



DISTRICT
PARENT/STUDENT HANDBOOK
Early Learning through Grade 12

Dedicated to Developing Discerning Leaders

Rev. 8/2017

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DISTRICT DIRECTORY

CASCADE CHRISTIAN SCHOOLS – DISTRICT OFFICE

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Joyce Blum, Director of Student Learning
Tim Kleefeld, CPA, Director of Business Operations
Rob Mitton, Director of Development
Susan Crawford, Director of Marketing and Enrollment Management
Kristin Hannus, Director of Extended School

EARLY LEARNING – INFANTS THROUGH K-PREP

Puyallup ELC Karen Curtiss, Director	McAlder (Preschool Only) Tim Lorenz, Principal	Frederickson ELC Deanne Scott, Director
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ELEMENTARY – GRADES K-6 AND EXTENDED SCHOOL

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An independent, interdenominational Christian school district
serving the Pierce County community and beyond.

GUIDING PRINCIPLES

OUR CORE PURPOSE

Transforming cultures through teaching and training people in their purpose before God.

OUR CORE VALUES

Biblical Worldview Integration

Leadership

Educational Excellence

Unity

THE MISSION OF CASCADE CHRISTIAN SCHOOLS

To glorify God by providing quality, Christ-centered education, dedicated to developing discerning leaders who are spiritually, personally, and academically prepared to impact their world.

OUR CORE CHARACTER TRAITS

Wisdom

To view life and live life from God's perspective.

Integrity

Uncompromising commitment to truth, honor, faithfulness, loyalty, and trust.

Excellence

A sustained, dedicated pursuit of God-given potential.

Dignity

A commitment to treat each individual as uniquely created in the image of God and worthy of respect.

“Dedicated to Developing Discerning Leaders”

Statement of Faith

- We believe in one eternal God, revealed as Father, Son, and Holy Spirit.
- We believe man was created in the image of God and is now, by reason of voluntary transgression, separated from God.
- We believe the Bible is the inspired Word of God, is His revelation to man and contains His plan for the redemption of fallen humanity.
- We believe in the virgin birth and deity of Jesus Christ, the only begotten Son of God, truly human and truly divine.
- We believe salvation has been provided for all people through the work of Christ at Calvary, resulting in eternal life for all who believe, turn from sin and place their faith in Him.
- We believe in the spiritual unity of all believers, each of whom is an integral part of the church, the body of Christ.
- We believe all believers are responsible to fulfill the Great Commission and make disciples of all people.
- We believe in the second coming of Christ and the pre-eminence of His kingdom for eternity.

Educational Philosophy

The educational philosophy of Cascade Christian Schools at all educational levels has its foundation in a God-centered view of truth as presented in the Bible. The integrating center for the educational experiences of a student is found in the person of Jesus Christ and His written Word—the Bible (*Proverbs 22:6; Deuteronomy 6:1-6; Matthew 28:19*). Recognizing the pressures upon a young person today, Cascade Christian Schools offer an environment that promotes and teaches spiritual principles of living, and encourages normal human relations within the context of biblical imperatives (*II Timothy 3:15-17*). Cascade Christian’s curriculum arises from a philosophy that places God, not man, in the center of all things (*Colossians 2:3, Proverbs 1:7; Proverbs 14:1*). Emanating from this philosophy is the challenge to students to use every talent vigorously, “...as unto the Lord” (*Romans 12:1-2*). Students should be prepared to meet life’s intellectual and philosophical challenges with a well-reasoned faith (*II Timothy 2:15; I Peter 3:15; Colossians 2:8; II Corinthians 10:5*).

Affiliations, Accreditation, and Licensing

Cascade Christian Schools have the approval of the Board of Education of the State of Washington, have accreditation through the Association of Christian Schools International (ASCI) and the Northwest Accreditation Commission (NWAC), an accreditation division of AdvancED (national accrediting), and share affiliation with the Washington Federation of Independent Schools (WFIS).

Cascade Christian Schools’ early learning centers and Extended School Cougar Club are affiliated with the Association of Christian Schools International (ACSI), and with Clover Park Technical College for staff training.

The Washington State Department of Early Learning licenses Cascade Christian Schools’ Puyallup and Frederickson Early Learning Centers, both of which operate within the requirements set by that department.

Additionally, our Puyallup and Frederickson Early Learning Centers participate in Early Achievers, Washington’s quality rating and improvement system (QRIS) administered by the Department of Early Learning. As an Early Achievers participant, we are demonstrating our commitment to offering high-quality child care and promoting school readiness.

Specific Objectives of Cascade Christian Schools

- To encourage our students to have a firm commitment to God and faith in Christ
- To help students to see the significance of the Bible in one's daily life
- To teach a child to work independently, creatively, and cooperatively with a basic understanding of one's responsibilities as a mature Christian citizen
 - Communication, collaboration, critical thinking, and creativity
- To operate early learning/elementary/secondary schools for the Christian community which provide a trans-denominational atmosphere by teaching basic scriptural doctrines, but not assuming the role of the local church
- To produce alumni who will have:
 - Satisfactorily completed their academic training at this educational level
 - Accepted Christ as their personal Savior
 - Learned principles of Christian living and practice them daily
 - Recognized the importance of service, respect, and concern for others
 - Reached a level of physical, social, academic, and spiritual maturity that will prepare them for a successful transition into the responsibilities of Christian adulthood

Basic Affirmations

- Cascade Christian Schools' foundation is a firm commitment to God and faith in Christ. Students learn that the content of the Bible relates to all areas of human understanding. They learn to discover the significance of His Word in their daily lives.
- The academic emphasis is to create an excitement for learning in an atmosphere where there is a conscientious search for truth and excellence.
- The student learns to work independently, creatively, and cooperatively. Cascade Christian endeavors to graduate the student into society with a basic understanding of his or her responsibilities as a mature Christian citizen.
- Cascade Christian Schools is committed to the Christian faith and biblical worldview. Cascade Christian endeavors to provide a controlled environment of behavior and exposure to ideas, not as a shelter from the world in which we live, but as a companion role with the student as he makes his encounter with the opposing ideas of the world. We consider ideas and practices opposed to the Christian faith in the classroom, as they relate to the subject under consideration, with the goal of helping students discern the difference and choose the position and practice that harmonizes with God's Word.
- Cascade Christian's students are encouraged to uphold the spiritual and moral values of the Christian faith that support and sustain the family, church, and nation.
- Cascade Christian's staff and faculty endeavor to help each student realize his or her full potential. They expect high standards of discipline while recognizing the need to listen and respond to each student in an attitude of love.
- Cascade Christian Schools affirm the need to provide a proper balance among the spiritual, academic, physical, and curricular activities. The schools are unique institutions in that they endeavor to educate the whole person without neglecting any area or emphasizing one at the expense of the other.

