



A Community of Learners

Together, we pursue extraordinary outcomes.

Together, we grow in excellence.

Together, we learn to flourish through Christ.

**The Cary Christian School
Parent and Student Handbook
2024-2025**

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

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CaryChristianSchool.org

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Find the CCS Directory on Veracross Portals.



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May grace and peace be multiplied to you...

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

CORPORATION and BOARD OF DIRECTORS

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

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

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

ACCREDITATION



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

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



Our School Song

Non Nobis Domine

Not to Us, O Lord

(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



Welcome to Cary Christian School ~ A Note from the Headmaster

Dear Parents and Students,

Welcome to our Community of Learners!

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

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

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

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

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

That our love may abound more and more,

Robbie Hinton, Headmaster

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

Philippians 1:8-11 English Standard Version



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

Dear Parents and Students,

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

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

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

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

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

- We are committed to strengthening the **Teacher-Student relationship** and supporting the **Teacher-Parent partnership**.
- We are committed to teaching students the virtues of **respect** and **responsibility**, which encourage **thoughtful** interactions.
- We are committed to guiding our students as they learn the **Keys to Success** (see *Appendix A*).
- We are committed to encouraging students to explore their individual gifts so they may reach their God-given potential, finding their **identity in Christ**.
- We are committed in all conversations to expect students, parents, and staff to **seek first to understand and believe the best** in each other with a culture of **respect, responsibility, and thoughtfulness** in every interaction.







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

Sincerely,

Diane Hillsgrove
Dean of Students

STATEMENT OF FAITH

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

 <h2>CARY CHRISTIAN SCHOOL</h2> <h3><i>Statement of Faith</i></h3>		
 <p>We believe the Bible to be the only inerrant, authoritative Word of God. (II Tim. 3:16)</p>	 <p>We believe that there is one God, Creator of all things, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent. (Deut. 6:4; Gen. 1:1, I John 5:7)</p>	 <p>We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory. (John 10:30; Matt. 1:18; Heb. 4:15; John 10:32; Rom. 3:25; Matt. 28:6; Rom. 8:34; Luke 21:27)</p>
 <p>We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary. (John 3:3-8)</p>	 <p>We believe that salvation is by grace through faith alone. (Eph. 2:8)</p>	 <p>We believe that faith without works is dead. (James 2:17)</p>
 <p>We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life. (Gal. 5:16)</p>	 <p>We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life, and they that are lost to the resurrection of condemnation. (I Thes. 4:16,17; II Thes. 1:9)</p>	 <p>We believe in the spiritual unity of all believers in our Lord Jesus Christ. (John 17:20-23)</p>

A SHARED STRATEGY: FOUNDATIONAL HABITS

Developing HABITS OF THE MIND in a way that develops HABITS OF THE SOUL

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

Robbie Hinton, Headmaster

HABITS OF THE MIND

- **BE RESPECTFUL:** Listen to others and speak with humility and curiosity.
- **BE RESPONSIBLE:** Accept shared ownership and accountability – Learn from mistakes, misfortunes, and wrongdoings. Never hide a bad outcome, belittle, or cast blame for it. Look for opportunities to let others be right.
- **BE THOUGHTFUL:** Ground your decisions upon truth, not your personal opinion. Tune your affections to goodness, not what you want. Learn to engage conversations that are rational and loving.

HABITS OF THE SOUL

- **BE INTENTIONAL:** Pay attention. Do the next right thing. Remember: How you do it once is how you do it always.
- **BE STRATEGIC:** Demand from yourself a deeper understanding of how things work. Be aware of the world around you. Learn to work the problem.
- **BE SACRAMENTAL:** Learn for Christ and through Christ – Learn to see the whole, solve problems without tearing apart the beauty of the situation, and develop a sense of awe and wonder about people and things.

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

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

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

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

OUR GOALS AND PROCESSES

GOALS

ESTABLISH...an orderly and safe environment.

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

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



PROCESSES

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

We are currently engaged in these processes:

- Strengthening the Teacher-Student relationship and the Teacher-Parent partnership
- Discipling our students in our three key habits: respect, responsibility, and thoughtfulness
- Cultivating opportunities for student engagement so that students share their voices and see how they contribute to the larger community
- Enjoying occasions for student-staff interaction
- Integrating our academic programs vertically, horizontally, and biblically
- Cultivating an appreciation for music, theater, and visual arts through our Fine Arts programs
- Building an excellent athletics program and great teams by focusing on developing strength and character in our student athletes

THE RATIONAL AND LOVING CONVERSATION

The Key to Resolving Conflicts

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

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

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

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

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

First, take time to clarify the issue for yourself.

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

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

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

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

KEYS TO SUCCESS: MAKING WISE CHOICES

Keys to Success...



Come to school
clean, neat, &
wearing the
proper uniform



Be on time
& prepared



Positively
engage in the
learning
environment



Treat others the
way you want to
be treated



Develop
healthy &
appropriate
relationships



Own your
actions & accept
responsibility



Do your work &
develop a love
for learning



Use technology
wisely &
considerately



Be grateful
stewards of our
campus



Be aware of how
your behavior
affects our
community

Respectful. Responsible. Thoughtful.

The *Parent and Student Handbook* is intended to facilitate success at Cary Christian School. Consistent with our three key habits (respect, responsibility, and thoughtfulness), the **Keys to Success** are:

- the principles that guide us in understanding **why we do what we do** and
- the methods that guide us in understanding **how we do what we do**

When we don't do what we are supposed to do, we need to **stop and think**, as the Apostle Paul advised in Philippians 3...

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

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

CLASSROOM

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

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

HOW CAN I SHOW RESPECT IN MY CLASSROOM?

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

HOW CAN I BE RESPONSIBLE IN MY CLASSROOM?

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

BEFORE I SPEAK OR ACT...

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

CHRISTIAN EDUCATION

At Cary Christian School, we believe a Christ-centered education includes not only a Christian environment where students are to be instructed with academic excellence, but an education that places Christ at the “center of all learning.” We cannot accomplish this by just adding a Bible curriculum or providing a religion class, but rather by integrating the Word of God, and placing it at the center of all our studies.

Therefore, in all our levels, programs, and teaching:

- We boldly acknowledge that all things come from our Creator and that every area of life must be subject to glorifying Him. (II Timothy 3:16-17)
- We commit to providing a clear model of the biblical Christian life through our staff and board. (Matthew 22:37-40)
- We encourage every student to begin and to develop his or her relationship with God the Father through Jesus Christ. (Matthew 28:18-20, Matthew 19:13-15)

THE CARY CHRISTIAN SCHOOL CURRICULUM

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

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

SCOPE and SEQUENCE

The Scope and Sequence and Reading and Resources charts are on the ACADEMICS page on the Cary Christian School website: CaryChristianSchool.org.

ACHIEVING ACADEMIC STRENGTH

Academically, our curriculum:

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

ACHIEVING SPIRITUAL STRENGTH

Spiritually, our curriculum integrates our Christian faith to:

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

- equip our students for service – to their family, to the church, and to their communities (cf. Ephesians 2:10).

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

CURRICULUM MATERIALS IN THE CONTEXT OF THE GREAT CONVERSATION

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

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

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

Our conversations and curriculum are guided by our Statement of Faith and our mission to train students to develop the skills and knowledge to make rational and compelling arguments and the emotional fortitude to withstand the onslaught of irrational and offensive arguments. We may discuss culturally relevant or controversial ideas in our classrooms, but we will always discuss them in a respectful, responsible, and thoughtful way while supporting the values reflected in the CCS Statement of Faith and the authority of parents over their children. (NOTE: Discussions may include, but are not limited to conversations, videos, books, or speakers.)

CLASSICAL EDUCATION

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

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

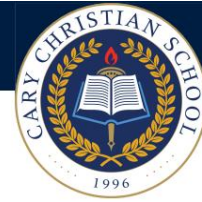
SUGGESTED READINGS ON CLASSICAL AND CHRISTIAN EDUCATION

These are the readings we recommend to our teachers in the pursuit of life-long learning. Books marked with an * are required reading for the ACCS Teacher Certification program.

Adler, Mortimer J.	<i>How to Think About the Great Ideas: From the Great Books of Western Civilization</i>
Adler, Mortimer J.	Six Great Ideas*
Arbinger Institute	<i>Leadership and Self-Deception</i>
Aristotle	<i>Rhetoric</i>
Armstrong, William H.	<i>Study is Hard Work</i>
Augustine	<i>Confessions</i>
Barnes, Dr. Alyssan	<i>Rhetoric Alive! Senior Thesis Teacher's Edition</i>
Berkhof and Van Til	<i>Foundations of Christian Education</i>
Bible	OT & NT scriptural references mandating a Christian education*
Caldecott, Stratford	<i>Beauty for Truth's Sake</i>
Clark, Gordon H.	<i>Logic</i>
Clark, Kevin and Ravi Scott Jain	<i>The Liberal Arts Tradition: A Philosophy of Christian Classical Education</i>
Copeland, Matt	<i>Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School</i>
Copi, Cohen & McMahon	<i>Introduction to Logic</i>
Cowan, Louise and Os Guinness	<i>Invitation to the Classics</i>
Crider, Scott	<i>The Office of Assertion: An Art of Rhetoric for the Academic Essay</i>
Dweck, Carol	<i>Mindset</i>
Esolen, Anthony	<i>Ten Ways to Destroy the Imagination of Your Child</i>
Gaebelein, Frank	The Pattern of God's Truth*
Gamble, Richard, editor	<i>The Great Tradition: Classic Readings on What it Means to Be an Educated Human Being</i>
Gibbs, Joshua	<i>Something They Will Not Forget</i>
Glaspey, Terry	<i>75 Masterpieces Every Christian Should Know - The Fascinating Stories Behind Great Works of Art, Literature, Music, and Film</i>
Gregory, John Milton	The Seven Laws of Teaching*
Heard, Matt	<i>Life with a Capital L</i>
Hicks, David	<i>Norms and Nobility</i>
Homer	<i>Iliad or Odyssey</i>
Houser, Rollen Edward	<i>Logic as a Liberal Art: An Introduction to Rhetoric and Reasoning</i>
Joseph, Sister Miriam	<i>The Trivium: The Liberal Arts of Logic, Grammar, and Rhetoric</i>
Kienel, Paul	<i>A History of Christian School Education. Volume 1</i>
Leithart, Peter J.	<i>Heroes of the City of Man - A Christian Guide to Select Ancient Literature</i>
Lewis, C.S.	<i>The Abolition of Man</i>
Littlejohn, R. and C. T. Evans	<i>Wisdom and Eloquence</i>
Merkle, Rebekah	<i>Classical Me Classical Thee - Squander Not Thine Education</i>
Pearcey, Nancy	<i>Total Truth: Liberating Christianity from Its Cultural Captivity</i>
Perks, Stephen	The Christian Philosophy of Education Explained*
Plato	<i>Meno</i>
Ryken, Philip G.	<i>Christian Worldview: A Student's Guide (Reclaiming the Christian Intellectual Tradition)</i>
Sayers, Dorothy	<i>The Lost Tools of Learning (https://classicalchristian.org/the-lost-tools-of-learning-dorothy-sayers/)</i>
Simmons, Tracy Lee	<i>Climbing Parnassus: A New Apologia for Greek and Latin</i>
Sire, James W.	The Universe Next Door - A Basic Worldview Catalog*
Swope, Cheryl	<i>Simply Classical: A Beautiful Education for Any Child</i>
Taylor, James	<i>Poetic Knowledge: The Recovery of Education</i>
Tripp, Paul David	<i>Instruments in the Redeemer's Hands: People in Need of Change Helping People in Need of Change</i>
Vieth, Gene Edward, Jr.	<i>State of the Arts</i>
Watts, Isaac	<i>Logic or the Right Use of Reason in the Inquiry After Truth</i>
Wilson, Douglas	<i>The Case for Classical Christian Education</i>
Wilson, Douglas	<i>Repairing the Ruins</i>
Wilson, Douglas	Recovering the Lost Tools of Learning*
Wilson, Douglas	Excused Absence*

