions are available.

NOTE: Uniform selections may be worn until they are outgrown as long as they are in good condition.

Label each of your child(ren)'s uniform pieces with a permanent laundry marker (such as the Rub-a-Dub by Sanford) to facilitate return of lost items. Check labels periodically to ensure legibility. Check uniforms, especially fleece jackets, sweatshirts, and sweaters, occasionally to be sure your child has not picked up someone else's uniform item.

Shirts

- With the exception of the dress uniform blouse for secondary girls, all shirts must be tucked in at all times.
- Logos are required on all polo shirts, sweatshirts, cardigans, v-neck sweater vests, fleece jackets, blazers and oxford/dress button-down shirts worn at CCS. Our logo was designed especially for CCS and can only be purchased from our uniform supplier. Polo shirts with no logo or any logos that are not our official logo are not permitted.
- When purchasing turtlenecks, make sure they are solid white, navy, or hunter green with no patterns or ribbing. Be sure these colors match the polo shirt colors. Turtlenecks may be worn as a regular uniform or under long sleeved polo shirts of the same color.
- Solid white short-sleeve tee shirts may be worn under short or long sleeve polo shirts, also. Please note, however, that tee shirts must be solid white only, and there should be no writing that shows through the polo.

Socks and Leggings

In grades K – 5, socks are required for all students and should be primarily navy, brown, black, gray, or white. They may have small accents of white, black, brown, gray, or navy on them, but no other colors. There may be patterns on the socks (within the above accent color choices) for normal dress days, but dress uniform socks need to be solid color. Girls may wear tights or fitted leggings in these same colors, adding hunter green (to match the hunter green polo) to the list. Tights or leggings must be solid color without a pattern in them of any kind. Bell-bottom leggings are not approved. Long pants worn under skirts for girls are not approved. Older girls may wear hose in neutral, navy, or black. Leggings must be worn with socks.

In grades 6 – 12 socks are required for all students and should be primarily navy, brown, black, gray, or white. They may have small accents of white, black, brown, gray, or navy on them, but no other colors. There may be patterns on the socks (within the above accent color choices) for normal dress days, but dress uniform socks need to be solid color. Girls may wear socks, tights, or fitted leggings in these same colors, except white tights or leggings. Tights or leggings must be solid color without a pattern in them of any kind. Bell-bottom leggings are not approved. Long pants worn under skirts for girls are not approved. Girls may wear hose in neutral, navy, gray, or black.

Shoes: Daily Footwear

Clean, comfortable shoes (including athletic shoes) are acceptable with the predominant colors being black, white, gray, brown or navy for daily wear. They may have a small accents of white, black, gray, silver, red or

navy on them, but no other colors. All shoes should have non-marking, non-slip soles. Shoes should be flat or low-heeled (K-5: 1 inch or less, 6-12: 2 inches or less). No open-toe shoes or sandals are permitted. No boots, clogs, jellies, brogans, slippers, platform shoes, or shoes that light up, make sounds, or have wheels are permitted. High-top sneakers may be worn as a daily footwear option. Dress shoes may be worn to meet the daily footwear requirement.

Shoes: Dress Uniform

Dress shoes (not athletic shoes) are required on dress uniform days. For grades K-5 dress shoes should be solid brown for boys and solid black, brown or navy for the girls. For grades 6-12 dress shoes should be solid brown for the boys and solid black, brown or navy for the girls. Dress shoes must have non-marking soles. Girls' shoes should be flat or low-heeled (K-5: 1 inch or less, 6-12: 2 inches or less). No slippers, boat shoes, loafers, open-toe shoes or sandals are permitted.

Shoes: P.E. and Athletics: Daily athletic footwear is acceptable for P.E. and athletics. The color restrictions do not apply for P.E.

Outerwear

In the classroom and school buildings, only the dress uniform blazer, letter jacket (9-12), CCS solid navy or hunter sweatshirts, navy vests/sweaters, navy fleece jackets/vests, or CCS navy windbreakers may be worn. Approved CCS team outerwear may be worn, as well. Leeway is be given with regard to outdoor coats, jackets, and rain/snow gear during recess or other outdoor activities.

Belts

Belts are required for both boys and girls on any item of clothing that has belt loops. Belts should be solid brown.

Bicycle Shorts

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

Hair and Accessories

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

Boys: Keep hair in moderate lengths with the overall length no longer than the bottom of the collar, as measured in the back. Bangs should be trimmed and out of the eyes. Boys should be clean-shaven. Senior boys may wear well-groomed facial hair.

Girls: Barrettes, scrunchies, hair bows, and all hair accessories are allowed in moderate sizes and colors aligned with the uniforms: as close as possible to white, black, gray, hunter, or navy. Girls' hair may be tastefully and conservatively highlighted in traditional styles and natural colors. Girls may also have moderate, artificial highlights. The colors of which are not prohibited.

Hats

Unless granted permission for special days or events, students are not to wear hats while in the school building.

Jewelry

Boys may not wear earrings. Girls may wear earrings. For K-5, please avoid those that dangle for obvious safety reasons- this is not a prohibition, but a recommendation. For K-12, gauges or any visible piercings in areas other than the ears are prohibited. Watches and rings are fine for boys and girls, keeping in mind

moderation and good taste. Wrist bands may be worn but only in school colors. Tasteful necklaces, bracelets and anklets may be worn.

No visible body art (tattoos) is allowed.

On-Campus Athletic Wear

CCS approved attire is required for all secondary P.E. classes and on-campus sports practices or workouts. Approved athletic wear includes navy shorts or navy sweatpants with CCS logo and a gray T-shirt with CCS logo or approved Booster Club apparel. Daily uniform CCS sweatshirts are also acceptable.

After School Wear

Students remaining on school grounds after school shall remain in uniform, unless a need to change arises for a sport or a class.

Sports Events

Students attending school sports activities and games should be dressed appropriately. Pants should fit modestly, not too loose nor skin tight. Shirts or blouses should cover the midriff. Shorts should be moderate in length.

Special Exceptions

As the Dean/Headmaster determines, events such as field trips may call for other clothing options. Special days may be scheduled, such as dress-up days, KnightsFest, or Field Day, during which other clothing options are allowed.