- Cascade Christian Schools realize there are differing views relative to biblical doctrine, practicing Christianity, and personal convictions. However, we do hold to our doctrinal statement and will not allow anything within the school program interpreted by the school administration to be of a divisive nature.
- Because Cascade Christian Schools enter a partnership of training and nurturing with parents and churches of various backgrounds, we attempt to avoid activities and programs that would cause division among our students, parents, and churches. Though we realize it is virtually impossible to please everyone, Cascade Christian Schools will, nevertheless, endeavor to keep to a minimum those activities and programs which would cause or bring dissension among our families.
- The spiritual emphasis of Cascade Christian Schools derives from an interdenominational, evangelical perspective, with adherence to the doctrinal Statement of Faith.

The CCS Family – Our History, our Future

In 1992, Cascade Christian Schools was established when three church-related schools (*People's Christian School, Puyallup Valley Christian School, and Spanaway Christian School*) unanimously approved a joint resolution to consolidate and form one private, independent, interdenominational school system.

Today, Cascade Christian Schools serves over 1,000 families throughout the Pierce County region of Western Washington. This system of Christian schools serves nearly 1,200 students on five campuses in Pierce County, Washington. These schools, located in Puyallup, Frederickson, and McAlder (serving Bonney Lake, Sumner, and Orting), and include one learning center, three elementary schools, a junior high school, and a high school.

The school system is a non-profit entity totally supported through tuition, fees, and gifts.

Cascade Christian's students and employees come from over 200 different churches of numerous Christian denominations. This rich interdenominational environment provides a strong backdrop for effective ministry to students and families and allows Christians in the broader community to collaborate with Cascade Christian in the ministry.

Cascade Christian Schools currently employs over 200 full-time and part-time faculty and staff members. At Cascade Christian, families can find continuing Christian care and education for their children from infancy to grade 12.

There is a common commitment and understanding among Cascade Christian faculty, staff, and parents: Our children are our future; and it is both our privilege and our responsibility to train them up to become leaders.

How a Christian School District Functions

Cascade Christian Schools' district offices are located next to the Junior High/High School in Puyallup and include the Office of the Superintendent of Schools, and the Departments of Business and Human Resources, Development, and Marketing and Communications. These departments function to support the ongoing ministries in each of Cascade Christian's schools and the early learning center. Since many tasks involving tuition, billing, personnel, accounts receivable/payable, marketing, and communications are carried out from a centralized district office, principals, directors, and teachers are freed up to keep their focus on providing the highest quality education possible.

Other benefits include: shared resources and expertise; shared cross-district events such as music festivals, sports clinics, cheerleading camps, fundraisers, etc.; stronger purchasing power as a larger school; maximized efficiency; a strong feeder system from early learning centers to elementary schools to the junior high and high school program; and a larger base of donor support.

School leaders and district administrators meet regularly for prayer, leadership development, district planning, and decision-making.

How Decisions Are Made

Board of Trustees

Cascade Christian School is governed by a seven-member volunteer Board Of Trustees working in close cooperation with school staff. The Board of Trustees meets monthly for decision-making and to set policies that enable Cascade Christian Schools to accomplish its purpose and mission. The Board selects members through a self-perpetuating process.

Superintendent of Schools

The Superintendent is the only employee of the Board of Trustees and reports directly to them. The Superintendent is the overall leader for all Cascade Christian Schools, and leads the administrative team.

District Directors and School Administrators

District directors and school administrators of Cascade Christian Schools meet regularly regarding matters related to the district and to the individual schools and early childhood centers. Each administrator is the leader at his or her school or center, and represents that unit site in the leadership team decision-making. All other employees report directly to their principal or director.

Spiritual Life Committee

The Spiritual Life Committee, a subcommittee of the Board of Trustees, serves in a supportive, advisory role of spiritual covering and leadership of CCS. This committee is comprised of several youth pastors of local area churches, serving at the pleasure of their church leadership. The Spiritual Life Committee's purpose is to promote partnerships between CCS and local area churches that will perpetuate the historically Christian heritage and culture of CCS.

Parent Responsibilities

In addition to the classroom, school-wide, and district support, we ask parents of Cascade Christian Schools to model good problem-solving for our students by applying the biblical principle found in Matthew 18:15-19, and 35. CCS parents, staff, and students are responsible to determine facts and then address those facts for the child's welfare. Parents need to confer first with the classroom teacher and, if necessary, work with the principal, should a question or concern persist. Respect and reverence for the Lord Jesus Christ is especially apparent as we address one another in honoring ways. If this should not occur, we invite parents to conference with the principal, to seek and arrive at resolution for the sake of the school's mission and purpose.

We also expect that parents will not negatively gossip or complain about Cascade Christian Schools, any member of the staff, or the policies and procedures established, either in the presence of their children, or with other parents. This can only breed strife, which affects the entire school and district.

Parents who cannot deal with concerns and challenges in an adult, respectful, Christian manner, but instead display negative attitudes and behaviors toward Cascade Christian Schools through contact with staff, other parents, and students, within their churches, or in the community, will be asked to come in for a conference with the principal or Superintendent. If the attitudes and behaviors continue, there may be removal from school of the children of those parents.

Children learn by example. If we, as adults, handle each situation in a godly, loving, and respectful manner, our children will learn to do the same, and CCS will continue to be a strong, positive environment of which young people can be a part.

Parents for Cascade

Parents for Cascade is one major key enabling God to accomplish what He desires for your child through Cascade Christian Schools. The main functions of P/C are to support the teachers, support the overall school, support through communication, and support the vision of Cascade Christian.

Parents for Cascade has a deep-seated, biblical philosophy that parents are responsible for the education of their children. A team approach involving both the school and home is paramount at Cascade Christian Schools.

To facilitate this team approach, *Parents for Cascade* has developed into a support organization that strives to help carry out the vision of our school.

Our cooperative efforts make Cascade Christian Schools a school district that challenges our children to grow spiritually, academically, socially, and physically.

The mission and purpose of *Parents for Cascade* is “*To unite parents through open communication as we support and serve the students, teachers, and administration in providing spiritual and academic excellence*”.

PfC Organizational System

There are many opportunities to be involved in *Parents for Cascade* at each campus. The organizational system supports each member as he or she works toward the vision of Cascade Christian Schools.

For example, the following organization structure exists at the elementary level. Check with your school administrator for your campus organizational structure.

- **Chairpersons:** Oversee the system and work directly with the Principal/Director.
- **Support Managers:** Work directly with the Chairpersons.
- **Support Parents:** Work with the Support Managers.
- **Support Committees:** Provide support for specific areas of school life.