Lower School

Readers, Writers, and Mathematicians



Readers: After learning to read, students will read to learn. Every time they pick up a book, students will go on a journey, seeking knowledge and developing a love for reading.

Writers: As students gain an understanding of the power of words, they grow to enjoy and have a passion for writing.



Mathematicians: As students learn to solve problems, they delight in the order, patterns, balance, and harmony God has created in math.

“Your testimonies are wonderful; therefore my soul keeps them.
The unfolding of your words gives light; it imparts understanding to the simple.
Make your face shine upon your servant, and teach me your statutes.”
(Psalm 119:130 & 135)

Logic School

Identity, Mission, and Service



Identity: “But you are a chosen race, a royal priesthood, a holy nation, a people for God’s own possession, that you may proclaim the excellencies of him who called you out of darkness into his marvelous light.” (1 Peter 2:9)

Mission: “And he said to him, ‘You shall love the Lord your God with all your heart and with all your soul and with all your mind.’” (Matthew 22:37)



Service: “Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves.” (Philippians 2:3)

Rhetoric School

Wisdom, Eloquence, and Elegance



Wisdom: “That their hearts may be encouraged, being knit together in love, to reach all the riches of full assurance of understanding and the knowledge of God’s mystery, which is Christ, in whom are hidden all the treasures of wisdom and knowledge.” (Colossians 2:2-3)

Eloquence: “Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person.” (Colossians 4:5-6)

Elegance: “That Christ may dwell in your hearts through faith---that you, being rooted and grounded in love, may have strength to comprehend with all the saints what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, that you may be filled with all the fullness of God.” (Ephesians 3:17-19)



GRADUATION REQUIREMENTS

These are the graduation requirements for the Class of 2024 and following. If you have questions about graduation requirements, please contact the Director of College Counseling. Scope and Sequence charts for the Rhetoric School (Grades 9-12) may be viewed at CaryChristianSchool.org/upper-school/

GRADE	RHETORIC	REQUIRED CREDITS
9	Rhetoric I: Persuasive Writing	1
10	Rhetoric II: Public Speaking	1
11	Rhetoric III: Style	1
12	Rhetoric IV: Senior Thesis	1
GRADE	BIBLE AND BIBLICAL WORLDVIEW	
9	Spiritual Formation	1
10	Theology I	1
11	Theology II	1
12	Apologetics	1
GRADE	LITERATURE	
9	Classical Literature	1
10	Medieval Literature	1
11	European Literature	1
12	American Literature	1
GRADE	HISTORY	
9	Classical History	1
10	Medieval History	1
11	Modern European History	1
12	American History	1
GRADE	MATH	
9	Geometry	1
10	Algebra II	1
11	Trigonometry or Pre-Calculus	1
12	College Algebra, AP [®] Calculus, or AP [®] Statistics	1
GRADE	SCIENCE	
9	Human Physiology	1
10	Biology or AP [®] Biology	1
11	Chemistry	1
12	Physics or AP [®] Physics	1
GRADE	FOREIGN LANGUAGE and/or GOVERNMENT	
9	Spanish I	1
10	Spanish II	1
11	Spanish III	1
12	Spanish IV or Government	1
GRADE	SEMINAR	
9	Seminar I: Classical	1
10	Seminar II: Medieval	1
11	Seminar III: European	1
12	Seminar IV: American	1
GRADE	ELECTIVES	
	Fine Arts (Theater Arts or Visual Arts)	.5
	Music	.5
	PE or Athletics	.5
TOTAL CREDITS REQUIRED FOR GRADUATION		33.5

NOTES:

CCS offers AP Classes as listed above. CCS also offers Dual Enrollment for college credit in collaboration with Colorado Christian University. For additional information, please contact the Academic Dean or the Director of College Counseling.

COLLEGE COUNSELING

The goal of College Counseling is to help our Rhetoric School students open doors for educational opportunities to prepare them for careers that will use their gifts and talents to glorify God. How is this done? As a student progresses from freshman to senior, opportunities are provided to engage in grade-appropriate instruction and activities that will help position them for their future. For additional information, check out **College Counseling** on the student or parent portals on Veracross.

TRANSCRIPTS

- **Rhetoric students** will receive a copy of their transcript at the fall college counseling meeting. Transcripts will be sent to colleges via Scoir. Contact the Director of College Counseling for other transcript requests.
- **Alumni:** Transcripts may be requested online at CaryChristianSchool.org on the Academics -> College Counseling -> Transcript Request link.

HOMEWORK GUIDELINES

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

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

Upper School Homework Guidelines: On average, students may expect to spend 10 minutes times their grade level per night on homework (e.g., 6th grade = 60 minutes, 9th grade = 90 minutes), plus additional study time, as needed.

ANNUAL TESTING

All students (grades 3-10) take a nationally normed achievement test annually on a day in April or May. We use the test results for internal data analytics. A copy of the results is kept in student files, and overall results are published online at [Classic Learning Test \(CLT\) - Alternative College Entrance Exam - Online \(cltexam.com\)](http://Classic Learning Test (CLT) - Alternative College Entrance Exam - Online (cltexam.com)) using your child's email address for students in Grades 9-10..

All Freshmen, Sophomores, and Juniors (Grades 9-11) take the PSAT in October. Information is communicated via *The Knightly News*. Juniors and Seniors take the SAT (College Board) or ACT test on their preferred date at an off-site location.

Select AP self-study tests are also offered at CCS.

REPORT CARDS AND MIDTERM REPORTS

All academic grading at Cary Christian School evaluates student work according to an objective standard. Grades serve as indicators of comprehension and mastery. For students in grades 2-12, assignment grades and term-to-date grades may be viewed at any time on the Veracross Parent and Student Portals.

Midterm Reports are published online at mid-quarter for grades 2-5. End-of-quarter **Report Cards** are published online during the first week of the following quarter, except fourth quarter report cards which are published online on the second Wednesday after the last day of school.

E/S/N/U GRADING SCALES

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

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

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

A/B/C/F GRADING SCALE

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

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

Grade Point Average (GPA): Grade Point Averages are calculated at the end of each school year for Rhetoric School students and posted on the student transcripts. The transcript grade is the average of the two semester grades.

Semester Grade Calculation =

$$(.40 \times Q1 \text{ grade}) + (.40 \times Q2 \text{ grade}) + (.20 \times \text{exam grade}) \text{ OR } (.40 \times Q3 \text{ grade}) + (.40 \times Q4 \text{ grade}) + (.20 \times \text{exam grade})$$

NOTE: Grades earned in Seminar, elective courses, independent study courses, college and/or correspondence courses, or for work completed outside of CCS (e.g., home school or previous schools) may apply toward graduation requirements but are not factored into cumulative grade point averages. Transfer grades are not included on the transcript.

Late Assignments: Assignments may not be turned in for credit more than three days (Grades 2-8) or three blocks (Grades 9-12) past the due date. There are two exceptions to this requirement. First, if a student had an unplanned absence, the due date is to be extended by the number of days he/she was absent. Second, if a student had a planned absence, all work should be due prior to the absence or on the first day back at school. In Grades 2-12, if an assignment is late, the earned grade is reduced by ten percent for each late day.

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

ACADEMIC PROBATION

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

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

FINAL EXAMS

- During the last week in each semester, Rhetoric students take semester exams for History, Literature, Math, and Science classes.
- The Two Days before exams:
 - No additional homework, except review/exam preparation, will be assigned.
 - Day 1 and 2: Students attend school as normal.
- The day after the two review days: Rhetoric School has an independent study day for Final Exams – No Rhetoric School classes will be held. School attendance is not required. Teachers will be available from 8:00 A.M. – 2:30 P.M. in their classrooms for pre-arranged subject-specific review sessions or for individual drop-in “office hours” as communicated directly to their students. If students are not meeting with a teacher, they should not be on campus. Attire: If coming to campus, refer to the Non-Uniform Day Dress Code Spirit Day Guidelines.
- Senior students with an A average (for the semester) in a class are exempt from the final exam in that class.
- Students in AP classes or dual enrollment classes may not be exempt from final exams regardless of their grade. See teacher for details.
- A senior student missing five or more classes during the semester will forfeit the possibility of exemption from final exams in that class.
- A Rhetoric School (Grades 9-12) student who is absent during a final exam will receive a grade of I (Incomplete) in that class until the final exam is completed. Final exams must be completed before a semester grade will be given.

DEAN'S LIST AWARDS

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

To be considered for a Dean's List award:

- Grammar School students may not have a report card grade of U in penmanship.
- Logic and Rhetoric School Students must have completed 90% of the coursework assigned in each class and must be taking a full schedule of Cary Christian School classes.