OBEYING UNIFORM GUIDELINES

Parents and students are responsible for reading and adhering to the Uniform Guidelines. It is imperative that all parents and students read the guidelines carefully to ensure full understanding of the uniform guidelines. Parents are required to read the guidelines and agree in writing to uphold them while their children(ren) are enrolled in CCS.

The school administration will determine if there is a violation of the uniform code, either in fact or attitude. Students not complying with this uniform 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.

Violation notices will be given to students who are not in compliance and discipline administered for multiple violations. When a student is found to be in violation of the uniform guidelines, it will be recorded on a Violation Notice and mailed to the parents. Violations are recorded throughout the school year. When five violations have accumulated, a referral will be given. Parents may be called to bring proper uniform attire for their child(ren).

DAILY UNIFORM TOPS AND BOTTOMS SUMMARIZED

GIRLS

Girls K-2 Daily Uniform



Navy, Khaki or Plaid Skirt



Navy, Khaki or Plaid Skort



Navy Crew Cardigan *



Navy Knit Dress



Plaid Jumper



Navy, Green or White Knit Shirt *



Navy Fleece Jacket *



Navy or Khaki Shorts



Navy or Green Sweatshirt *



White or Blue Oxford Button Down *



* Requires CCS Logo

Girls 3-5 Daily Uniform



Navy, Khaki or Plaid Skirt



Navy, Khaki or Plaid Skort



Navy Crew Cardigan *



Solid V-Neck Vest *



Navy, Green or White Knit Shirt *



Navy Fleece Jacket *



Navy or Khaki Shorts



Navy or Green Sweatshirt *



White or Blue Oxford Button Down *



* Requires CCS Logo

DAILY UNIFORM TOPS AND BOTTOMS SUMMARIZED

GIRLS

Girls 6-8 Daily Uniform



Navy, Khaki or Plaid Skirt



Navy or Khaki Wrap Kilt



Navy Crew Cardigan *



White Trim V-Neck Vest *



Navy, Green or White Knit Shirt *



Navy Fleece Jacket *



Navy or Green Sweatshirt *



White or Blue Oxford Button Down *



* Requires CCS Logo

Girls 9-12 Daily Uniform



Navy, Khaki or Plaid Skirt



Navy or Khaki Wrap Kilt



Navy Crew Neck Cardigan *



Cardigan White Arm Stripes *



Navy, Green or White Knit Shirt *



Navy Fleece Jacket *



Navy or Green Sweatshirt *



White Fitted Dress Shirt *



White or Blue Oxford Button Down *



* Requires CCS Logo

DAILY UNIFORM TOPS AND BOTTOMS SUMMARIZED

BOYS

Boys K-2 Daily Uniform



Navy or Khaki Pants



Navy, Green or White Knit Shirt *



White or Blue Oxford Button Down *



Navy or Khaki Shorts



Navy or Green Sweatshirt *



Navy Fleece Jacket *



* Requires CCS Logo

Boys 3-5 Daily Uniform



Navy or Khaki Pants



Navy, Green or White Knit Shirt *



White or Blue Oxford Button Down *



Solid V-Neck Vest *



Navy or Khaki Shorts



Navy or Green Sweatshirt *



Navy Fleece Jacket *



* Requires CCS Logo

DAILY UNIFORM TOPS AND BOTTOMS SUMMARIZED

GIRLS

Boys 6-8 Daily Uniform



Navy or Khaki Pants



Navy, Green or White Knit Shirt *



White or Blue Oxford Button Down *



Navy or Khaki Shorts



Navy or Green Sweatshirt *



Navy Fleece Jacket *



* Requires CCS Logo

Boys 9-12 Daily Uniform



Navy or Khaki Pants



Navy, Green or White Knit Shirt *



White or Blue Oxford Button Down *



Navy or Khaki Shorts



Navy or Green Sweatshirt *



Navy Fleece Jacket *



* Requires CCS Logo

DRESS UNIFORM REQUIREMENTS

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

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

- First day of school
- Field trips (unless otherwise noted)
- School assemblies
- Group and individual picture days

- Christmas programs/concerts
- School competitions or presentations (ex. Spelling Bee, Senior Theses)
- Last day year-end Awards Assemblies (9th-11th grade is exempt)

K-5 DRESS UNIFORMS

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

6-12 DRESS UNIFORMS

6-8	9-12
Girls 6-8	Girls 9-12
<ul style="list-style-type: none"> · Khaki Skirt or Kilt · White Oxford Button Down Collar Blouse · White Trim V-Neck Vest · Dress Shoes: Black, Brown or Navy 	<ul style="list-style-type: none"> · Khaki Skirt or Kilt · White Fitted Dress Shirt · Navy Blazer · Dress Shoes: Black, Brown or Navy
Boys 6-8	Boys 9-12
<ul style="list-style-type: none"> · Khaki Pants, with Brown Belt · White Oxford Button Down Collar Shirt · Navy Tie or Bow Tie · Dress Shoes: Brown 	<ul style="list-style-type: none"> • Khaki Pants, with Brown Belt • White Oxford Button Down Collar Shirt • Navy Blazer • Striped Tie or Bow Tie • Dress Shoes: Brown

OPERATIONS

ADMISSIONS

ENROLLMENT

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

Cary Christian School (CCS) is, in essence, an expression of the commitment of a body of parents to provide the best possible training and instruction for their children. Our mission is to instill in each student a love for truth, wisdom, discernment, and learning through the use of excellent materials, in an orderly setting, founded on a growing personal knowledge of the Lord Jesus Christ. As a discipleship school, we require that at least one parent or guardian of each applicant give a credible profession of faith in Jesus Christ as Lord and Savior, and be a member or regular attendee of a Christian church. CCS seeks to partner with parents who desire Christian education for all their school-aged children. Should you transfer a student to a non-Christian school, it will jeopardize the remaining sibling's reenrollment.

Administration has the right to determine and govern all facets of student enrollment procedures. 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.