Parents for Cascade (PfC) Meetings

Parents for Cascade (P/C) is the parent support organization established to help carry out the vision of Cascade Christian Schools. Maintaining a deep-seated biblical philosophy that parents are responsible for the education of their children, a team approach involving both the school and home is paramount in enabling God to accomplish what He desires to do at Cascade Christian.

The specific functions of P/C are to facilitate:

- Support of teachers
- Support of overall school
- Communication support
- School vision support

Opportunities for Involvement

All Cascade Christian parents are “*Parents for Cascade*”. There is an expectation that all parents *want* to support the school in whatever ways God has gifted them to do so. The following list includes a few of the ways that parents and grandparents have found to be involved in supporting Cascade Christian Schools:

- Pray regularly for the school and staff

- Serve as a *Parents for Cascade* leader
- Volunteer to help with P/C activities
- Help in a classroom
- Provide teacher support
- Assist with school events or programs
- Help in the school office
- Provide food or transportation
- Help with all-district events such as banquets, auctions, and other fund-raisers
- Serve on an event committee
- Attend an event and support it financially with cash gifts or gifts-in-kind
- Help in the District Office

Volunteers

Cascade Christian Schools is always in need of volunteer parent helpers for various projects and activities throughout the school year. Assisting teachers, working on fundraising projects, assisting in the school office, and providing activity supervision are just a few areas where volunteers are involved. The volunteer help that we receive is vital to the success of our program and we encourage every parent to be involved in some way. Parents and others who give of their time and talents find themselves abundantly blessed because of their involvement. Please call the school office to find out how your volunteer services may be used. Parent volunteers must complete and have on file in the district office a background check prior to volunteering.

Fundraising Programs

Cascade Christian's fundraising focus is to establish long-range sustainable sources of income through Annual Fund efforts and capital campaigns, as needed. Developing an effective planned giving program and seeking foundation grants enhance Cascade Christian's ability to secure financial stability for the future. The administration of Cascade Christian Schools establishes the yearly fundraising programs in which the schools participate. Fundraising programs that encourage rational, sustained giving to the ministry are favored over product sales projects. Such sales are included in Cascade Christian's fundraising program, but on a limited basis.

The Development Department directs the primary fundraising for Cascade Christian Schools. The Cascade Fund is the district development program that supports campus needs and financial aid each year.

Admission and Non-discriminatory Policies

Cascade Christian Schools is open to anyone interested in securing a Christian education, from early learning through the twelfth grade, whom the schools find qualified for admission and who agrees (and whose parents agree) that he or she shall abide by Cascade Christian's school rules. It is important to understand that attendance at Cascade Christian is a privilege and not a right. Any student who does not conform to the schools' standards of conduct and is unwilling to adjust to our environment forfeits this privilege.

All students must be convinced they want to attend Cascade Christian Schools and agree to apply themselves honestly and wholeheartedly to *"study to show himself approved unto God"* (II Timothy 2:15). They also agree to be courteous and respectful to their peers, staff, faculty, and other daily associates.

Cascade Christian Schools admit students of any race, color, national and ethnic origins to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate based on race, color, national and ethnic origin in admissions policies, athletic and other school-administered programs.

Cascade Christian Schools reserve the right to select students based on academic performance, religious commitment and personal qualifications, including a willingness to cooperate with Cascade Christian Schools' administration and to abide by its' policies.

The policy of Cascade Christian Schools is to accept children in compliance with the Americans with Disabilities Act (ADA) per all the implementing regulations. The school will review each child's situation on an individual basis to determine whether the school can meet the child's needs. Please discuss your child's needs with the Principal before enrollment.

Admissions procedures exist for each specific level: early learning, elementary schools, and the Junior High and High School. Please see "Admissions" in the Parent Information section of this handbook.

INFORMATION FOR ALL PARENTS

You May Expect Your School to:

- Clarify to all students our expectations and to commend, counsel, or correct as occasion demands.
- Cooperate with you in every way possible to encourage your child in the development of the above attitudes, habits, and skills.
- Communicate with you regularly concerning the growth needs and accomplishments of your child.
- Provide a Christian environment in which to learn about and deal with the non-Christian world in which we live.
- Make the educational experience of your child fulfilling and complete.

Admissions and Enrollment

High School Admissions

Cascade Christian Schools is open to anyone interested in securing a quality, Christian education, from preschool through grade twelve, whom the school finds qualified for admission. We are seeking families that believe in and will engage in fulfilling our Guiding Principles. The admission procedure includes a testing and interview process. We evaluate students based on transcripts or report cards, references, admission questionnaires, interview responses, the anticipated ability to perform satisfactorily at Cascade Christian Schools and the anticipated ability of CCS to meet the student's individual needs. Thank you for your desire for Cascade Christian Schools to become a significant part of your student's educational experience.

For admissions information and procedures visit: www.cascadechristian.org/admissions or call the District Office at (253) 841-1776.

Elementary Admissions

On entering kindergarten, the child must be five years of age and have the developmental age of five-and-one-half years before September 1 to be eligible for admission in September of that year. All students entering kindergarten must be able to pass satisfactorily the Developmental Readiness Screening to ascertain their readiness for the kindergarten program.

All students entering first grade must be six years of age on or before September 1, or have successfully completed a year of kindergarten, and must be able to pass satisfactorily a first-grade screening test to ascertain their readiness for the first-grade program.

Students entering all other grades must take an entrance test (i.e., Wide Range Achievement Test) which we administer at the time of the interview. Parents must also provide cumulative school records, including standardized test scores, report cards, special services evaluations and reports, behavior reports, and health records. Enrollment is contingent on parent interview, test results, and evaluation of student's records and needs.

Early Learning Admissions

Class Placement Policy

Criteria for enrollment in 3's classes:

1. Three years of age prior to September 1 *and*
2. Completely responsible for own toileting needs.

3. If space is still available on August 1, we will consider enrolling a child turning three during September, if they meet the above-stated toileting criterion. Enrollment will be on a thirty-day contingency basis. Satisfaction of that contingency will be dependent on teacher and parent consensus.

Criteria for enrollment in 4's classes:

1. Four years of age prior to September 1 **or**
2. Successful completion of 3's program.

Criteria for enrollment in pre-kindergarten classes:

1. Five years of age prior to September 1 **or**
2. Five years of age prior to January 1 **and**
 - a. Recommended by preschool teacher **and**
 - b. Four to four-and-a-half-year developmental level on Developmental Readiness Scale assessment done by pre-kindergarten teacher.

Extended School Cougar Club Admissions

Parents or guardians must complete and sign the following forms to enroll a student:

- An enrollment packet
- A contract form
- Individual Health Care Plan Form, if applicable
- Written Food Plan for Allergy/Intolerance/Special Dietary Requirements Form

Parents or guardians must keep current all student information by alerting Extended School Cougar Club staff of changes. Admittance is contingent on Extended School Cougar Club Site Coordinator's approval.