Electives and Seminar do count towards the Dean’s List; however, they do not count towards the transcript GPA.

GRADES 9-12 DEAN’S LIST AWARDS	ACCOMPLISHMENT
	Acknowledged by inclusion on the Dean’s Lists published each semester in <i>The Knightly News</i> and on the student’s transcript
Dean’s List with Distinction	All semester grades = All A’s
Dean’s List	All semester grades = A, with no more than two semester grades = B

GRADES 2-8 DEAN’S LIST AWARDS	ACCOMPLISHMENT
Dean’s List with Distinction: Blue Ribbon <i>(awarded at end of each quarter)</i>	All quarter grades = All A’s
Dean’s List: White Ribbon <i>(awarded at end of each quarter)</i>	All quarter grades = A, with no more than two quarter grades = B
All Year Dean’s List with Distinction Medallion: Gold	All year (4 academic quarters) on Dean’s List with Distinction
All Year Dean’s List Medallion: Silver	All year on Dean’s List (4 academic quarters) or, if a student has a combination of 4 quarterly awards from the Dean’s List with Distinction and the Dean’s List

VALEDICTORIAN AND SALUTATORIAN

Senior teachers, under the oversight of the Dean of Upper School and Director of College Counseling, will select the senior class Valedictorian and Salutatorian. To be considered for these awards, a student must have attended Grades 9-12 at Cary Christian School and have a cumulative unweighted GPA of 4.0. The committee will evaluate the students based on the following criteria (in order of priority):

1. academic performance
2. successful demonstration of respect, responsibility, and thoughtfulness
3. co-curricular activities; and
4. honors received

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

ATTENDANCE

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

ABSENCES

A student's presence in the classroom is valued in our Community of Learners and is necessary for success at school. When students are absent (whether an absence is short-term, long-term, planned, or unplanned), parents need to: log into the Veracross Parent Portal and click on **Submit Student Absence** to report the absence.

Any time a student is absent -

- **Grades K-5:** It is the parent's responsibility to reach out to the teacher. The teacher will either provide work to keep up at home or will catch them up when they return.
- **Grades 6-12:** It is the student's responsibility to check the Student Portal in Veracross for missed work and/or to print handouts. Students should discuss with their teacher(s) any questions or concerns regarding makeup work. Note: All tests must be taken on campus.

UNPLANNED ABSENCES

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

PLANNED ABSENCES

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

NOTE: If planned absences exceed 5 or more days in a quarter or 10 or more days in a semester, administration may consider alternative assignments to ensure learning objectives are met, or the absences may jeopardize credit for the grading period.

When extended absences are voluntary (versus emergency or illness), we recommend the student work ahead as much as possible. This eliminates the need to work while absent. It is the parent's responsibility (Grades K-5) or the student's responsibility (Grades 6-12) to arrange with the teacher(s) for any assignments that will be missed and to complete any assigned work. All missed work must be completed by the student.

Upon their return to school, students will have up to five days to complete all assigned work. Specific due dates will be set by the teacher. Students will receive full credit (no grade deduction) for completing assignments given to the rest of the class during their absence, if the assignments are turned in by

the due date set by the teacher. Any extension of assignment due dates, test dates, or exam dates must be approved by the classroom teacher.

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

ELECTIVE CLASS ABSENCES

In elective classes, where grades are based on attendance, excessive absences will jeopardize the grade or credit for the class. If absences are due to early release for sports, they will not count towards the total; however, the work missed in the elective class will still need to be completed.

		Grade = B	No Credit
MW Electives	Logic School (Grades 6-8)	Absences >= 7	Absences >=12
MWF Electives	Rhetoric School (Grades 9-12)	Absences >= 9	Absences >=16
TTh Electives	Logic & Rhetoric Schools (Grades 6-12)	Absences >= 7	Absences >=12

CELEBRATIONS

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

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

Recommendations for Treats:

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

NOTE: Invitations to after-school birthday parties may not be distributed at school unless every classmate is being invited to attend. If your child is having a birthday party, but is not inviting all his/her classmates, please encourage him/her to be sensitive to conversations which may leave students feeling left out.

STUDENT TRAVEL: FIELD TRIPS and SPORTING EVENTS

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

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

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

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

CONDUCT and CORRECTION

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

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

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

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

SUGGESTED READINGS:

Shepherding a Child's Heart (Tedd Tripp)

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

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

THE IDEAL RESPONSE

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

Immediate

Direct

Efficient

Action-based

Leveled at the behavior (not the child)

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

THE LOWER SCHOOL CLIP CHART: EFFICIENTLY ACKNOWLEDGING BEHAVIOR

EXCELLING
OUTSTANDING
READY TO LEARN
THINK ABOUT IT
WARNING
CONSEQUENCE

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

INAPPROPRIATE BEHAVIOR

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

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

CULTURE

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

SHEPHERDING HEARTS AND MINDS: A TRANSFORMATIVE EXPERIENCE

We are committed...

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

Our student culture is characterized by:

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

STUDENT CULTURE

A TRANSFORMATIVE EXPERIENCE

*Every child is mysteriously and wonderfully made.
While they are prone to err, they are capable of glory.
Our prayer is that our students would be equipped
to flourish in the modern world
by finding their identity in Christ.*

COMMUNITY EXPECTATIONS

*Developing Relationships with God,
Our Community, and Ourselves*

RESPECT

Listen to others and interact with humility, kindness, and clarity.

RESPONSIBILITY

Accept ownership and accountability, working as unto the Lord.

THOUGHTFULNESS

Understand that our actions impact others. Intentionally engage in the rational and loving conversation.

TEACHER-STUDENT RELATIONSHIP

*Our teachers are the
primary disciplers of our students
at school. Every child knows
and is known by their teachers.*

STUDENT ENGAGEMENT

Cultivating Community with Respect, Responsibility, and Thoughtfulness

CLASS
REPRESENTATIVES

CLUBS

RHETORIC
SCHOOL
RETREAT

STUDENT
AMBASSADORS

COMMUNICATIONS

Students lead, coordinate, and implement school-wide communications.

HOUSE

Students lead, plan, implement, and engage in intramural sports and competitions.

SERVICE

Students lead, plan, implement, and engage in service opportunities.

SOCIAL

Students lead, plan, implement, and engage in social events.

WORSHIP

Students lead, plan, implement, and engage in quarterly worship nights and monthly convocations.

COMMUNITY
DEVELOPMENT

STUDENT ENGAGEMENT

The Student Engagement programs encourage leadership skill development in our students as we work together to strengthen the Cary Christian no School Community.

- The **Communications Team** promotes events that build our community.
- The **House System** provides opportunities for “vertical unity” by bringing upper school (Grades 6-12) students together with their teachers for intramural sports and competitions.
- The **Service Team** and **Social Team** lead, plan, implement and engage in service opportunities and social events.
- The **Worship Team** leads our quarterly worship nights and monthly convocations.

CLASS REPRESENTATIVES

- Class Representatives serve as liaisons between the CCS Administration and the student community.
- Class Representatives will be nominated by students and appointed by the CCS Administration. Each 7th grade - 12th grade class will have representation.
- The Class Representatives and School Administrators will address issues concerning our classrooms, our culture, and our campus by engaging in rational, loving conversations.

CLUBS

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

RETREATS: RHETORIC SCHOOL (9-12)-overnight AND LOGIC SCHOOL (8)-day

Community...we were made for community. At Cary Christian School, we have the incredible opportunity to build deep lasting relationships with our K-12 structure and smaller class sizes. Relationships, however, require intentional focus. This retreat is designed to reach the following goals:

- Provide opportunities for students to focus on their own relationship with God by creating quiet time space for individual reflection and group devotions
- Provide opportunities for students to strengthen relationships with others in their grade and with their teachers through safe, fun activities.
- Provide opportunities for the students to become more unified in school spirit.
- Have fun!

STUDENT AMBASSADORS

We believe our students are our best ambassadors. Student Ambassadors serve the school community by hosting prospective families through tours and our open house programs, as well as other school events where guests are present.

CULTIVATING COMMUNITY: ARTS and ATHLETICS

Logic School: During their three years in Logic School, students are required to take these electives.

- 6th Grade: Art and Microsoft Tools & Typing
- 7th Grade: Music and Physical Education (outside of sports)
- 8th Grade: Personal Finance

Rhetoric School: Art, Music, and PE credits are required for graduation and are offered to all Upper School students during our elective period, along with many other elective offerings. The PE requirement may also be met by participation on a CCS Athletic Team. NOTE: Electives and Team Sports taken in Logic School do not count toward graduation requirements.

ARTS

THE MISSION OF OUR PROGRAM

The arts are a vibrant and rich expression of God's creation in all its joy, sorrow, tragedy, and comedy. CCS students may study **music** (band, chorus, music appreciation), **theatre** (acting, directing, playwriting, set design, stage management, sound, and lighting design), and **visual arts** (drawing, painting, printing, photography, graphic design).

THE EXPECTATIONS OF OUR STUDENTS

- Attend practices every day and on time.
- Be coachable and open to constructive criticism.
- Always give utmost effort.
- Learn your role and play it to the best of your ability.
- Always show positivity toward your teammates and be encouraging.
- Be responsible for school equipment and facilities.
- Keep your school areas clean after practice.
- Show proper respect to all adults.
- Ask the director directly in private for an explanation if unhappy or confused about a performance decision.
- Remember that success comes at the cost of accomplishing hard tasks.
- Remember that failing does not mean you are a failure but an opportunity for growth.
- Remember that playing time and leadership opportunities are earned, not entitled.

THE EXPECTATIONS OF OUR PARENTS

Parents, our standard is for you to partner with us so that we (coaches, players, and spectators) may grow in excellence together. Remember, your children are watching and learning from you, too.

- Show mutual respect and shared responsibility by not criticizing directors publicly.
- Give positive encouragement to your child to find the discipline that is right for them.
- Support your child by pushing them to do extra work at home.
- Teach them that success comes at the cost of accomplishing hard tasks.

- Teach them that failing does not mean you are a failure but an opportunity for growth.
- Remind them that performance time is earned not entitled.
- Encourage them to talk to the director when they are questioning or concerned about an issue.
- Do not perform an autopsy on the student's performance on the way home from an event. Let them open to you first. Do not talk about the director's decisions to your student. This does not help a disappointing situation. It only breeds disrespect and division.