General Enrollment Guidelines

- Kindergarten students must be five years of age on or before September 16.
- A student entering first grade must have reached the age of six years by September 16 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 Deans in their prescribed roles at CCS. At the discretion of the appropriate Dean or Headmaster, a student may be refused reenrollment for the following school year. Refusal for student reenrollment is not necessarily a result of disciplinary action.

LEARNING DISABILITIES

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

Student Improvement Plan (SIP)

We desire to partner with our parents in the education of all their school-aged children. If at any point during the school year parents have questions or concerns regarding their child's academic progress, please contact your child's Dean to discuss possible options.

Enrollment Process

(Please see our website at www.carychristianschool.org under the Admissions Tab for additional details and any forms referenced in this section.)

1. New applications are accepted beginning in mid-October. Registration is open first to returning students and their siblings, then to the public. A **non-refundable** application fee must accompany all student applications.
2. Screening/testing of new students is scheduled during the months of January through April and as needed, thereafter.
3. Interviews with new families are scheduled during the months of January through April and as needed, thereafter.
4. 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 Application for Admission
 - Application fee of \$200. (For families enrolling multiple children in the same school year, the following application fees will apply: 1st child - \$200, 2nd child - \$150, 3rd child - \$100, 4th child or more - \$50. All fees are non-refundable.)
 - Copies of standardized test scores and report cards from the past two years
 - Teacher Recommendation Form(s) returned by teacher
 - Pastor's Reference Form (*returned by pastor*)
 - Birth certificate (*all students*)
 - Copy of Current Immunization Record (*details follow*)
 - Signed Parental Contract (*online document*)
 - Student screening/testing (*scheduled with school office*)
 - Parent/student interview (*scheduled with school office*)
5. When a new student is accepted, a non-refundable registration fee of \$450 for kindergarten, \$550 for grades 1-12, or \$1,250 for I-20 students is due within two weeks of acceptance.
6. Admission is not considered final until the following items are received:
 - Corporate Membership*
 - Tuition Payment Election Form
 - Records from child's previous school
 - Health Form completed by child's physician (*including updated immunization records*)*
 - Emergency Medical Contact Form*
 - Medical Action Plan (if necessary)*
7. The Dean will determine final acceptance and grade level placement of students.
8. Parents will be notified in writing of the decision regarding acceptance. If accepted, the parents will

receive an Acceptance Letter, a CCS Corporate Membership Application form, and a Transfer of Records form.

9. Enrollment, and therefore the parents' financial obligation, is contracted to be for the full school year.
10. 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.
11. If enrollment for a particular grade is full, a waiting pool will be established for that grade.

* Explanations of Required Information and Forms

- **Corporation Membership:** At least one parent or guardian of each child attending Cary Christian School must be a member of the Corporation. A sustaining membership fee shall be due at the beginning of each calendar year and will cover only the calendar year in which it is paid. Membership fees shall be used for administration and promotion of the organization and not for curriculum and other school related expenses. Failure to pay annual fee will result in loss of membership. The annual fee will be set by the CCS Board of Directors. Members of the Corporation have the privilege of voting on all matters that are presented to the membership, such as the election of board members, constitutional changes, and budgetary and financial matters. Members receive one vote in corporate matters. Members may also be nominated for election to the board and appointed by the board to serve on its committees.
- **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 North Carolina 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 and/or Medical Action Plan:** For students requiring Epi-pens, the school needs the following: Epi-pen storage location, a list of individuals approved to administer, parental instructions including a medical action plan, and a signed waiver. The same procedures apply for any student with medical conditions requiring medications or supplies.

Reenrollment

All current students reenroll annually during the second week in January.

FEES AND TUITION

Rates

A current year SCHEDULE OF TUITION AND FEES reflecting all fees and up-to-date tuition rates associated with enrollment for both new students and returning students is available on the school website (www.carychristianschool.org). All applicable fees are due up front at the time of acceptance, and **application fees are non-refundable**.

Payment Options

For annual tuition, we offer several different payment options in an effort to accommodate our families. Our tuition payment schedule for all payment options is based on a twelve-month time frame, beginning with May 10, prior to the first day of school, and ending on the following April 10.

Most of our parents prefer the automatic monthly draft option because of its ease. Once an ACH DRAFT AUTHORIZATION FORM is submitted, the tuition account can be drafted on the 10th of each month, and any rate changes from year-to-year are automatically adjusted based on reenrollment. Again, this is spread over twelve months beginning with May 10, prior to the first day of school.

Other available payment options and respective due dates are outlined on the TUITION PAYMENT ELECTION FORM. If one chooses one of these other options, this form is required each school year during reenrollment so that we will know the intended payment method for that year.

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. As of May 1, per the signed Parental Contract in the student application or the reenrollment agreement, parents are obligated to continue tuition payments for the remainder of the school year, even if the student withdraws from school. Tuition for late registering students is prorated on a weekly basis at the time of enrollment.

Tuition Assistance

Cary Christian School has set aside funds specifically to help families who could not otherwise afford to enroll. Based on several factors determined during the application process, grants may be made to a maximum of 50% of a family's tuition bill. Tuition assistance is available for reenrolling families only. A grant allocation is made only once per year coming from a set amount in the budget, and once allocated, those funds are no longer available. Families anticipating a financial need for the upcoming year must register with the school and submit an application to our third-party program during the reenrollment period. All families receiving assistance in any form are required to volunteer a minimum number of hours on the campus. This effort is organized and coordinated by the school. If you anticipate the need for financial assistance to pay your tuition, please contact the Business Office for more information.

Student Withdrawal

In the event of a student withdrawal, the parents must make their intention known by notifying the appropriate Dean in writing. Should a reenrolled student withdraw for the upcoming year between the period of March 1 through April 30, a **Reenrollment Termination Penalty (RTP)** of \$600 per student will be assessed.

As of May 1, 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 full year. There is no refund of monies already paid, and if monthly tuition payments are under way, they should continue.

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

Cary Christian School seeks to partner with parents who desire a Christian education for all of their school-age children. Should you transfer a student to a non-Christian school, it will jeopardize the remaining sibling's reenrollment.