Additional Extended School Cougar Club Opportunities: Christmas and Spring Break Camps; Thrive Adventure Summer Day Camp.

Continuous Enrollment

To provide CCS families with a system of enrollment that is seamless and paperless, while providing choices, CCS has adopted a continuous enrollment system, where students remain continually enrolled, from their initial admission into the school system until they graduate from Cascade Christian High School. As a family maintains their continuous enrollment, each student's information (i.e., address, phone, email, emergency contacts, and medical information) is continuous from grade to grade in the student information system. CCS will help to maintain the records by reminding parents to provide updated information, as necessary, using the Information Update link on the CCS website. Each January, CCS will publish the following school year's tuition rates, the annual continuous enrollment fee amount, and information regarding tuition assistance.

Inclement Weather Emergency Procedures

SCHOOL CLOSURE INFORMATION ON THE WEB: Go to FlashAlert.net

PARENTS PLEASE NOTE: *Please make yourself familiar with this **Emergency and Inclement Weather Policy** in place for Cascade Christian Schools. These procedures are intended to address concerns and ensure the safety of our staff and families, while continuing to provide quality care for parents with Cougar Club needs.*

It is always the parents' decision whether inclement weather conditions prevent them from safely transporting their child to school. If parents believe driving conditions are unsafe, they should report their child's absence to the school.

The Superintendent of Cascade Christian Schools is responsible for posting snow delays or closure announcements on the FlashAlert website, which automatically updates area radio and television stations of the schools' status. **Parents may view and receive notices regarding Cascade Christian Schools' closure information on the web by visiting FlashAlert.net, clicking South Sound Private Schools, and then Cascade Christian Schools.**

For Preschool through Grade 12:

Since the Puyallup School District is most representative of weather and road conditions in our District, we use the following guidelines to make decisions regarding weather-related school closures.

- **All** of Cascade Christian Schools will follow **Puyallup School District's** announcement regarding delays or closures.
- If Puyallup School District runs **"two hours late"**, there is no morning preschool or half-day kindergarten.
- If Puyallup School District runs **"one hour late"**, school is conducted as usual, but one hour late.
- If Puyallup School District announces a **"mid-day weather closure"** after school has begun for the day, Cascade Christian Schools will follow Puyallup School District.
- The FlashAlert website automatically updates local area radio and television stations of our schools' status, including:

KOMO	AM	1000
KIRO	AM	710
KCMS	FM	105.3
KCIS	AM	630
KING-5	TV News and the "Today Show"	

For Child Care (Infant through K-prep) and Elementary Extended School Cougar Club programs:

During late starts, these programs will operate from 7:30 a.m. to 6 p.m., unless otherwise specifically announced.

During school closures:

- **PUYALLUP EARLY LEARNING CENTER** will operate from 7:30 a.m. to 4:30 p.m., unless otherwise specifically announced.*
- **FREDERICKSON ELEMENTARY Child Care and Extended School Cougar Club Programs** will operate from 7:30 a.m. to 4:30 p.m., unless otherwise specifically announced.*
- **PUYALLUP ELEMENTARY Extended School Cougar Club Program** is CLOSED during school closures. *All enrichment classes will be cancelled and rescheduled.*
- **MCALDER ELEMENTARY Extended School Cougar Club Program** is CLOSED during school closures. *All enrichment classes will be cancelled and rescheduled.*
- * **PLEASE BE AWARE THAT** during non-school days (i.e., Christmas break, national holidays), in the event of extreme inclement weather, the Child Care and Elementary Extended

School Cougar Club programs may need to reduce operating hours or may need to close. You may obtain further information by checking FlashAlert.net or by calling the campus elementary or early learning office.

Financial Policies

Financial Responsibility

Parents agree to promptly fulfill all financial obligations to Cascade Christian Schools. Parents may pay their bill by cash, check, or automatic withdrawal from their checking account by utilizing FACTS.

Parents having questions about or situations affecting tuition and fees payments may contact the District Office – Department of Business and Finance at (253) 841-1776.

Tuition and Fees

All registration fees must be paid prior to a student's official enrollment in Cascade Christian Schools. In addition, monthly tuition payments are due by the first of the month.

Registration and Enrollment: On acceptance to CCS, and to ensure placement, unless you pay tuition in full by July 1, go to <http://www.cascadechristian.org/admissions/facts.cfm> to set up your tuition payment for the school year. If a student is not accepted to CCS, all but \$25 of the registration fee is refundable.

Tuition Payment by Automatic Bank Payment (ACH): Payments are due on the 5th or the 20th of each month, depending on the plan selected. An online FACTS Agreement is required. A \$30 late fee accrues to the FACTS account if a payment fails for non-sufficient funds (NSF).

Tuition Payment by Monthly Invoice (\$75 fee each year): Payments are due on the 1st of each month. A \$30 late fee is charged if the payment is not received by the 10th of the month. A completed online FACTS Agreement is required for this option. Once the online FACTS Agreement is set up, the agreement will be the same each year, unless written notice to change the payment plan option is given to the Department of Business and Finance.

Extended School Cougar Club Fees: An Extended School Cougar Club contract must be completed for option or drop-in before attending the program. See contract for details.

Late Tuition Payments and Delinquent Accounts: To continue attendance, all accounts must be kept current, including tuition, school fees, child care, and extended school. Students may not be permitted to continue attending school if the account becomes two months past due. Any check returned to CCS by the bank will result in a \$30 NSF charge to the account.

Prior Year Balances: Prior year's Pre-K through 12th grade tuition, extended school, and child care tuition, plus all fees (*student, athletic, mission trip, fines, etc.*) must be paid before August 1, unless other payment arrangements have been made. If payment is not received by August 1, student will be considered withdrawn, and a reinstatement fee of \$125 will be required to enroll.

Report card(s), transcript(s), and diploma(s) will be released to parents after financial obligations are paid in full (*transcripts released to schools only if fees are not paid*).

International Student Tuition: An international student's full tuition payment must first be received before the application is considered complete.

International Student Fees: All fees must be paid in full before signature of the I-20 releasing the student to return to their country.

Early Learning Drop Off/Late Pick-up Fee

Preschool classrooms are open to students no earlier than five minutes before class. Office staff is unable to be responsible for children dropped off early. Children dropped off early for preschool are sent to before-school care and parents are charged a fee of \$1 per minute.

We ask that parents pick up their preschool student promptly after class ends. Students left more than ten minutes after class are sent to after-school care and parents are charged a fee of \$1 per minute.

Preschool parents in need of care beyond preschool hours should inquire about child care through the Center office.