BASIC INFORMATION FOR OUR PROGRAMS

- **Band** students regularly audition for, and perform with, regional and state orchestra and bands. The band classes hold two concerts a year, both in the Logic and Rhetoric schools. Almost half of the upper school performs with the
- **Chorus:** A select group of students tour and perform with the Chamber Choir. Past tours have included trips to Washington, New York, and New Orleans. Both Logic and Rhetoric school choirs hold two full concerts a year.
- **Visual Arts** students send art pieces into the community for competition and display and compete for the ACCS Blakey Prize for Fine Arts, a nationwide competition. We currently hold an annual art contest and Gallery night to showcase the work of our students. Students have participated in regional, state, and national arts competitions and have won multiple awards in every discipline.
- **Drama** students present several one-act competition pieces, in addition to our two main stage productions each year. Productions consist of both classical and modern work and have included pieces by Shakespeare, Wilde, Brontë, Wodehouse, Poe, and Austen, as well as Wilder, Saroyan, and Kaufman and Hart. Both Logic and Rhetoric school Drama students participate in the North Carolina Theatre Conference Regional Play Festival, where many of our pieces are student-directed. Drama students are encouraged to participate in every aspect of the production experience, from play writing to set design. Students have had the opportunity to travel to the United Kingdom, where they visited Shakespeare's birthplace in Stratford-upon-Avon and participated in acting workshops in London at the Globe Theatre.
- Learn more about our Fine Arts programs on the STUDENT LIFE page on the CCS website.

CULTIVATING COMMUNITY: ATHLETICS

THE VISION OF OUR PROGRAM

Our mission is “to provide a COMPETITIVE athletic PROGRAM of EXCELLENCE and SPORTSMANSHIP modeled after classical education and founded upon a biblical worldview.

THE EXPECTATIONS OF OUR STUDENTS

- Attend scheduled evaluations and practices every day and on time.
- Be coachable and open to constructive criticism.
- Always give utmost effort.
- Learn your role and play it to the best of your ability.
- Always show positivity toward your teammates and be encouraging.
- Be responsible for school equipment and facilities.
- Keep your school and competition areas clean after practices and games.
- Show proper respect to all adults and especially game officials.
- Ask the coach directly in private for an explanation if unhappy or confused about a coaching decision.
- Remember that success comes at the cost of accomplishing hard tasks.
- Remember that failing does not mean you are a failure but an opportunity for growth.
- Remember that playing time and leadership opportunities are earned, not entitled.

THE EXPECTATIONS OF OUR PARENTS

Parents, our standard is for you to partner with us so that we (coaches, players, and spectators) may grow in excellence together. Remember, your children are watching and learning from you, too.

- Show mutual respect and shared responsibility by not criticizing coaches or officials.
- Give positive encouragement to your child to find the sport that is right for them.
- Support your child by pushing them to do extra skills work at home or in the off season.
- Teach them that success comes at the cost of accomplishing hard tasks.
- Teach them that failing does not mean you are a failure but an opportunity for growth.
- Remind them that playing time is earned not entitled.
- Encourage them to talk to the coach when they are questioning or concerned about an issue.
- Do not perform an autopsy on his performance on the way home from a game. Let him open to you first. Do not talk about the coach or coach decisions to your student. This does not help a disappointing situation. It only breeds disrespect and division.

BASIC INFORMATION FOR OUR PROGRAMS

- High school sports (varsity) are for students in grades 9-12. Middle school sports (Gold and Blue) are for students in grades 6-8. Football is varsity for grades 10-12 and junior varsity for grades

6-9. We do field a junior varsity for younger players so they are able to get some competition against players of a similar age but there is no restrictions as far as being on the team.

- Team evaluations (formations) will begin in May for the next Fall, September for Winter, and December for Spring. This allows a team to plan their preseason work as well as more time for team bonding. New students will be given an opportunity to join the team in the Fall for the new school year or possibly during summer work. Teams will then hold 1-3 practices per week for the 6 weeks to 2 months prior to the official start date. Students are expected to attend unless they are in a current in season sport or out of town. We will work to make sure at least one of these practices will be on a Saturday or Sunday afternoon so in season athletes can participate. Cuts are possible if we have more players than we believe we can effectively train. Further we reserve the right to not have a team at any level if we do not have enough interested players.
- Students will have all three eligibility forms loaded into Magnus by the start of the official sports season. Students not having this completed will be considered ineligible to participate and information regarding next steps will be sent to parents for compliance. Please see Parents Sports Information document located on Athletics tab of Parent Portal for eligibility form details.
- Students will pay a sports fee after the first few weeks of official daily practices have ended. This fee is approximately \$300 and will be auto drafted. Students on the roster that are injured or leave the team after the draft will not be refunded. With athletic department approval a student may participate in a second sport in season for no additional fee. Certain sports ask for a higher fee but communicate where and how these monies will be spent specifically. The base fee is for operational needs of the athletic department and cover many of the basic needs.
- Students will commit to attending practice every day. Coaches will take attendance. Unexcused absences could result in lost playing time. Students will proactively communicate with coaches when they expect to miss a team practice. Excessive misses during the year could result in dismissal from the team.
- Except for official school breaks and holidays, teams will practice. During the Fall the first week of break is off for students UNLESS there is a potential middle school tournament game on the last Friday of the first week. The high school teams and middle school teams will be back in action the second week of Fall break. Winter break will have some optional and some mandatory practices (if they are competing). Spring break is a two week break in March with no competitions (unless a team asks for them) but may have optional practices for teams. Teams are expected to practice on teacher workdays.
- Students will be responsible for school-issued uniforms and or equipment. Lost uniforms or equipment will result in students reimbursing school at a cost of \$100 per uniform piece. Students will not be allowed to play in a successive season until all uniform pieces are turned in or a fee is paid.
- Students may be required to purchase individual equipment for a sport and that equipment is for the student to keep.
- Each team will have a volunteer Team Parent Champion. This person will coordinate snacks or pregame meals, fundraising efforts, essential personnel needed to host competitions, and social events including the team year end party.
- Coaches will have a zoom or in person parent meeting the week before the official season begins.
- In most cases the school provides bus transportation to games. There are times when we are short due to multiple competitions or due to the size of the team, where the team will go by parent personal transportation. The Team Parent Champion will coordinate and communicate this effort.
- Teams send out weekly updates in the Parent Square application. These updates include practice and game information.
- Coaches will have an end of the season get together with their team recognizing each student to build their identity. Awards are optional for high school teams. Varsity teams also each try to do a senior celebration.

- Students may practice in either school issued gear or garments in compliance with athletic uniform styles or school acceptable guidelines stated elsewhere in this document.

CARY CHRISTIAN SCHOOL TEAMS AND SEASONS

Sports season games officially occur during the following months each year.

- Fall: August through October (Football goes into November). Official daily practices are the first week in August for both high school and middle school, however there are often summer practices for varsity teams.
- Winter: November through February. Official daily practices are in the first week of November, however some teams begin preseason workouts in September and October.
- Spring: February through May. Official daily practices are mid-February however some teams begin preseason workouts in January.

FALL	WINTER	SPRING
HIGH SCHOOL	HIGH SCHOOL	HIGH SCHOOL
VARSITY Cross Country: Coed Field Hockey: Women Football: Men Soccer: Men Tennis: Women Volleyball: Women JUNIOR VARSITY (as available) Soccer: Men Volleyball: Women Football: Men	VARSITY Basketball: Men & Women Swimming: Coed Wrestling: Men Junior Varsity (as available) Basketball: Men & Women	VARSITY Baseball: Men Golf: Men Lacrosse: Men Soccer: Women Tennis: Men Track: Coed
FALL	WINTER	SPRING
MIDDLE SCHOOL	MIDDLE SCHOOL	MIDDLE SCHOOL
Cross Country: Coed Field Hockey: Women Football: Men in middle school play on junior varsity team Soccer: Men Tennis: Women Volleyball: Women	Basketball: Men & Women Wrestling: Men in middle school compete with varsity team and sometime middle school matches.	Baseball: Men Golf: Men Soccer: Women Tennis: Men Track: Coed

STATE AND CONFERENCE MEMBERSHIP

Cary Christian School is a member of the North Carolina Independent Schools Athletic Association (NCISAA) (Classification 3A, Region 5), the Capital City Conference (CCC), the Big 8 Conference (football), TISAC (wrestling and field hockey), and the Capital Area Middle School Conference (CAMSC).

For additional information on the Athletics Programs at CCS please visit the STUDENT LIFE - Athletics page on the [CCS Website](#) where you will also find the Athletics Handbook and a link to the CCS Spirit Store.

CULTIVATING COMMUNITY: SCHOOL EVENTS

There are many events, activities, and celebrations listed on the annual school-year calendar. View and/or subscribe to various calendars on the Parent and Student Portals.

SCHOOL-SPONSORED EVENTS GUIDELINES

School-sponsored events are:

- Events organized by a CCS staff member acting in an official capacity as a teacher, administrator, etc.
- Events approved by the Dean of Students for Student Leadership Programs
- Events which are published on the Cary Christian School calendars
- Events that receive financial support from Cary Christian School (including fundraising opportunities provided through Cary Christian School)

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

- Only school-sponsored events may be placed on the school calendar.
- School-sponsored events should be consistent with the goals of CCS.
- School-sponsored events require the attendance of a staff member from CCS.
- Class time is not to be used for planning school-sponsored activities unless approved by a Dean.
- Attendance at school-sponsored activities is generally limited to students who are currently enrolled at Cary Christian School. The appropriate Dean may grant exceptions.
- Timely information about school-sponsored activities will be provided to the parents. All written communication must be submitted to a Dean, Communications Director, or Club Advisor prior to being sent to the parents.
- If students are released during school hours for an off-campus event, parents will be asked to complete a form in the Parent Portal granting permission for the event, releasing Cary Christian School from any liability, and authorizing medical treatment for the student in case of injury or illness.

CULTIVATING COMMUNITY: SCHOOL UNIFORMS

Students at Cary Christian School wear uniforms to foster a sense of unity in our learning community, allowing students to focus on academics and character. By joining the Cary Christian School community, all students and parents agree to follow the school uniform guidelines in a respectful, responsible manner.