All tuition and fees paid up to the date of a student's withdrawal remain with CCS. This includes all payments made prior to the first day of school as these payments reserve the seat for a particular student. Please be sure to request a copy of the Student Exit Procedure from the school office in the case of a student withdrawal.

GENERAL GUIDELINES AND PROCEDURES

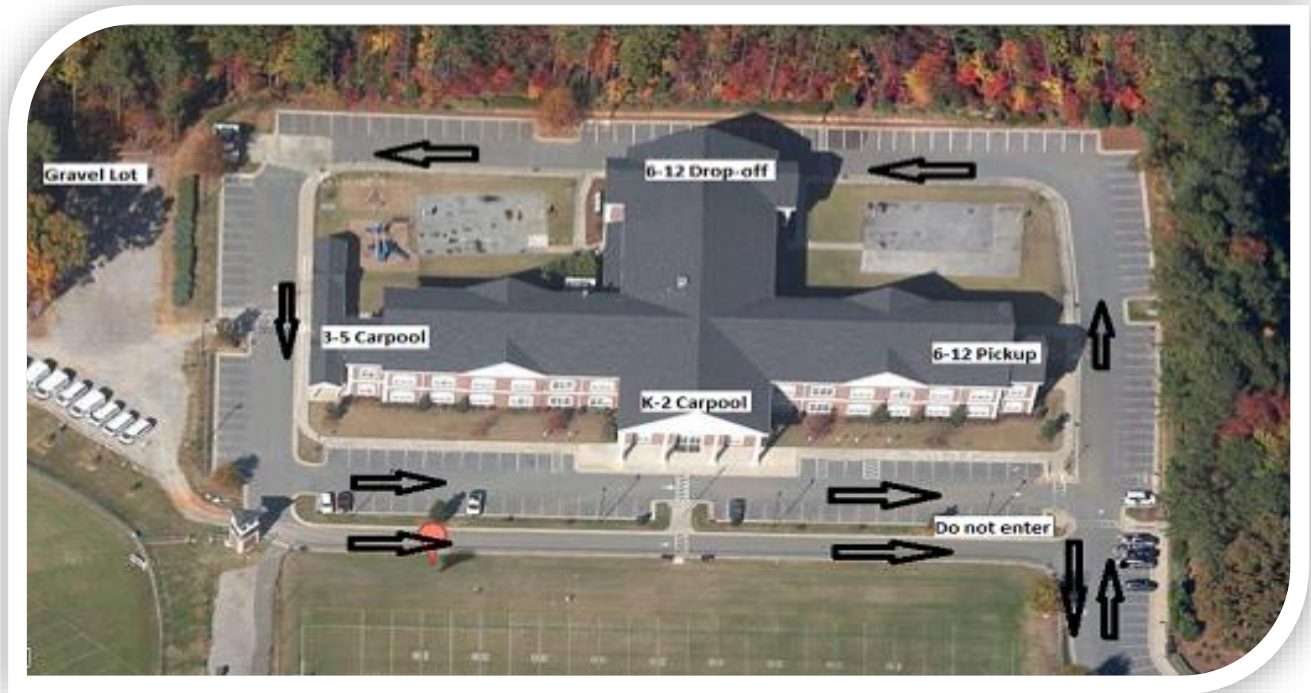
ANNUAL TESTING

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

CARPOOL DROP OFF AND PICK UP PROCEDURES

Traffic Pattern

When rounding the corner by the large oak tree, be aware that this can be a congested and hazardous area. After rounding the curve in the driveway, continue straight past the East end of the building. Traffic flow is counter-clockwise around the back of the building to the canopy. Please use caution, as there are two lanes of one-way traffic during peak times (one lane of one-way traffic during non-peak times). Please note, the outside lane should be free flowing once carpool begins. Both the inner and outer lanes in front of and around the building are one-way. Be sure to follow the arrows and do not go against traffic!



Drop Off/Pick-Up Schedule and Locations

GRADES	DROP OFF	START TIME	DISMISSAL	LOCATION
9-12	7:45-8:00 a.m.	8:00 a.m.	3:25 p.m.	A.M. Back of Building and East Entrance P.M. East Entrance and Canopy
6-8	7:45-8:00 a.m.	8:00 a.m.	2:30 p.m.	Back of Building and East Entrance
			2:40 p.m.	M.S. & H.S. pick up moves to Canopy
3-5	8:00-8:15 a.m.	8:15 a.m.	2:45 p.m.	Canopy
1-2	8:00-8:15 a.m.	8:15 a.m.	2:45 p.m.	Front Entrance
K	8:00-8:15 a.m.	8:15 a.m.	12:15 p.m.	Front Entrance

NOTE: Students should not be dropped off earlier than the above stated times.

Carpool Safety Guidelines

- Drive slowly and defensively. Please do not ever assume that the children see you! Safety is always the most important priority during drop off and pick up.
- Do not park in the carpool line and vacate your vehicle.
- No cell phone usage during carpool! If you are using a cell phone during carpool, traffic will be stopped until the call is ended. This will delay carpool. If you need to take or make a call, please park to do so.
- All drivers, at all times, must follow the one-way “Do Not Enter” sign that prohibits shortcut, left-hand turns into the front parking lot.
- When you reach the canopy area, please use your left turn signal to indicate that you need to go left to enter the K-2 drop off/pick up area or use your right turn signal to indicate that you wish to exit. This will reduce confusion and save time. Stop and wait for direction from the traffic coordinator. Please be patient.
- Students in grades K-5 will be greeted by CCS staff to ensure that they exit their vehicle safely and get to their assigned classes.
- It may be necessary at times to utilize a double stack at the front (K-2) during morning drop off. When this occurs, wait for a staff member to cross over, open your car door, and escort your child to the curb safely. Do not allow your child to exit your car on his/her own; wait for staff assistance. A double stack is common during afternoon pick up.
- 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 caution when you back out into the drop off flow of traffic. The same procedure should be used for pick up.
- Drivers exiting both the inner and outer lanes from the front of the building should yield to the incoming traffic flow.
- Please make an 8 ½” x 11” sign for the front left window of your vehicle for carpool (grades K – 8). Place your child’s name and homeroom teacher’s name in large, bold, visible letters.
- If you park, park in designated spaces only. Use care while entering the carpool line or crossing traffic if you are walking. Pedestrians cross ONLY at crosswalks.
- Should we experience backups, the traffic coordinator may ask you to circle the building. Once carpool begins, the outside lane must remain free flowing; therefore, you may need to loop several times. We appreciate your cooperation; safety is our first priority. You may find that adjusting your arrival time by a few minutes will reduce the need for looping.
- If you have a 6-8 grade student with a younger sibling or a 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.
- Middle school carpool pick up (along with high school students not involved in elective period) starts at 2:30 p.m. and ends at 2:40 p.m. at the East wing sidewalk. Middle school parents should pick up students quickly

upon arrival. If students are not ready at pick up, please move your car out of the carpool line and park. After 2:40 p.m., all carpool pick up for grades 6-12 moves to the canopy area.