Campus Athletic Fees

All student athletes participating in high school sports pay an athletic participation fee. This fee is per sport. For example, if your student participates in both football and track, there will be two fees charged. If a student is cut from a team or quits before the first game of the season, the athletic participation fee will not be assessed.

Campus athletic fees must be paid in full thirty days after receiving the financial statement. After the first game, if a student quits, is injured, or is removed from the team for academic ineligibility, the athletic fee is non-refundable.

Cheer Tryouts: First semester fees and tuition must be current before a student is eligible to try out for the next school year.

Spirit Pack: Purchases must be paid in full before student may receive their Spirit Pack.

Campus Class/Club Fees

Campus class and club fees apply to students participating in activities that require specific supplies or materials. Fees are due immediately upon student entry in the class or club.

Late Tuition Payments and Delinquent Accounts

In order to continue attendance, all accounts must be kept current, including tuition, school fees, child care, and extended school. Students may not be permitted to continue attending school if the account becomes two months past due. Any check returned to CCS by the bank will result in a \$30 NSF charge to the account.

Withdrawal Process and Withdrawal Fees

To withdraw, families must follow the CCS withdrawal process.

Withdrawal process: Once a family notifies the campus or Business Department of their intent to withdraw, they will receive an email with a link to the Intent to Withdraw Form. Once the parent has submitted the Intent to Withdraw Form, they must also complete the campus checkout procedures and reconcile their tuition and fees account before the withdrawal is final. Any eligible refund is first subject to deduction of outstanding balances, district-wide.

If a student withdraws after August 1, but prior to the start of school, a 10% withdrawal fee of the annual contract will be due. If a student withdraws after the start of school, tuition is pro-rated daily. A 10% withdrawal fee of the annual contract will be added to the pro-rated tuition along with any unpaid fee, minus payments already made on the current FACTS account. FACTS is updated to reflect the total amount due, and final payment is made through FACTS. Requests for the transfer of student records during the academic term will be processed as unofficial transcripts until the FACTS account

is paid in full for student. Official transcripts can be requested once the account is paid in full for the student. Report cards will not be sent until the family's account is paid in full.

Note: If withdrawing for the following school year, CE payment processes and deadlines will apply.

International students do not receive any refund upon withdrawal.

Grievances

In an effort to follow Matthew 18, students or parents having questions regarding student/teacher or student/administration relations, assignments, classroom procedures, teacher actions, grades, and the like, should direct their questions to the teacher(s) or administrator(s) concerned. If, after discussing the issue with the teacher or administrator, the matter has not been resolved, the student or parent may appeal the matter to the Superintendent of Cascade Christian Schools, if necessary.

If a student or parent cannot remain in harmony with the philosophy, rules, and policies of Cascade Christian Schools, we reserve the right to dismiss the student from the school, and the student may not receive consideration for future enrollment at CCS.

Health Issues (Illness, Immunization Law, Medications)

Student Health

Please keep your student at home when the following symptoms exist:

- Fever of 100°F or higher, with headache, earache, fatigue that prevents participation in regular activities, sore throat, or rash
- Vomiting within the past twenty-four hours
- Diarrhea within the past twenty-four hours
- Draining rash
- Unusual fatigue or irritability, confusion, paleness, lack of appetite
- Abnormal nose or ear discharge
- Lice or nits
- Continuous coughing
- Suspected communicable infection such as impetigo, pink-eye, and scabies; the child may return twenty-four hours after starting antibiotic treatment

Please do not send your child to school with a suspected illness.

When your child gets sick at school, we will contact you to pick up your child immediately.

In the event a student becomes too ill during the school day to remain at school, we will contact the parent and/or the individual listed on the Emergency Information Form to transport the child home. If no one is available, the student will remain at school. An injured student should immediately notify a teacher or staff member to ensure that proper care is given and to complete the appropriate reports.

If a child becomes seriously ill or injured and the school determines that a physician should provide immediate attention, we will have the student transported to the nearest hospital, and we will make an immediate effort to contact the parents and/or their designee listed on the Emergency Information Form. **Parents, please keep the Emergency Information Form current by calling in any changes to the school office as soon as a change is in effect.**

Illness

A student who becomes ill during the school day must obtain permission from the teacher whose class he or she will miss prior to going to the office. If the student is not able to return to class within a couple of periods, we will notify his or her parent or emergency contact to pick up the student from school. The school is not equipped to provide nursing care for sick students during the day. If your child is experiencing symptoms of illness before school, please keep him or her home for the day.

In the event a student becomes too ill during the school day to remain at school, the school will contact the parent and/or the individual listed on the Emergency Information form to transport the child home. If no one is available, the student will remain at school. An injured student should immediately notify a teacher or staff member to ensure that the student receives proper care and that staff complete the appropriate reports.

If a student becomes seriously ill or injured to where the school determines that he or she must have immediate attention by a physician, we will arrange for the student's transport to Good Samaritan Hospital in Puyallup, and we will make an immediate effort to contact the parents and/or their designee listed on the Emergency Information Form. **Parents, please keep your emergency contact information on RenWeb current.**

Immunization Law

In order to protect students from infectious childhood diseases, Washington State law requires that all students enrolled in public and private schools in the state must have signed certificates of immunization status forms on record with their prospective schools. Students may not attend school until required immunizations are up-to-date. Required immunizations include diphtheria, tetanus, pertussis (whooping cough), polio, measles, rubella (German measles) and mumps. New students to the school must include this signed form with the application materials prior to admission.

Medication

Whenever possible, we urge parents and physicians to design a schedule for administering medication to a student outside of school hours. The rare exceptions involve special conditions where it is necessary that the child have the medication in order to remain at school. **If a student must take medication at school during the day, the following information must be on file at the school office and be re-submitted at the beginning of each year:**

- A written, signed statement from the child's physician identifying name of the child, the specific medication, the dosage, the time of day to administer, the duration it is to be administered, any visible side effects of the medication, and authorizing the school to administer the medication to the child;
- A written, signed statement from the child's parent or guardian requesting the school to administer the medication.

Bring the medication in its original container to the school office immediately upon arrival at school, along with the two required statements. Provide at least three full days' dosage of each medication your student would need in the event of an emergency evacuation. Students in possession of medication in violation of the above guidelines may be subject to disciplinary consequences. Students may not share medications.

It is the responsibility of the parent to inform the school personnel of any health condition requiring special care so that an Individual Health Plan can be developed for the student.

Abuse Reporting

The State of Washington requires Cascade Christian Schools to report allegations of suspected child abuse to the proper governmental authority when there is reasonable suspicion or reasonable basis for believing that physical or emotional abuse, sexual abuse and exploitation, inadequate supervision, or other forms of abuse have occurred. While the school is to communicate with parents regarding the well-being of their children, the administration's place is between the parent and the State, acting on behalf of the child and in accordance with state law.