School uniforms:

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

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

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

ORDERING UNIFORMS

All school uniform pieces must be purchased through our uniform supplier, Flynn O’Hara. Uniforms may be purchased directly from their website or from their local store. Resale options: Re-Threads, Parent Square-Buy, Sell, Trade.



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

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

STYLE GUIDES

Style Guides are available at the Front Desk and online at the Flynn O’Hara website.

DAILY UNIFORM REQUIREMENTS:

NOTE: “Uniform” Colors are Navy, Gold, White, and Hunter Green

	LOWER SCHOOL (Grades K-5)	UPPER SCHOOL (Grades 6-12)
Shoes: Daily Footwear	<ul style="list-style-type: none"> • clean • comfortable • solid black, white, navy, and/or gray • acceptable accents: uniform colors • non-marking, non-slip soles 	<ul style="list-style-type: none"> • clean • comfortable • non-marking, non-slip soles
NOTE: Shoes that may not be worn at school include open-toe, sandals, slippers, boots, clogs, jellies, Crocs, platform shoes, light-up shoes, shoes that make sounds, or shoes with wheels. Shoes with laces must be tied.		
Socks	<ul style="list-style-type: none"> • required • navy, black, gray, or white • acceptable accents/athletic stripe: uniform colors • no patterns 	<ul style="list-style-type: none"> • required
Tights/Leggings - worn under skirts	<ul style="list-style-type: none"> • solid navy, black, gray, hunter green or white • no patterns • no pants or bell-bottom leggings 	<ul style="list-style-type: none"> • solid navy, black, gray, or hunter green • no patterns • no pants or bell-bottom leggings
Skirts/Pants/Shorts	Not too long, not too short (<= 2-3 inches above knee), not too tight or too baggy	
Bike Shorts - worn under skirts	<ul style="list-style-type: none"> • suggested for girls to wear <u>under</u> skirts and jumpers • should not be visible beyond the hem of the skirt • navy, black, or hunter green 	
Belts	<ul style="list-style-type: none"> • required for boys and girls on any garment that has belt loops • Daily Uniform: solid brown, black, or navy • Dress Uniform: solid brown 	
Shirts	<ul style="list-style-type: none"> • White, green, or navy polo shirts must be worn daily • All oxford/dress shirts and polo shirts must be tucked in • Solid white short-sleeve t-shirts may be worn under polo shirts. 	
Blouses	Peter Pan collar blouses are worn under jumpers.	Girls' blouse (special design) does not have to be tucked in.
Hats	Hats are not permitted in the school building except for special days or events.	
Outerwear (Indoors)	Students may wear dress uniform blazer, letter jacket (Grades 9-12), CCS navy or hunter green sweatshirts, navy vests or sweaters, navy fleece jackets or vests, CCS navy windbreakers, CCS hoodies (hood off in the building), or any approved CCS team outerwear. NOTE: A uniform shirt must be worn under all outerwear.	
Outerwear (Outdoors)	When outdoors for recess or other activities, students may wear any clean and neat coat, jacket, or rain/snow gear.	
Earrings	<ul style="list-style-type: none"> • Girls may wear one pair, non-dangling earrings. 	<ul style="list-style-type: none"> • Girls may wear one or two pairs of earrings.
Accessories	Students may wear: <ul style="list-style-type: none"> • watches (Note: Smart watches are not permitted in grades K-8.) • rings • wrist bands in uniform colors • necklaces, bracelets, and anklets 	
Not permitted...	<ul style="list-style-type: none"> • Hats inside school buildings • Boys may <u>not</u> wear earrings. • No visible body piercings are permitted (except for girls wearing pierced earrings, as permitted above). • Visible body art (tattoos) and pen drawings are not permitted. 	

These Uniform Requirements may also be found on the Parent Portal on the Student Life tab.



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

DRESS UNIFORMS 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
- Oral presentations in class (Grades 6-12)
- School competitions or presentations (ex. Spelling Bee, Senior Theses)
- Last day of school/Year-end Awards Assemblies (K-8)

Phonics School (Grades K-2)	Grammar School (Grades 3-5)
Girls K-2	Girls 3-5
<ul style="list-style-type: none"> • Plaid Jumper • White Peter Pan Collar Blouse • Dress Shoes: Black or Navy; flat or low-heeled <= 1 inch • Socks (if worn): navy, black, gray, or white; no patterns 	<ul style="list-style-type: none"> • Plaid Skirt • White Oxford Button Down Collar Blouse • Optional: Solid Navy V-Neck Vest • Dress Shoes: Black or Navy; flat or low-heeled <= 1 inch • Socks (if worn): navy, black, gray, or white; no patterns
Boys K-2	Boys 3-5
<ul style="list-style-type: none"> • Khaki Pants, with Brown or Navy Belt • White Oxford Button Down Collar Shirt • Plaid Tie or Plaid Bow Tie • Dress Shoes: Brown • Socks: brown- no patterns 	<ul style="list-style-type: none"> • Khaki Pants, with Brown or Navy Belt • White Oxford Button Down Collar Shirt • Plaid Tie or Plaid Bow Tie • Dress Shoes: Brown • Socks: brown- no patterns

Logic School (Grades 6-8)	Rhetoric School (Grades 9-12)
Girls 6-8	Girls 9-12
<ul style="list-style-type: none"> • Khaki Skirt • White Oxford Button Down Collar Blouse • White Trim V-Neck Vest • Socks (if worn): navy, black, gray, or white; no patterns • Dress Shoes: Black, Brown or Navy; flat or low-heeled <= 2 inches 	<ul style="list-style-type: none"> • Khaki Skirt • White Fitted Dress Shirt • Navy Blazer • Socks (if worn): navy, black, gray, or white; no patterns • Dress Shoes: Black, Brown or Navy; flat or low-heeled <= 2 inches
Boys 6-8	Boys 9-12
<ul style="list-style-type: none"> • Khaki Pants, with Brown or Navy Belt • White Oxford Button Down Collar Shirt • Navy Tie or Navy Bow Tie • Socks: Brown • Dress Shoes: Brown 	<ul style="list-style-type: none"> • Khaki Pants, with Brown or Navy Belt • White Oxford Button Down Collar Shirt • Navy Blazer • Striped Tie or Striped Bow Tie • Socks: Brown • Dress Shoes: Brown
NOTE: Tennis shoes are not dress shoes and may not be worn on dress uniform days.	

HAIR AND HAIR ACCESSORIES

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

Boys:

Grades K-8: Keep hair short with the back length no longer than the bottom of the shirt collar.

Bangs should be trimmed and out of the eyes.

Grades 9-12: Rhetoric School boys should be well-groomed and facial hair must be clean shaven or well-kept. Bangs should be trimmed and out of the eyes. No hair accessories.

Girls:

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

Grades 6-12: All hair accessories are allowed in moderate sizes. Girls' hair may be tastefully and conservatively highlighted with natural hair colorings.

ATHLETIC WEAR

Uniforms will be provided for all athletic competitions. These cannot be worn to school. Practice gear does not have to bear the CCS brand but needs to be modest, practical, and functional for the sport. Students in Upper School Physical Education classes must have a CCS team shirt or PE shirt. Shorts need to be CCS athletic shorts purchased from Flynn O'Hara.

AFTER-SCHOOL WEAR

Students remaining on campus after school should remain in uniform.

AFTER-SCHOOL ACTIVITIES

Students attending after-school sporting events or other activities should be dressed neatly, cleanly, and modestly.

NON-UNIFORM DAY DRESS CODE GUIDELINES



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

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

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

- **Hats**
 - All-School Spirit Days: No hats.
 - Senior Theme Days/Knights' Fest: If a hat is part of a costume, then students may wear their hat in the building.

- **Pants/Shorts**
 - All pants/shorts should be modest.
 - If shorts, only uniform shorts or Athletic/PE shorts purchased at Flynn O'Hara or long athletic shorts are permissible.
 - Jeans, joggers, and sweatpants may be worn.
 - Jeggings, yoga pants, workout leggings, and tights may not be worn unless completely covered where a school uniform skirt or shorts would cover.
 - If pants have holes, the holes may not be in places where the school uniform skirt or shorts would cover.

- **Tops**
 - All-School Spirit Days: Only CCS-approved Spirit Wear.
 - Senior Theme Days/Knights' Fest: No spaghetti straps, tank tops, halter tops, or tight clothing.
 - Hoodies are allowed; however, hoods must be removed or down in the buildings.

- **Shoes**
 - All-School Spirit Days: Shoes and socks should follow the daily uniform guidelines.
 - Senior Theme Days/Knights' Fest: If shoes other than uniform shoes are part of a costume, then they are approved for the day.

- **Props**
 - All-School Spirit Days: No Props.
 - Senior Theme Days/Knights' Fest: No weapons or oversized props.

NOTES:

- Participation in non-uniform days is optional. Students may always choose to wear their school uniforms.
- House Days are not non-uniform days. House shirts will be worn with uniform bottoms.
- Students who are not following these guidelines will be asked to change into their daily uniform, given an alternative uniform item to borrow, or will call parents to bring clothing items needed. Please have an extra uniform at school in case this situation occurs.

CAMPUS

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

CARPOOL



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

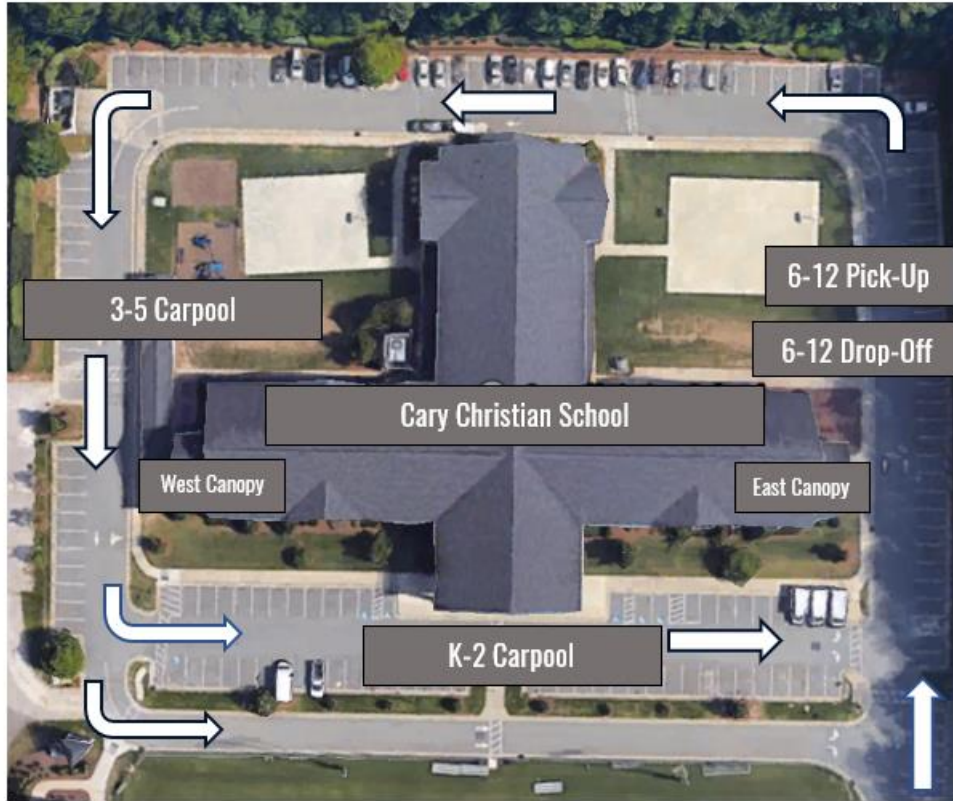
Grades K-5: Teachers, Assistants, and Staff will be attending carpool and will assist with unloading and loading your children from your vehicle. Do NOT let your child exit your vehicle without assistance.