- Grades 1-5 carpool pick up starts at 2:45 p.m. and ends at 3:00 p.m. By coming closer to the end time, you will avoid the more highly congested start time. At 3:00 p.m., any students remaining will be sent to After School Care where you will incur a \$5/hour service charge.
- 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 every day 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. During other severe weather, we may move students inside and dismiss appropriately.

Drop off and pick up at designated locations only and at the curb only, not in the outer loop. Please do not drop off or pick up students on Old Apex Road or in adjacent neighborhoods, as it is unsafe! Take care to watch for any students who may be walking or riding their bikes to school.

CELEBRATIONS (K-5) – BIRTHDAYS AND CLASS PARTIES

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

- Students may present a book to their classroom collection in honor of their birthdays. A nameplate bearing the child's name and date of birth will be placed in the book. Suggestions of appropriate books by grade level are available upon request. Students may provide special treats to be shared with their classmates at snack time or lunch.
- The teacher is responsible for all activities related to an in-class party, even if the students/parents do the planning.
- Birthday treats may be brought in for morning snack or lunch any day or at the end of the day on Friday.
- No party should exceed 30 minutes in length, unless it is coupled with snack or lunch, in which case only 45 minutes of total time may be used.
- If a video is used in conjunction with a party, it must fit within the prescribed time limits and must be approved beforehand by administration.

NOTE: Invitations to after school birthday parties may not be distributed at school unless every boy and girl in the class is being invited to attend.

FIELD TRIPS AND OFF-CAMPUS SCHOOL TRAVEL

Whenever students are traveling away from school, they are expected to behave in the same manner as required on school grounds, with appropriate respect and courtesy. As in the classroom, the teacher(s) will judge what is acceptable and unacceptable behavior. Only pre-approved movies for charter buses are allowed.

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

In order to fulfill our Vision Statement and respect parental authority, and because of the diverse perspectives of our parents regarding music and media, CCS does not allow any music or media (e.g. radio, television, magazines, Gameboys, CD/DVD players, and the like) on field trips, sport team travel, or other off-campus travel. Exceptions may be granted by the Headmaster or Dean.

Movies, videos and DVD's, music, etc., are not allowed during transport in individual vehicles or school vans or minibuses. (The one exception is classical music played softly for all to hear but not so loud that it becomes a distraction for the driver.)

HEALTH

Immunizations

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

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

Student Illness

In the event of a student illness/absence, parents should notify the school. If your child is not feeling well in the morning, please do not send him/her to school.

A student who becomes ill during the school day should notify the teacher who will help make appropriate arrangements for the student's care and/or parent's pick up.

Students should not return to school until they are free of fever, vomiting, or diarrhea for 24 hours without the use of medication. Additionally, If the student is diagnosed with an illness requiring antibiotics, they should not return to school for 24 hours following their first dose.

CCS should be notified if your child has a contagious disease including, but not limited to, chickenpox, influenza, strep throat, pink eye or head lice.

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

Head Lice

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

CCS Medicine Disbursement Policy

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

Over-The-Counter (OTC) Medicine

LOWER SCHOOL (K-5)

- Generally, OTC medications should be administered to a student by their parent/guardian before and after school.
- CCS can administer the following OTC medications to a student in an **urgent** situation only if a parent/guardian complete and sign an **Emergency Medical/Contact Form K-5**. These forms will be sent home from the student's classroom teacher.
 - Acetaminophen
 - Ibuprofen
 - Topical Hydrocortisone Ointment
 - Topical Antibiotic Ointment
- CCS cannot administer cough drops to students.
- Lip Balm is permitted for self-carry and self-use.
- If a parent/guardian wishes CCS to administer OTC medications other than from the list above, the parent/guardian must provide the medication to the CCS Health Administrator in its original container with a signed note that provides detailed instructions on how/when to administer the medication to the student. This includes cough drops, insect repellent, and sunscreen.

UPPER SCHOOL (6-12)

- CCS can administer the above OTC medications to a student in an **urgent** situation only if a parent/guardian complete and sign an **Over the Counter Medication Disbursement Form**. These forms are available on Veracross or at the CCS Front Desk.
- It is the parent/guardian responsibility to obtain, complete, and sign this form, for each student, and turn it in to the Upper School Administrative Assistant.
- No OTC medicine will be administered until this form is submitted.

- Student self-administration of OTC medication is permitted only if it is in the original container and labeled with the student's name. The student should carry no more than a daily dose in the appropriate container. This includes cough drops.
- Upper School students may self-administer insect repellent and sunscreen.
- CCS cannot administer cough drops to students.
- Lip Balm is permitted for self-carry and self-use.

If there is no medication on hand in the event of an emergency, CCS will notify the parent/guardian and/or call 911.