It is the school's policy not to contact parents in advance of making a report to legal authorities. Appropriate school staff will make such reports in the best interests of the affected child and, once reasonable suspicion is established, have no legal alternative except to make the report to the proper authorities for their investigation and review. The school may also undertake an inquiry prior to making a report to determine whether there are sufficient grounds to require reporting.

Lost and Found

The school is *not* responsible for items that are lost or stolen. Students are to mark clothing (coats, P.E. wear, etc.) with a permanent marking pen. This will enable school staff to return lost items to the owner. Students should not bring items of value to the school.

Parents'/Guardians' Statement of Understanding, Support, and Commitment:

- We agree with and will support the Guiding Principles (Core Purpose, Core Values, Mission, and Core Character Traits), Statement of Faith, and Educational Philosophy, and are willing to have our student educated in accordance with them.
- We will become familiar with the guidelines as listed in the Parent/Student Handbook and support them.
- We will demonstrate and encourage a courteous, grateful, respectful, cooperative, and forgiving approach, along with proper self-control in thoughts, words, actions, and attitude.
- We will encourage habits of punctuality, thoroughness, neatness, honesty, resourcefulness, independent reading, and study.
- We will encourage participation in school projects, programs, parties, physical education, and other school activities to develop skills and relationships.
- We will encourage completion of all homework and assignments and help the student develop effective study habits.
- We will encourage school personnel through cooperation, prayer support, participation in school activities, and proactive communication.
- We understand that God has given us the primary responsibility for the spiritual training of our child(ren). We choose to partner with Cascade Christian Schools. We also understand that the school desires us to partner with and worship regularly with a local Bible-believing church.

Parent/Teacher Conferences

Planned student-led conferences are scheduled at the end of the first quarter. In addition, any parent who wishes to meet with a teacher is welcome and encouraged to do so. The parent should contact the teacher by email and make an appointment. Parents are also encouraged to access the parent connection link on the CCS website. Should a parent desire a conference with the administrator, or the administrator and the teacher, the parent should contact the school office to schedule a meeting.

Parent Classroom Visitation

It is the desire of the administration and the faculty of Cascade Christian Schools to be of service to our families, who entrust their children to us for training and teaching during the school day. Therefore, we welcome parental visits to your child's classroom. We do ask, however, that you schedule a specific time for these visits. This will avoid interruptions during testing times, individual student presentations, etc. All visitors must check into the school office and wear a visitor's nametag.

Replacement of School-owned Materials and Equipment

Throughout their years at Cascade Christian Schools, students will be using many items that belong to the school. These include books, instruments, tools and athletic equipment, as well as other materials and equipment. If school-owned materials or equipment are lost or damaged, the student receives a monetary fine, representing a fair repair cost or replacement value. Stolen items are the responsibility of the student.

Unpaid fines will require payment prior to issuance of the student's report card.

Student Visitors on Campus

Student visitors are welcome at Cascade Christian Schools if the primary purpose of their visit is to help the student in deciding regarding future enrollment in the school. We permit visitors only after making arrangements through the school office in advance.

The following procedures are in place for all student visitations:

- Student visits should not be for social purposes only, but rather because of an interest in attending Cascade Christian Schools.
- The host student must pick up a visitor clearance form from the school office.
- The visiting student and the host student must each bring a note signed by their parents giving permission for the visit.
- The form must include signature by the parent of the CCS student, authorizing the visitor to accompany the student throughout the school day or during a specified time.
- The visitor must also sign the clearance form, stating compliance with all school rules, policies, and dress code during the visit.

Telephone Use by Students

Elementary

The office will call out students for telephone calls only in cases of extreme emergency. If it is essential that a student receive a message from parents during the school day, call the office. Please do not call students on their cell phones.

Students need to take care of all business and other arrangements before or after school. Office telephones are only for use in cases of emergency, with written permission from the teacher.

Secondary

We ask that parents refrain from texting or calling students on their phones during the school day, to minimize distractions during class. If there is an emergency need requiring parents to reach their students during the school day, we ask that they contact the school office for assistance.

ACADEMIC INFORMATION – HIGH SCHOOL

Academic Achievement Recognition

We recognize students for their outstanding academic achievements while attending Cascade Christian High School in the following way:

We recognize ***honor roll*** students for their *grade point averages (GPA)* at the end of the fall semester. They receive an academic recognition certificate during an academic assembly in February. Parents receive notification and an invitation to attend the presentation. We base the awards on the following criteria:

Honor	Grade Point Average
Highest	4.0 +
High	3.60-3.99
Honors	3.00-3.59

In order to receive this recognition, students may not have any grades below a “C”.

At the end of spring semester, teachers will present an award to the top academic student in each course.

We present ***high school department awards*** to students at an academic awards presentation. The faculty selects a student based on their outstanding achievement in the subject area. Parents receive notification and an invitation to attend the awards ceremony.

During each sports season, the WIAA (Washington Interscholastic Activity Association) will recognize individual students as scholar-athletes for their respective sport.

Graduation honors are granted to those seniors who have maintained a 3.0 or above in their high school career. Students who graduate with a 3.0 to 3.59 GPA will wear one gold honor cord. Students who graduate with a GPA of 3.60 to 3.99 will wear two gold cords. Students who graduate with a 4.0 GPA will wear three gold cords. The Valedictorian(s) is the student with the highest GPA and achieves the University Track. The Salutatorian(s) is the student with the second highest GPA and achieves the University Track. GPAs displayed in RenWeb do not necessarily reflect current and cumulative data. The GPA used for the purpose of graduation honors comes directly from the student’s transcript provided only by the high school registrar.

Valedictorian/Salutatorian Selection

Honors level, concurrent credit and AP courses will be weighted for the purpose of determining valedictorian(s) and salutatorian(s). The valedictorian is the student with the highest adjusted point value who has achieved the University Track. The Salutatorian(s) is the student with the second highest adjusted point value who has achieved the University Track. The determination of Valedictorian and Salutatorian will be based on the student’s cumulative GPA at the end of semester one of their senior year. Beginning with the class of 2019, adjusted point values will be determined by using the chart below:

****Used for Valedictorian/Salutatorian selection ONLY**

Unweighted		Weighted CC and Honors		Weighted AP	
A	4.0	A	4.5	A	5.0
A-	3.66	A-	4.16	A-	4.66
B+	3.33	B+	3.83	B+	4.33
B	3.0	B	3.5	B	4.0
B-	2.66	B-	3.16	B-	3.66
C+	2.33	C+	2.83	C+	3.33
C	2.0	C	2.5	C	3.0
C-	1.66	C-	2.16	C-	2.66
D+	1.33	D+	1.83	D+	2.33
D	1.0	D	1.5	D	2.0
F	-	F	0	F	0

Academic Probation and Dismissal

If a student receives a failing grade in any required class or drops below a 2.0 grade point average, we place the student on *academic probation*. With principal approval, exceptions may be made for students with extenuating circumstances. Parents receive notification when their student is on academic probation for the following semester. Students placed on academic probation who participate in extracurricular activities will have the opportunity to regain eligibility upon the next grade check. The student then has the following semester to be removed from probationary status.