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

[NAVIGATING CARPOOL](#)

(Click on link for a delightful Animated Video)
Used with permission from Dr. Daniel Stewart, CCS Faculty

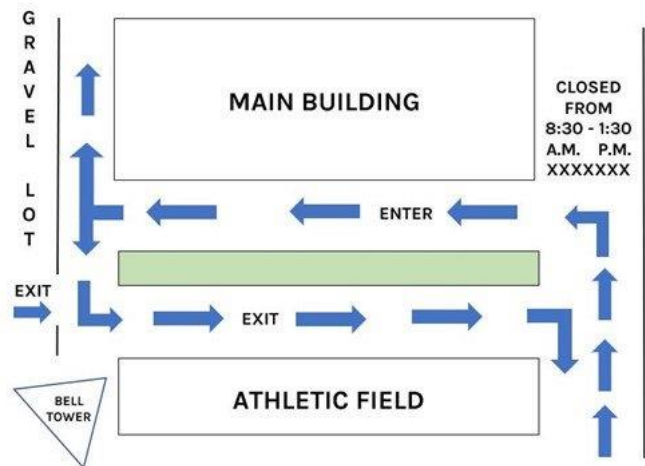
CARY CHRISTIAN SCHOOL CARPOOL MAP



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



TRAFFIC FLOW: After morning carpool, access to the back of the building will be blocked until the start of afternoon carpool. To enter the building during the day, traffic will flow in both directions in front of the school. We will direct student drivers how to enter campus after carpool ends.



PARKING

- Do not park and leave your vehicle in the carpool lanes, especially on the outer loop, as this creates congestion that slows the process for everyone.
- You may park and wait in unmarked spaces (not numbered or marked with an E). Be sure to pull all the way into the space so you do not block traffic. Use extreme caution when backing up.

PICKING UP MULTIPLE STUDENTS

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

STUDENT PICK-UP (Non-immediate Family Member)

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

Occasional Pick-Up: If your child is to ride home with someone other than the regularly scheduled driver, the driver will need the student's numbered carpool card to pick up. In the event it is not possible to hand off the carpool number card, please contact the Front Desk and the classroom teacher. You will need to give permission for the pickup and communicate the person's name and make and color of the car.

CARPOOL SCHEDULE

GRADES	MORNING DROP-OFF	SCHOOL STARTS PROMPTLY AT:	AFTERNOON PICK-UP	LOCATION
9-12	7:30-8:00 A.M.	8:00 A.M.	3:25 P.M.	East Canopy
6-8	7:30-8:00 A.M.	8:00 A.M.	2:25 P.M. P.M.	East Canopy
6-8			2:50-3:00 P.M.	Pick-up moves to West Canopy
3-5	8:00-8:15 A.M.	8:15 A.M.	2:45-3:00 P.M.	West Canopy
1-2	8:00-8:15 A.M.	8:15 A.M.	2:45-3:00 P.M.	Front Entrance
K (1/2 day)	8:00-8:15 A.M.	8:15 A.M.	12:15 P.M.	Front Entrance
K (Ext Day)	8:00-8:15 A.M.	8:15 A.M.	2:45-3:00 P.M.	Front Entrance

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

At 3:00 P.M., any K-8 students remaining will be checked into the After-School Program where parents will incur the standard charge for these services.

EARLY RELEASE DAYS

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

GRADES	RELEASE TIME	LOCATION (See map in CARPOOL section)
9-12	11:45 A.M.	East Canopy
6-8	12:15 P.M.	East Canopy
K-2	12:15 P.M.	Front Entrance
3-5	12:15 P.M.	West Canopy

NOTE: Due to semester exams, the **Christmas Early Release** schedule will be modified. Check *The Knightly News* for details.

SUPERVISED MORNING PLAYGROUND TIME FOR K-5 is 7:40 - 8:00 A.M.

We realize there are occasional days when you may need to drop off your child(ren) before their scheduled drop-off time. At **7:40 A.M.** each day, a CCS staff member will be on the playground to supervise K-5 students who must be dropped off early that day.

In the morning, 5th graders (only) have the privilege of being dropped off on the 3-5 playground (East Canopy) from 7:40-8:00. All other Lower School students must be dropped off for supervision at the K-2 playground (West Canopy).

Please support our efforts to keep our students safe. It is our highest priority. All K-8 students must be supervised by an adult while on campus, so please do not drop off your child before 7:40 A.M. (K-5) or 7:30 A.M. (6-8). Even though there may be other adults or students on campus, there is no one on the playground/hallways monitoring student activities or interactions. Before school, K-8 staff often have meetings or are preparing for the day. Students must remain outside the hallways and classrooms until there is staff supervision.

EMERGENCY MESSAGING

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

HEALTH and WELLNESS

Cary Christian School uses an electronic, web-based system to manage our students' health information. Magnus Health is a secure and private software that allows schools to digitally collect immunization records, sports physicals, emergency and allergy action plans, consent to treat forms, permission slips, and pertinent student health and medical data necessary for receiving proper care at school. Magnus Health software reduces liability and keeps schools prepared in the event of an emergency by having the information readily available for the appropriate teachers, coaches, and staff.

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 Grade 7 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 class. In addition, students entering Grade 12 are required to receive a second dose of meningococcal conjugate vaccine prior to the first day of class.

If complete immunization records or state-approved exemption(s) 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

When your child is not feeling well, help protect your child – and their classmates – so they can return to the classroom healthy and ready to learn.

When your child is not feeling well:

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

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

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

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

HIGHLY CONTAGIOUS ILLNESSES

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

COVID-19

People with COVID-19 have had a wide range of symptoms reported – ranging from mild to severe. Symptoms may appear 2-14 days after exposure to the virus. People with one or more of the symptoms listed below may have COVID-19.

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

If your child tests positive for Covid-19, or they have symptoms of illness suspected to be Covid or any other contagious illness, CCS should be notified by contacting Amber Boger, Medical Wellness Director and School Nurse at (919) 303-2560 ext. 262 or aboger@carychristianschool.org. The child must not return to school until the child is free of fever, vomiting, diarrhea, or other signs of contagious illness for at least 24 hours without the use of medication.

INFLUENZA (FLU)

CCS will adhere to all guidelines and policies of the CDC ([cdc.gov/flu/index.htm](https://www.cdc.gov/flu/index.htm)) during flu season. Influenza can be a serious illness and may mimic the symptoms listed above for COVID-19. Seek immediate medical care if you develop emergency warning signs of flu. See *The Flu: What To Do If You Get Sick* on the CDC website: [cdc.gov/flu/treatment/takingcare.htm](https://www.cdc.gov/flu/treatment/takingcare.htm)

If your child is diagnosed with influenza, CCS should be notified by contacting Amber Boger, Medical Wellness Director and School Nurse at (919) 303-2560 ext. 262 or aboger@carychristianschool.org. The child must not return to school until the child is free of fever, vomiting, diarrhea, or other signs of contagious illness for at least 24 hours without the use of medication.

HEAD LICE

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

MEDICINE DISBURSEMENT POLICY

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

OVER-THE-COUNTER (OTC) MEDICINE

LOWER SCHOOL (Grades K-5)

- Generally, OTC medications should be administered to a student by their parent/guardian before and after school.
- CCS may administer the following OTC medications to a student in an **urgent** situation only if a parent/guardian completes and signs an **Emergency Medical Form**. These forms can be obtained from the student's classroom teacher.
 - Acetaminophen
 - Ibuprofen
 - Topical Hydrocortisone Ointment
 - Topical Antibiotic Ointment
 - Benadryl (emergencies only)
- CCS may not administer cough drops to students.
- If a parent/guardian wishes CCS to administer OTC medications other than from the list above, the parent/guardian must provide the medication to the CCS Health Office in its original container with a signed note that provides detailed instructions on how/when to

administer the medication to the student. This includes cough drops, insect repellent, and sunscreen.

- Lip Balm is permitted for self-carry and self-use.
- If there is no medication on hand in the event of an emergency, CCS will notify the parent/guardian and/or call 911.

UPPER SCHOOL (Grades 6-12)

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

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

PRESCRIPTION MEDICINE (INCLUDES INHALERS AND EPIPENS)

- All students that require prescription medication, including inhalers, antihistamine, and/or EpiPens, must have a Parent and Physician Order for Medication Form: Form 1702 that is completed and signed by the student's physician and parent/guardian and uploaded into Magnus Health on the Veracross Parent Portal. This form can be obtained from the Physician's office or in Magnus Health. 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.
- At the beginning of each school year, the student's parent/guardian will need to bring the medicine to the Health Office for secure storage with the following exceptions.
 - **Lower School Students (Grades K-5):** Only emergency medicines may be self-carried and administered if the student has permission to do so on Form 1702. A parent/guardian must inform the CCS Health Office and classroom teacher(s) of the need for medication, location(s) stored, and permission to self-carry and administer.
 - **Upper School Students (Grades 6-12):** 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.
- 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 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 the Health Office, or call 919-303-2560, ext. 262.