Prescription Medicine (Includes Inhalers and Epipens)

- All students that require prescription medication, including inhalers, antihistamine, and/or Epipens, must have a [Parent and Physician Order for Medication Form: Form 1702](#) that is completed and signed by the student's physician and parent/guardian, and turned into the CCS Health Administrator. This form is can be obtained from your physician's office or at the CCS Front Desk. A new form must be completed every year and anytime there are changes in medication directions. **This is required by General Statutes of North Carolina Chapter 115-307.**
- CCS will not administer prescription medication unless it is in a container dispensed by a pharmacy (or original container for an antihistamine) with the student's name, name of medication, date prescription filled, expiration date, and directions clearly marked.
- Parents/guardians are responsible for monitoring medication expiration dates and replacing medication when expired.
- It is the parent/guardian responsibility to inform the CCS Health Office if their child may require the use of inhalers/antihistamines/epipens while on campus and where the medication will be stored.
- At the beginning of each school year, the student's parent/guardian will need to bring the medicine along with the signed and completed [Parent and Physician Order for Medication Form: Form 1702](#).
 - **Lower School Students:** Turn in forms and medicine to the CCS Health Administrator. Only emergency medicines may be self-carried and administered if the student has permission to do so on form 1702. A parent/guardian must inform the CCS Health Administrator and classroom teacher(s) of the need for medication, location(s) stored and permission to self-carry and administer.
 - **Upper School Students:** All forms must be turned into the CCS Health Administrator. A parent/guardian must inform appropriate staff/faculty/coaches of the need for medication, location(s) stored and permission to self-carry and administer. Prescription medication may be self-carried and administered by the student if they have permission to do so as documented on Form 1702. Otherwise, the medication will be stored and secured at the Upper School Administrative Assistant's desk.
- At the end of the school year, it is the parents' responsibility to take home all medicine stored at CCS.

If you have any questions, please contact Karen Bolick, CCS Health Administrator, at 919-303-2560 x212 or kbolick@carychristianschool.org .

INCLEMENT WEATHER

School Closings

CCS administration will make its own determinations and announcements regarding school closings, delays, early releases, or implementation of our Severe Weather Plan due to inclement weather.

Announcements of school delays, closings, and early releases will be made via:

Parent Alerts: Text Messages, Voice-mail, and E-mail

Local TV: WRAL (www.wral.com)
NBC 17 (www.nbc17.com)
ABC11 (www.abc11.com)

CCS Facebook

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

We will always make the safety of our students and families the highest priority in making operational decisions for the school. This is true for field trips as well as bad weather days.

Kindergarten does meet on a one or two hour delay opening.

Kindergarten does not meet on a three hour delay opening.

Severe Weather Plan Release Schedule

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

11:00 a.m.	Kindergarten	Front entrance of CCS
11:15 a.m.	Grades 6-8	East entrance of CCS (Rhetoric School/Grammar School door)
11:30 a.m.	Grades 1-2	Front entrance of CCS
11:30 a.m.	Grades 3-5	West entrance of CCS (Canopy)
11:45 a.m.	Grades 9-12	East entrance of CCS (Rhetoric School/Grammar School door)

LIBRARY

The Eva Perry Regional Library is in close proximity to the school and is used regularly. Each classroom will house books as needed.

LOST AND FOUND BOXES

Parents and students who are looking for lost items may search the lost and found boxes in the Phonics, Grammar, and Logic stairwells, as well as the changing rooms and locker rooms in the gym. Families are encouraged to mark all of their children's belongings with a permanent marker to facilitate return of lost items. If you are searching for an item that is valuable or too small for the lost and found box, you may ask the receptionist at the main desk to see if such items have been turned in.

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

LUNCH

Students should bring their own lunches to school or participate in the on-site lunch program. If your child brings a packed lunch to school, please remember to keep cold items cold with ice packs or frozen drinks, and use thermos bottles, etc. to keep hot foods hot. Also, please do not send items that need to be microwaved, as students do not have access to microwaves at school. The school sponsors an optional lunch program three days each week for grades 1-5 and five days each week for grades 6-12. Information on the types of lunches and cost will be sent home early in the school year. Lunchtime provides time for recess (1-5), quiet conversation, and polite, civil, social interaction.

Junior and Senior students leaving campus for lunch are expected to return to school on time. Please refer to “STUDENT DRIVER” and “LEAVING CAMPUS” sections in Handbook.

LUNCHTIME VISITORS

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

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

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

SAFETY – DRILLS AND PROCEDURES

Fire

When the alarm 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

When the announcement is made for a tornado drill (or actual tornado warning), 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 away from the wall, knees pulled up, heads bent down resting on the knees and arms hugging the legs by the ears/head. (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/lifted.

Lock-in/Lockdown

Lock-in/lockdown 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 through the front door. Lockdowns are rarer and are handled similarly. This is an unannounced and imminent danger that may present itself. Procedures are in place for handling such emergencies.

Emergency Messaging

In emergency situations, CCS administration will send a text message, a voice call, and/or an email to all users who are listed in RenWeb. This is for emergency situations **only**, such as most lock-in/lockdown situations and all school closings. Please note that standard text messaging rates apply according to your calling plan.

SCHOOL HOURS

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

SNACKS

Students may have snacks at times designated by the classroom teacher. In elementary school, this usually occurs mid-morning. K-2 students may not use the vending machines during school hours. Grammar school students (3-5) may not go to the vending machines during school hours without permission from the teacher. K-5 students may use vending machines before and after school with parental permission. Secondary students may use vending machines during school hours between classes or at lunch, or with permission from a teacher.

STUDENT CELL PHONE, COMPUTER, AND ELECTRONICS GUIDELINES

Grades K-5: We have a “No electronics/No cell phone” policy in grades K-5.

Grades K-12: We have a “No Smart Watch” policy during assessments in grades K-12. Smart watches should be collected during assessments and returned after. Watches that are strictly fitness trackers alone are permitted at all times.

Cell Phones (6-12)

CCS secondary students are allowed to have cell phones at school for the purpose of parental communication. Cell phones must be off during the school day (7:30 a.m. – 2:25 p.m. in the Logic School and 7:30 a.m. – 3:25 p.m. in the Rhetoric School) and stored in the student’s locker. If the need arises for a phone call during school hours, the hallway student phones are available. Students also have the option to use their personal cell phone

only while they are at the Administrative Assistant's desk. From 7:30 a.m. – 4:00 p.m., cell phones may not be used on school grounds for texting or accessing games, music, videos, images, or any form of web use or entertainment.