Students who, for any reason, are deficient in credits at the end of a year will work with the Guidance Counselor and Principal to make plans for credit recovery. If a student remains on academic probation longer than one semester, or fails required classes in multiple semesters, he or she may be asked to withdraw. Parents can check assignments and grades online each week. When parents are unsure of their student's progress, they are encouraged to contact the teacher.

Activity Eligibility

Eligibility requires current enrollment at the time of the tryouts, auditions, and/or elections for students desiring to participate in athletics or curricular programs at CCHS. This means official registration completed, with their application on file in the Business Office for the following school year. The principal must approve any exceptions.

Students in the application process, or those accepted for the following year, are not eligible to participate in these activities or programs until they have become registered students and are regularly attending classes.

To be academically eligible for any Cascade Christian-sponsored curricular activity, a student must maintain a grade point average (GPA) of 2.33, calculated each grade check period, and have no failing grades. Should any student fall below that mark, the student would withdraw from all curricular activities until the next grading period report establishes a current acceptable GPA with no failure grades.

ELIGIBILITY FOR ACTIVITIES / ATHLETICS

CATEGORY 1

Activities – Associated Student Body/Yearbook Editor/Class Officer

Requirements – Participants in the above curricular activities are to pass all subjects during the previous grading period and earn at least a 3.0 grade point average for the previous grade check period. In assessing a student’s eligibility, a high school student is eligible if he/she has a 3.0 GPA with no “F’s” and no more than one “D” at the seven grade check dates.

Consequence for failure to meet Category 1 requirements

- If participant in the above curricular activities fall below the above requirements the student will be removed from Student Leadership/Editor until the next grade check period.
- If participant still does not meet above requirement for two consecutive grade check periods the student will be removed from Student Leadership/Editor for the remainder of the school year.

CATEGORY 2

Activities – Athletics/Cheer/Worship Team/Drama Productions

Requirements – Participants in the above curricular activities are to pass all subjects during the previous grading period and earn at least a 2.3 grade point average for the previous grade check period. In assessing a student’s eligibility, a high school student is eligible if he/she has a 2.3 GPA with no “F’s” and no more than one “D” at the seven grade check dates. For the purpose of eligibility, a “D+” does not count as a “D.”

Consequence for failure to meet Category 2 requirements

- Ineligible on date posted in 2017-2018 Grade Check and Eligibility Dates
- Ineligible for period of time as laid out in 2017-2018 Grade Check and Eligibility Dates
- On reinstatement date as laid out in 2017-2018 Grade Check and Eligibility Dates, participant must turn in RenWeb grade printout to the Athletic Director. If participant student has met Category 2 requirements, they will be immediately eligible for participation. If the student is still below requirement, they will remain ineligible until the next grade check.
- If student remains ineligible for two consecutive grade checks in one season, they will be ineligible for the remainder of that sports season.
- If student failed to meet eligibility requirements at the closing of the school year, the student will be ineligible for a five-week period, as laid out in WIAA handbook.

Requirements that pertain to both CATEGORY 1 and CATEGORY 2

- A student cannot participate in any contest, public appearance, or official function while ineligible. While ineligible, practices and meetings are still required, but a student cannot miss class to participate in or attend any school-related activity.
- To begin an activity that has an eligibility requirement, the student must meet that requirement.
- Spring Selections: In order to try out or to be considered for a group or position which will begin in the next school year (examples: Student Leadership, Cheer), the student must have met requirements on the most recent grade check.

2017-2018 Grade Check and Eligibility Dates

If student/athlete failed to meet eligibility requirements at the closing of the 2016-2017 school year; the student athlete will be ineligible until Monday, September 25, 2017, per WIAA rules.

- **Grade Check #1: October 16, 2017**
 - October 18, 2017 – Ineligibility will begin
 - October 18, 2017 – November 29, 2017 ineligibility dates
 - November 8, 2017 – Reinstatement date if student athlete meets eligibility standard. If student athlete does not meet eligibility standard they will remain ineligible until next grading period.*
- **Grade Check #2: December 11, 2017**
 - December 13, 2017 – Ineligibility will begin
 - December 13, 2017 – January 3, 2018 ineligibility dates
 - January 3, 2018 – Reinstatement date if student athlete meets eligibility standard. If student athlete does not meet eligibility standard they will remain ineligible until next grading period. *
- **Grade Check #3: February 5, 2018**
 - February 7, 2018 – Ineligibility will begin
 - February 7, 2018 – February 28, 2018 ineligibility dates
 - March 1, 2018 – Reinstatement date if student athlete meets eligibility standard. If student athlete does not meet eligibility standard they will remain ineligible until next grading period.*
- **Grade Check #4: March 19, 2018 (Semester Check)**
 - March 21, 2018 – Ineligibility will begin
 - March 21, 2018 – April 18, 2018 ineligibility dates
 - April 18, 2018 – Reinstatement date if student athlete meets eligibility standard. If student athlete does not meet eligibility standard they will remain ineligible until next grading period.*
- **Grade Check #5: May 7, 2018**
 - May 9, 2018 – Ineligibility will begin
 - May 9, 2018 – Remainder of sports season
- **Grade Check #6: June 22, 2018**
 - Second semester grades will determine eligibility for the Fall 2018 sports season as pursuant to WIAA Rules (Five-week Rule)

* *If student is ineligible for two consecutive grade checks in one season, they will be ineligible for the remainder of that sports season.*

Note: A student must meet eligibility standards before they can try out for the next sport/activity.

Advanced Placement Courses and Concurrent Credit

Advanced Placement (AP) courses are rigorous college-type courses where students are able to take a test at the end of the school year to qualify for college credit. We offer AP courses in multiple content areas. The expectation for taking the AP exam will be determined by the instructor. AP exams incur an additional cost.

Cascade Christian High School's concurrent credit program partners with Northwest University and Northwest Nazarene University. This program offers students the opportunity to receive college credit for course offerings. Concurrent courses are offered in multiple content areas. Students pay an approximate cost of \$50 to \$120 per credit-hour. Students receive dual credit for both high school requirements and college credit. Families need to request transcripts directly from the granting institution at the end of each quarter, semester, or session.