INCLEMENT WEATHER

SCHOOL DELAYS OR CLOSINGS

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

Announcements will be made to the CCS Community via Veracross Parent Alert (emails and/or texts) and Parent Square.

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 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.

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

SEVERE WEATHER PLAN EARLY RELEASE SCHEDULE

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

GRADES	RELEASE TIME	LOCATION (see map in CARPOOL section)
9-12	11:00	East Canopy
6-8	11:15	East Canopy
3-5	11:15	West Canopy
K-2	11:15	Front Entrance

NOTE: Student drivers and their siblings will be released before carpool begins.

LOST AND FOUND

Parents and students who are looking for lost items may search the Lost and Found bin in each stairwell, as well as in the gym. Families are encouraged to label all their children's belongings with a permanent marker to facilitate the 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 Friday of each month, all Lost and Found items will be placed on tables under the West Canopy. All unclaimed items will be donated.

LUNCH

Students should bring their own lunches to school or participate in our lunch delivery program. If your child brings a packed lunch to school, please do not send items that need to be microwaved, as students do not have access to microwaves.

The school sponsors an optional lunch program three days each week for grades 1-5 and five days each week for grades 6-12. Information on the types of lunches and cost will be sent home early in the school year. Lunchtime provides a time outside the classroom for eating, fellowship with friends, and free play.

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

NOTE: Freshmen and Sophomores who receive administration approval for special circumstances student parking permits are not permitted to leave campus for lunch.

HAVING LUNCH WITH YOUR CHILD

Parents, we know how much you enjoy occasionally having lunch with your child here at school. Those are special times, and we encourage them. Parents are welcome to join students for lunch on the playground or other areas around campus. Please stop by the front desk to sign in as a visitor before joining your child for lunch. Please refer to additional guidelines in the “VISITORS” section of the Handbook.

SAFETY DRILLS and PROCEDURES

Keeping our students safe is our top priority. Safety drills and procedures are reviewed at the beginning of the school year and practiced regularly during the school year.

- Fire: When the fire alarm sounds, all classes proceed as a group to a designated outdoor area.
- Tornado: When a tornado warning is announced, each class proceeds to its designated safe place.

SCHOOL HOURS

	START	END
Semester 1: Kindergarten	8:15 A.M.	12:15 P.M.
Semester 1: Kindergarten Extended Day	12:15 P.M.	2:45 P.M.
Semester 2: Full-Day Kindergarten	8:15 A.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 are strongly encouraged to bring their own snacks and water bottles daily. When students forget to bring their own, water fountains are in each hallway and vending machines are in each stairwell.

Students may have snacks at times designated by the classroom teacher. In the Lower School, this usually occurs at the mid-morning recess. Logic School students have their snack in their 2nd or 3rd period class. A Nutrition Break is provided for Rhetoric School students every day after the first block period. Please check in with your child to confirm they have enough food for the day.

VENDING MACHINES

- K-5 students may use vending machines before and after school with parental permission.
- K-5 students should not share food at snack or lunch, nor should they buy vending machine items for other students (due to potential issues with allergies or parent permission).
- Students in Grades 6-8 may use vending machines before and after school.
- Students in Grades 9-12 may use vending machines during school hours between classes or at lunch.

STUDENT DRIVERS

Parents of Junior and Senior students who wish to park a car on campus are required to submit a parking permit application each year. The application may be completed and submitted on the Veracross Parent Portal. Once approved, the student will receive a numbered Parking Permit decal to display on the vehicle while parking on campus.

- Students who drive to school are expected to do so responsibly. Driving to school is a privilege that may be revoked, if necessary.
- Students must drive slowly on campus (< 10 mph).
- Special attention should be paid before and after school to students in the parking lot and carpool lanes.
- Parents may choose to have another student drive their child to school during the morning drop-off time or pick up from school during the afternoon pick-up time. REMINDER: Please do not use cell phones while in the carpool lines.

STUDENT PARKING

- Juniors park in the gravel lot adjacent to the bus parking lot.
- Seniors park in their assigned parking spaces behind the school.
- Due to our limited parking, we do not guarantee parking spots for sophomores or freshmen. We will assess parking space availability by the end of August for sophomore and then freshmen requests.

STUDENT TECHNOLOGY and COMPUTER USE POLICY

COMPUTERS AND SYSTEMS

Access to the CCS IT systems (Veracross, Microsoft, CCS shared computers) is controlled by the use of User IDs and passwords. All User IDs and passwords are to be uniquely assigned to named individuals and consequently, individuals are accountable for all actions on the CCS computers and systems. CCS computers and systems are monitored. **Individuals must not:**

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

INTERNET AND EMAIL: CONDITIONS OF USE

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

Individuals must not:

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

VISITORS

- All visitors must report to the front entrance to gain access to the main lobby, sign in, and receive a visitor's sticker. Visitors must sign out before leaving.
- If a student wants to have a visitor other than immediate family, the student's parent must email the Lower School Administrative Assistant or Upper School Receptionist (see "We are here to help" at the front of this handbook for email address) for approval, preferably 24 hours in advance. The student's guest must sign in at the Security Desk in the lobby.
- Out of respect for our school and business community, guests should be modestly dressed in school-appropriate attire, including shoes.

APPENDIX A: KEYS TO SUCCESS



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

1.

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

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

Methods: Uniform requirements and options are described in the CULTURE section of the handbook. Uniform information is available on the Veracross Parent Portal and may be viewed and purchased through Flynn O'Hara. A Style Guide is available at the Front Desk and on the Flynn O'Hara website for reference.

Stop and Think

We understand students may occasionally miss the uniform standards; each quarter we allow four formal reminders.

Uniform Violations #1-3: A teacher or staff member may speak with the student reminding them of the uniform requirements and the opportunity the uniforms give students to be respectful and responsible.

- Parent(s) will receive an email (through Veracross) reminding them of the uniform requirements and informing them of the issue with their child's uniform.

Uniform Violation #4: Student and parent(s) will receive a detention warning via email.

Uniform Violation #5 or more in a quarter:

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

Multiple detentions may result in further consequences (ex. Service project for the school).

2.

We expect students to be on time and to be prepared.

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

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

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

Tardies #1-#3: The teacher will mark the student tardy for the class.

Tardy #4: Student and parent(s) will receive a detention warning via email.

Tardy #5 or more in a quarter

- Parents and students will receive an email notifying them of the Tardy Violation.
- A lunch time detention or service project will be scheduled for students in Grades 6-12.

NOTE: A Junior or Senior student who is late for class after lunch more than four times in a quarter may lose off-campus privileges for the remainder of the quarter.

3.

We expect students to engage positively in the learning environment.

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

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

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

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

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

4.

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

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

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

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

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

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

5.

We expect students to develop healthy and appropriate relationships.

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

Methods: Student relationships should enhance the CCS experience.

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

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

6.

We expect students to own their actions and accept responsibility.

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

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

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

7.

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

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

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

Ephesians 2:10 (ESV)

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

Mark 8:36 (NKJV)

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

Stop and Think

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

8.

We expect students to use technology wisely and considerately.

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

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

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

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

Laptops, Tablets, and Readers

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

Cell Phones

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



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

Smart Watches

- Logic School (Grades 6-8) students may not wear smart watches during the school day. If they bring one to school, just like phones, they should be turned off and left in their lockers from 7:55 A.M.-2:30 P.M.
- Rhetoric School (Grades 9-12) students may wear smart watches during the school day with data turned off and silent during class. Students are responsible for turning in their Smart Watches during assessments to avoid misunderstandings and/or confusion about the use of a smart watch.

Social Media

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

CCS Computer Lab

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

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

First Offense in a Classroom – A Conversation with the Teacher

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

NOTE: On the first offense, Logic School students will lose the privilege of having their phone in their locker and will turn the phone in to the Dean of Students immediately and subsequently the next two days to be kept by the Dean from 8:00 A.M. – 2:30 P.M.

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

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

- **Offense #2**
 - The device will be returned to the student at the end of the day.
 - The second offense will indicate the beginning of a pattern of behavior,
 - The Dean of Students will meet with the student and discuss the behavior pattern.

NOTE: Logic School students will lose the privilege of having their phone in their locker and will turn the phone in to the Dean of Students immediately and subsequently the next five days to be kept by the Dean from 8:00 A.M. – 2:30 P.M.

- **Three or More Offenses**
 - When accumulated offenses total three or more, the Dean of Students will keep the device and communicate with the student's parent(s) to arrange for a time for a parent to come to school to pick up the device.
 - The student will be scheduled for a detention or lunch time service project.
 - The student may lose the privilege of having the device at school.

9.

We expect students to be grateful stewards of our campus.

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

Methods

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

Stop and Think

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

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

10.

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

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

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

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

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

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

*Be merciful in action, kindly in heart, humble in
mind.*

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

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

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

APPENDIX B: INAPPROPRIATE BEHAVIOR

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

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

REPORTING INAPPROPRIATE BEHAVIOR

Inappropriate behaviors should be reported immediately.

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

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

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

SEXUAL HARASSMENT/ABUSE/CHILD ABUSE GUIDELINES

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

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

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

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

- (a) Any person or institution who has cause to suspect that any juvenile is abused, neglected, or dependent, as defined by G.S. 7B-101, or has died as the result of maltreatment, shall report the case of that juvenile to the director of the department of social services in the county where the juvenile resides or is found. The report may be made orally, by telephone, or in writing. The report shall include information as is known to the person making it including the name and address of the juvenile; the name and address of the juvenile's parent, guardian, or caretaker; the age of the juvenile; the names and ages of other juveniles in the

home; the present whereabouts of the juvenile if not at the home address; the nature and extent of any injury or condition resulting from abuse, neglect, or dependency; and any other information which the person making the report believes might be helpful in establishing the need for protective services or court intervention. If the report is made orally or by telephone, the person making the report shall give the person's name, address, and telephone number. Refusal of the person making the report to give a name shall not preclude the department's assessment of the alleged abuse, neglect, dependency, or death as a result of maltreatment.

- (b) Any person or institution who knowingly or wantonly fails to report the case of a juvenile as required by subsection (a) of this section, or who knowingly or wantonly prevents another person from making a report as required by subsection (a) of this section, is guilty of a Class 1 misdemeanor.