If a student uses his/her cell phone during school hours and/or for unauthorized purposes, the following consequences will apply:

- First occurrence of the current academic year: the student's phone will be confiscated and returned at the end day.
- Second occurrence of the current academic year: the student will receive a referral, and the phone will be confiscated and returned at the end of the day.
- Third occurrence of the current academic year: the student will receive an official referral, their parent(s) or guardian will be called for a meeting and they will be prohibited from bringing their phone on campus for one week.
- After the third occurrence of the current academic year, step two and three will be rotated through again, but all referrals will be official. Four or more referrals can result in suspension.

Computers: Laptops or Tablets (6-12)

Laptop computers or tablets (iPads, Kindle Fires, Nooks, etc.) may be used by secondary students at the teacher's discretion.

- These devices must be used solely for school purposes and not for personal entertainment or communication.
- Streaming downloads of any type from the internet is prohibited, as the school has limited bandwidth which must be reserved for school use.

Electronics (6-12)

All other electronic devices (video games, music players, iPods, DVD players, etc.) are not allowed on the school premises. Violations will result in confiscation.

CCS Computers (6-12)

- Personal music or picture collections may not be stored on CCS network servers or local hard drives. Any personal pictures or music collections found during network scans may be removed without notice. In addition, no one may connect a personal iPod or other music device to any CCS owned computer for synchronization.
- Personal software is prohibited on school-owned computer systems. If the software is needed to meet school needs, then the school will purchase the proper license or receive a donation of the licensed software. Only IT personnel are allowed to install software on CCS computer systems
- Students are encouraged to use a portable memory device (i.e. USB flash drive or "memory stick") to store all personal files.

STUDENT DRIVERS

- Students who drive to school are expected to do so responsibly. Driving to school is a privilege that may be revoked, if necessary.

- Special attention should be paid to students in the parking lot and carpool lanes before and after school.
- Students must drive slowly on campus (< 10 mph) and park at the back of the building or in the gravel lot adjacent to the bus parking lot.
- During school hours, and for school activities, male students may only transport other male students and female students may only transport other female students.
- Rhetoric student drivers, with written parental permission from parents, may drive siblings.

STUDENT PICK UP

- If a child is to be picked up by someone other than a parent on a regular basis, a record of permission for that person must be on file in the school office.
- 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.
- Parents are encouraged to form carpools to alleviate traffic during drop off and pick up times.

TELEPHONES (CCS OFFICE)

Grades K-12: If the need arises for a phone call during school hours, the hallway student phones are an option. Cell phones may be used in grades 6-12 in designated areas. Students must have permission from a teacher to come to the school office. Students may obtain permission from staff to use another phone, if necessary.

VISITORS

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

SCHOOL EVENTS AND CALENDAR

PROGRAMS, EVENTS, AND HOLIDAYS

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

PROGRAMS EVENTS HOLIDAYS	DATES	SCHOOL INVOLVEMENT
Staff Orientation	First week of August	1-2 days of staff training
Back to School Orientation Day	First week of August	Parents/students meet teachers
Labor Day	September	School closed
Halloween	October 31	There is no observance of Halloween at Cary Christian School and discussion is discouraged. Students are to come to school in regular school attire.
Reformation Day	October 31	Events emphasizing the Protestant Reformation
Veterans' Day	Mid-November	No time off; Teachers free to discuss the significance of the day
Thanksgiving	Mid/Late November	Usually three days off – Wednesday, Thursday, and Friday
Christmas Season	December	K-5: In lieu of Christmas class parties, Christmas receptions will follow each Christmas program; parents are invited to the classroom for light refreshments and presentation of teacher/assistant gifts.
Christmas	December 25	Usually two weeks off with major emphasis on Christ's birth and mission; special programs and class receptions
Reenrollment	Second week in January	Reenroll all current students and register new siblings
Martin Luther King, Jr. Day	January	No time off; Teachers discuss the significance of the man and the day
Winter Open House	Late January	New and prospective families/students visit school
Presidents' Day	Mid-February	Encourage knowledge of Washington and Lincoln
St. Valentine's Day	February 14	No time off; K-5 students are permitted to exchange valentines with their classmates. The manner of exchange is determined in each classroom. Each child who participates should bring a card for each member of the class. Half-hour class parties allowed
National Latin Exam	March	5 th – 7 th grade Latin students only

Good Friday	March or April	On the days where we may be in session on Good Friday, it will be a day of reflection on the work that was done on the cross for us, by Jesus Christ.
SAT Testing	Mid-April	Stanford Achievement Test administered, Grades 1-10
Grandparents' Days (K-5)	Early May	Special programs and day for grandparents to visit school
Festival of Arts	May	K-12 Arts awareness and celebration
Field Day	Last Week of May	PTF organized field competitions
Awards Assembly	Last Week of May	Year-end Awards
End of Year Parties	Last Week of May	End of the year parties are generally held off campus.
Memorial Day	Late May	Monday off
ACCS Annual Conference	June	Yearly conference (see ACCS)

SCHOOL-SPONSORED EVENTS GUIDELINES

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 Dean for the House System
- Events which are published on the Cary Christian School yearly calendar
- Events that receive financial support from Cary Christian School (including fund-raising opportunities provided through Cary Christian School)

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

- School-sponsored events should be consistent with the goals of CCS.
- School-sponsored events require the attendance of a staff member from CCS.
- Class time is not to be used for planning school-sponsored activities unless approved by the Headmaster.
- Attendance at school-sponsored activities is generally limited to students who are currently enrolled at Cary Christian School. The appropriate Dean may grant exceptions.
- Timely information about school-sponsored activities must be provided to the parents. All written communication must be submitted to the Dean prior to being sent to the parents.
- Parents must sign a written waiver releasing Cary Christian School from any liability for all events taking place off campus. This statement should also authorize medical treatment to be given to the student in case of injury.
- Only school-sponsored events may be placed on the monthly school calendar.

2018 - 2019 Cary Christian School Calendar

FIRST QUARTER

Jul. 25	Wednesday	New Staff Orientation
Jul. 26-Jul. 31	Thursday – Tuesday	All-Staff Orientation and Professional Development
Aug. 1	Wednesday	Back to School Orientation Day (Daily or dress uniform required) 6-12 Parents: Fall Sports Informational Meeting (Field House), 3:30 p.m.
Aug. 2	Thursday	First day of classes (Dress uniform required)
Aug. 6	Monday	Middle School sports practices & tryouts
Aug. 7	Tuesday	Picture Day (Dress Uniform required), Individual photos only
Aug. 10	Friday	Family Festival
Aug. 14	Tuesday	Board Meeting (Auditorium), 7:00 p.m.
Aug. 31	Friday	Early Release*
Sept. 3	Monday	Labor Day: School Closed
Sept. 5	Wednesday	1 st quarter Midterm Reports available on Veracross after 3:30 p.m. (grades 2-12)
Sept. 11	Tuesday	Board Meeting/Fall Corporation Meeting (Auditorium), 7:00 p.m.
Sept. ??	Friday	Homecoming
Sept. 22	Saturday	Hoedown (Gym)
Sept. 28	Friday	Last day of classes for 1 st quarter; Early release *
Oct. 1-12	Monday - Friday	Fall Break - sports seasons will continue
Oct. 10	Wednesday	PSAT for 11th grade

SECOND QUARTER

Oct. 15	Monday	First day of classes for 2 nd quarter
Oct. 16	Tuesday	Board Meeting (Auditorium), 7:00 p.m.
Oct. 17	Wednesday	1 st quarter Report Cards available on ParentsWeb after 3:30 p.m. 6-12 Parents: Winter Sports Informational Meeting (Field House), 3:30 p.m.
Oct. 18	Thursday	Picture Day (Dress uniform required) Class Group & Make up Pictures
Oct. 19	Friday	No Classes for Students – Optional Parent Conferences All-Staff Training/Workday
Oct. 24	Wednesday	Fall Sports Photos – Bring your team uniform to school!
Oct. 25	Thursday	Fall Open House, 6:00 p.m.
Oct. 29	Monday	Annual CCS Golf Classic
Nov. 13	Tuesday	Board Meeting (Auditorium), 7:00 p.m.
Nov. 13-20	Tuesday - Tuesday	Senior Service Practicum
Nov. 14	Wednesday	2 nd quarter Report Cards available on Veracross at 3:30 pm
Nov. 21-23	Wednesday-Friday	Thanksgiving: School Closed
Dec. 6-Dec. 8	Thursday - Saturday	Fall drama production
Dec. 11	Tuesday	Board Meeting (Auditorium), 7:00 p.m.
Dec. 15	Saturday	Upper School Band & Chorus Concerts
Dec. 18-19	Tuesday-Wednesday	Semester exams for 9-12 grade students
Dec. 19	Wednesday	Last day of classes for 2 nd quarter; Early release *
Dec. 20 – Jan. 4	Thursday - Friday	Christmas Break - sports seasons will continue

2018 - 2019 Cary Christian School Calendar

THIRD QUARTER

Jan. 7	Monday	First day of classes for 3 rd quarter
Jan. 9	Wednesday	2 nd quarter Report Cards available on Veracross after 3:30 p.m.
Jan. 15	Tuesday	Board Meeting (Auditorium), 7:00 p.m.
Jan. 21	Monday	Martin Luther King Day: School Closed (possible make up day)
Jan. 24	Thursday	Winter Open House (for prospective families), 6:00 p.m.
Jan. 26	Saturday	Snow Ball (Gym)
Jan. 31	Thursday	6-12 Parents: Spring Sports Informational Meeting (Field House), 3:30 p.m.
Feb. 4-8	Monday-Friday	KnightsFest
Feb. 6	Wednesday	3 rd quarter Midterm Reports available on Veracross after 3:30 p.m. (grades 2-12)
Feb. 12	Tuesday	Board Meeting (Auditorium), 7:00 p.m.
Feb. 18	Monday	Presidents' Day: School Closed (possible make up day)
Feb. 21	Thursday	Winter Sports Photos - Bring your team uniform to school!
Feb. 22	Friday	Benefit Auction at Prestonwood Country Club, 6:00 p.m.
Mar. 1	Friday	Last day of classes for 3 rd quarter; Early release *
Mar. 4-15	Monday - Friday	Spring Break – <i>sports seasons will continue</i>

FOURTH QUARTER

Mar. 18	Monday	First Day of classes for 4 th quarter
Mar. 19	Tuesday	Board Meeting/Spring Corporation Mtg. (Auditorium), 7:00 p.m.
Mar. 20	Wednesday	3 rd quarter Report Cards available on ParentsWeb after 3:30 p.m.
Mar. 22	Friday	No Classes for Students – Optional Parent Conferences All-Staff Training/Workday; K-5 Art Show
Apr. 9	Tuesday	Board Meeting (Auditorium), 7:00 p.m.
Apr. 13	Saturday	Protocol (Gym), 7:00 p.m.
Apr. 15-18	Monday - Thursday	Stanford Achievement Testing
Apr. 19	Friday	Good Friday: School Closed (possible make up day)
Apr. 24	Wednesday	4 th quarter Midterm Reports available on Veracross after 3:30 p.m. (grades 2-12)
Apr. 25-27	Thursday-Saturday	Spring drama production
May 3	Friday	Grandparents' Day K-5
May 4	Saturday	CCS Festival of the Arts
May 8	Tuesday	Spring Sports Photos – Bring your team uniform to school!
May 11	Saturday	Spring Band & Chorus Concerts
May 14	Tuesday	Board Meeting (Auditorium), 7:00 p.m.
May 14-15	Tuesday-Wednesday	Senior final exams
May 16	Thursday	Senior Assembly (Gym), 10:00 a.m., Class of 2019 Graduation, 6:30 p.m.
May 22-23	Wednesday-Thursday	Semester exams for grades 9-11
May 23	Thursday	Last day of school for Kindergarten and Upper School (grades 6-11) (Dress uniforms required for these grades)
May 24	Friday	Last day of school for Lower School (grades 1-5) (Dress uniforms required for these grades); Early release *
May 27	Monday	Memorial Day: School Closed
May 28-29	Tuesday-Wednesday	All-Staff workdays (possible make up days)
June 11	Tuesday	Board Meeting (Auditorium), 7:00 p.m.

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