- (c) Repealed by Session Laws 2015-123, s. 3, effective January 1, 2016. (1979, c. 815, s. 1; 1991 (Reg. Sess., 1992), c. 923, s. 2; 1993, c. 516, s. 4; 1997-506, s. 32; 1998-202, s. 6; 1999-456, s. 60; 2005-55, s. 3; 2013-52, s. 7; 2015-123, s. 3.)

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

SERIOUS MISCONDUCT

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

At the discretion of the Headmaster, a student may be refused re-enrollment 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 re-enroll is not the equivalent of suspension or expulsion.

EXPULSION

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

The Cary Christian School Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. In every case where expulsion is necessary, the process includes a tremendous amount of investigation, discussion, and prayer (administrators, teachers, parents, student). The Headmaster will make the CCS Board aware of the expulsion and any pertinent facts and/or actions that have been taken.

RE-ADMITTANCE

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

APPENDIX C: PRINCIPAL AFFIRMATIONS

All Cary Christian School contracts and agreements require the affirmation of, and agreement with, the CCS Principal Affirmations.

Cary Christian School By-Laws | Article III | Foundational Principles

- Section (1). Statement of Faith
- Section (2). Educational Philosophy
- Section (3). Organizational Philosophy

Cary Christian School By-Laws | Article IV | Corporation Membership

CCS Policy Governance Manual (PGM)

- Policy 1.0 | Mission
- Attachment F | Statements on Christian Values

Cary Christian School By-Laws | Article III | Foundational Principles

This Article is not amendable in whole or in part. All Corporation members, Board members, and Staff of Cary Christian School must subscribe to these foundational principles by written statement.

SECTION (1): STATEMENT OF FAITH

The following are the foundational beliefs on which Cary Christian School, Inc. is based:

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

SECTION (2): EDUCATIONAL PHILOSOPHY

The Educational approach of Cary Christian School, Inc. as defined below is fundamentally different than government operated education both in philosophy and content. Cary Christian School recognizes that an excellent education is founded upon disciplined, eager attention to learning; that this discipline rests upon the student's moral character; and that this moral character can only be

developed through a personal relationship with God through Jesus Christ. In support of parents' God-given responsibility for educating their children, Cary Christian School seeks to:

1. Provide a clear model of Christian life through its staff and Board members. (Matt. 22:37-40)
2. Encourage every student to begin and to continue to develop a relationship with God the Father through Jesus Christ. (Matt. 28:18-20)
3. Teach all subjects from a biblical worldview as parts of an integrated whole with the Scripture at the center. (II Tim. 3:16-17)
4. Provide students with a classical education, in which grammar (the fundamental facts and rules of each subject), logic (the ordered relationship of particulars in each subject) and rhetoric (the expression in speech and writing of the ideas of a subject) are emphasized in all subject areas.
5. Encourage all students to develop wisdom, discernment, and a love for learning. Children will be taught how to learn for themselves and how to express what they have learned; how to think rather than simply what to think.
6. Provide an orderly and safe atmosphere conducive to attaining these goals.

Concerning the teaching of origins, we affirm that God created everything out of nothing and that He created it good. Christians have differed as to the age of the earth based upon the Genesis 1 account of creation. Various interpretations which affirm the inerrant character of Genesis 1 can be held by faithful Christians.

SECTION (3): ORGANIZATIONAL PHILOSOPHY

The mission of this organization is academic excellence within a biblical worldview. To carry out this mission Cary Christian School, Inc.,

1. Commits to operating with efficiency and excellence.
2. Maintains respect for the individual and insists upon graciousness in all interactions at every level of the organization.
3. Encourages a decentralized form of administration where decisions are made, and responsibility is taken for those decisions at the lowest possible level of the organization. This organizational principle of delegation is intended to reduce administrative overhead and empower the individuals involved in a particular process to have the primary input to improve it. (Exodus 18:13-27)
4. Regards parents as customers of Cary Christian School and teachers as having Board- delegated authority in the classroom.
5. Encourages parents to be active supporters of the educational process.
6. Commits to resolve disputes that arise out of or relate to its organizational documents by biblically based mediation. (Matthew 18:15-20; I Corinthians 6:1-8)

Cary Christian School By-Laws | Article IV | Corporation Membership

Corporation Board members, committee members and parents who intend to enroll a child or presently have a child in the school are required to be members of the Corporation. Membership is open to all persons according to the following criteria:

1. Persons eighteen years of age or older, who are in agreement with the foundational principles set forth in Article III, and who contribute the current annual membership fee are eligible for membership in the Corporation.
2. All persons who are eligible for membership and who desire to be members of the Corporation must make written application for membership. The board shall review all applications and accept or reject the application according to the principles set forth in this article. The annual membership fee shall be included with the application. If the application is rejected, the fee will be returned.

3. 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 the annual fee will result in loss of membership. The annual fee will be set by the Board of Directors.
4. At least one parent or guardian of each child attending Cary Christian School must be a member of the Corporation.
5. 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.
6. Revocation of membership shall occur by failure to pay dues or if an individual is no longer able to, or found not to, subscribe to the foundational principles outlined in Article III.
7. The Administrator and staff are non-paying, non-voting members of the Corporation and are not eligible to serve on the Board

Cary Christian School Policy Governance Manual (PGM) | Policy 1.0 | Mission

The mission of CCS is to provide students with instruction based upon a decidedly biblical world and life view and structured to support the moral, social, physical, and spiritual development occurring in the Christian home. Academic instruction will be rigorous - designed to develop the skills for a lifetime of continued learning and presented in an orderly atmosphere. All instruction will be designed to equip all students spiritually, mentally, and physically for every good work to which the Lord calls them. (Eph. 2:10; Rom. 12:2).

STATEMENT 1: CCS 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 in order to preserve the function and integrity of the school as a work and extension of the Body of Christ, and to provide a biblical role model to the school community, it is imperative that all persons employed by the school in any capacity, or who serve as volunteers, should abide by and agree to this Statement on Marriage, Gender, and Sexuality and conduct themselves accordingly. Failure to agree to and/or comply with this statement may result in discipline up to and including termination.

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

We believe that every person must be afforded compassion, love, kindness, respect, and dignity. Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with scripture.

STATEMENT 2: CCS STATEMENT ON THE SANCTITY OF HUMAN LIFE

We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life. (Ps. 139.)

STATEMENT 3: CCS STATEMENT OF FINAL AUTHORITY

Final Authority for Matters of Belief and Conduct: The Statement of Faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Cary Christian School's faith, doctrine, practice, policy, and discipline, our board of directors is Cary Christian School's final interpretive authority on the Bible's application.

APPENDIX D: ACADEMIC INTEGRITY



ACADEMIC INTEGRITY AT CARY CHRISTIAN SCHOOL

Policy Effective January 1, 2024

At Cary Christian School, we expect students to...

- **Own their actions and accept responsibility** (Key to Success #6)
- **Do their own work and develop a love for learning** (Key to Success #7)
- **Use technology wisely and considerately** (Key to Success #8)
- **Be aware of how their behavior affects our community** (Key to Success #10)

Students who practice these habits will demonstrate *academic integrity*.

WHAT IS A GRADE?

Our goal as a school is to help students reach their God-given potential. Every teacher creates assignments to help students pursue this goal.

When teachers grade assignments, they are measuring how much students have grown in their ability to demonstrate important knowledge and skills. This measurement must evaluate *the student's* ability to complete the assignment – not somebody else's.

Honest work makes grades, report cards, and high school transcripts accurate and truthful. Cheating causes teachers (and the school as a whole) to misrepresent a student's abilities and accomplishments to parents and colleges.

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

HOW CAN STUDENTS DEMONSTRATE ACADEMIC INTEGRITY?

- **Do your own work:** Always assume that any help (in the form of another person, the internet, or AI) is not allowed on a particular assignment unless a teacher has given permission for assistance. Otherwise, a student is **cheating** and will receive a zero on the assignment.
NOTE: Remember, a teacher who grades a paper is measuring a student's ability to plan and write the *entire* paper, from start to finish. Therefore, outside help may not be used at any stage for any purpose unless a teacher states otherwise.
- **Give credit when credit is due:** On every assignment, any outside sources should be properly cited to give the author credit for his or her ideas. Otherwise, a student is committing **plagiarism** and will receive a zero on the assignment.
- **Integrity is more valuable than grades:** Honest work strengthens character. Cheating fosters fear, greed, laziness, and self-deception.
- It is normal for students to struggle with some assignments. Teachers are here to help!

HOW CAN STUDENTS AVOID PLAGIARISM?

Students are responsible for understanding plagiarism and knowing how to avoid it. Ask your teacher for his or her specific expectations, including citation instructions.¹

Verbatim Plagiarism	Taking a phrase, sentence, or paragraph from another source without giving credit with quotation marks and a citation.
Mosaic Plagiarism	Taking phrases, sentences, or paragraphs from multiple sources without giving credit with quotation marks and a citation.
Inadequate Paraphrase	Restating someone else’s writing (phrases, sentences, or paragraphs) without changing enough to make it your own.
Uncited Paraphrase	Creating a successful paraphrase (rewording) but without giving credit to the original author with a citation
Uncited Quotation	Putting someone else’s phrase or sentence in quotes but without giving credit to the original author with a citation.
Using material from another student's work	Taking ideas or language from another student and using it as your own without giving credit.

HONOR STATEMENT

As a member of the Cary Christian School community, every time I turn in assignment, I am affirming the following:

- I acknowledge the importance of showing respect to teachers and classmates, taking responsibility for my actions, and being thoughtful about how my actions affect everyone around me.
- I recognize that cheating in any form has a very real impact on others.
 - It affects other students by taking away their equal opportunity to succeed.
 - It affects teachers by taking away their ability to report accurate and honest grades.
 - It affects the students who cheat by taking away their ability to receive an honest assessment of their work and by compromising their integrity.
- I affirm that the work I am turning in is my own effort.
 - All outside sources from which I have gained ideas have been properly cited.
 - I have neither given nor received unapproved help on this assignment.

Print Name:

Signature:

Date:

¹ This list has been taken from “What Constitutes Plagiarism?” Harvard Guide to Using Sources, accessed November 14, 2023, <https://usingsources.fas.harvard.edu/what-constitutes-plagiarism-0>.

FINAL THOUGHTS...

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

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

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

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

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

Therefore, brothers, be all the more diligent to confirm your calling and election,

for if you practice these qualities, you will never fall.

*II Peter 1:2-10
English Standard Version*