Alternative Course Options

Primary alternative course options include the Pierce County Skills Center and Running Start. Additional alternative courses may include summer school, online courses, and independent study. Students must receive permission from the Guidance Office to participate in alternative course options and must coordinate their alternative course schedule to match their Cascade Christian schedule through the Guidance Office. When enrolling in online courses other than Red Comet, proctor rights must be granted to CCS. All alternative classes will be held to the same standards as campus courses, including calculations for eligibility. It is the student's responsibility to supply transcripts to the high school registrar at the end of every quarter, semester, or session. Students are required to schedule a meeting with the high school registrar every quarter or semester to determine class selections.

Seniors taking online courses in the second semester must be at 80% completion with a passing grade three weeks prior to graduation to be eligible to participate in the graduation ceremony. It is expected that the course will be completed by graduation. Once official completion of course is received, it will be reflected on the transcript.

Beginning with the class of 2019, it is our belief that the following core classes (Bible, English, History, Math, and Science) should be taken through Cascade Christian unless they are enrolled at the end of their sophomore year in the Running Start two-year AA track.

Special arrangements will be made for students who need credit recovery options.

Course Placement

To be placed in honors or AP level courses, students must demonstrate proficiency in the subject area and/or receive teacher recommendation.

Placement in 9th grade math will be based on the demonstration of proficiency, MAP scores, and teacher recommendation.

High School Credit for Courses Taken in Junior High

Students who pass high school-level courses in junior high will be awarded HS credit toward meeting pre-requisite and graduation requirements. The students' transcript will reflect the credit granted, but not a letter grade. This is being done retroactively for the classes of 2017, 2018 and 2019.

Bible Classes

At Cascade Christian, we believe the Bible is the inspired Word of God and, therefore, the standard by which to measure all values, as reflected in all school programs, policies, and traditions. Bible classes are required as an integral part of our curriculum. In addition, we integrate biblical concepts into every other curricular area within the school. The Bible is the foundation and the strength of Cascade Christian Schools, setting us apart from public and other private schools.

The content and instruction presented in our Bible classes encourages students to develop strong Christian character. Bible classes offer them a vision for lives of service to Jesus Christ regardless of

the occupational pursuits they follow, educating them in sound doctrine and a defined faith. Students can then give an answer to the hope that is within them.

In addition to Bible as a core subject, students will have learning experiences appropriate to their age levels. These experiences emphasize the concept of a loving heavenly Father, creation of human beings in the image of God, the fall of humanity and the redemptive work of God's Son, Jesus, and the absolute trustworthiness of God's written Word, the Bible.

Class Schedules

A master schedule is determined based on student need and interest. Before the end of spring term, 8th through 11th grade students will pre-register for their next year's classes. Students receive their class schedules prior to classes starting in the fall. Schedule changes are processed through the Guidance Office. A student who wishes to make a schedule change must email the Registrar.

Dropping/Switching Classes

Students who drop classes after three weeks will do so with a "drop-fail" designation. Exceptions due to extenuating circumstances require the written approval of the high school principal. Students who switch courses must complete coursework of the new class at the discretion of the teacher.

Students who request to move from an honors to a non-honors course must do so no later than the quarter break of the semester, and their grade at the time of the switch will transfer into the non-honors course. Students who request to drop AP and honors courses must do so no later than five weeks after the first day of the class.

Clubs

Various clubs are offered each year at Cascade Christian Schools. For an updated current list, please view the CCS website.

College and Career

The purpose of the Cascade Christian High School Guidance Program is to assist parents and students to develop, define, and prepare to fulfill each student's purpose in Jesus Christ. We base this process on the belief that each student has a call from God that the Lord Jesus Christ desires to reveal and confirm through a variety of methods.

At Cascade Christian High School, we will help students: 1) identify their purpose before God, 2) achieve their curricular goals, and 3) prepare them for the post-high school experience that best fulfills their goals.

Curriculum

The purpose and mission of Cascade Christian Schools' curriculum is "to glorify God by implementing a quality, sequential, measurable curriculum, integrating knowledge with Truth, which enables the student to demonstrate a biblical worldview".

Our key focus areas include:

- Providing strong, academics-based content in every curricular discipline at each grade level, enabling our students to become equipped for the next steps in their pursuit of excellence and challenges them to become life-long learners
- Integrating knowledge, understanding, and application skills that emphasize:
 - Biblical Worldview Integration

- Spiritual Formation
- Leadership Development
- Academic Excellence that includes communication skills and higher-level thinking skills

Our goal at Cascade Christian High School is to maintain high standards of excellence in academics. We select textbooks and other instructional materials from several publishing companies. We have made every effort to incorporate materials from Christian publishing companies into our program. Our teachers, as the spiritual leaders and shepherds of the young people entrusted to them, carefully screen and edit all materials to either omit non-biblical references and influences, or use them to teach the biblical standpoint.

Diploma Options

We offer two main diploma track options at Cascade Christian: University and College Preparatory. See Appendix.

Failing/Retaking Courses

Students who have failed a class are required to make up the course credit. There may be additional costs for retaking some courses. The Guidance Office must approve the program for credit recovery. Make-up of all failed courses must occur by the end of the first semester of the senior year.

When students make up a failed course, the student's transcript will reflect both classes and both grades. However, we calculate only the higher of the two grades into the student's GPA.

Beginning with the class of 2019, when students choose to repeat courses with passing grades, the transcript will reflect both courses, and both grades will be calculated into the GPA.

Field Trips

Field trips extend and enrich classroom work and the students' background of information. Each excursion must have an educational purpose, meet a real need, and provide worthwhile experiences. Well-planned and carried out field trips, according to approved procedures, become an integral part of school activities.

Students are required to have a *Field Trip Permission Form* on file with the school office before receiving permission to participate on a field trip. These forms are a part of the registration packet and extra forms are available in the school office.

Cascade Christian Schools may provide transportation and an appropriate fee may be charged to cover transportation costs. An employee of CCS will be responsible for the students' safety while on the field trip.

If a non-CCS employee provides transportation for students in their personal vehicles, their personal insurance will be the primary insurance. The individual must have a CCS background check on file. They are responsible for the students' safety to and from the school. The principal or designee must grant prior approval for a non-employee driver.

Final Exams

Final exams for each class occur during the last few days of each semester. Testing times depend on class schedules. Students will not take more than two final exams on each day. No students may take early or late final exams except in cases of illness or uncontrollable family emergencies such as death in the family or other principal-approved emergencies. Absences during the final exam schedule due to vacations or early year-end checkout will result in an "F" grade on the final exam, averaged with

other grades achieved during the term. The principal, at their discretion, may make exceptions after the student meets specific criteria.

Grading Procedures

Cascade Christian High School maintains a standardized grading procedure for all classes.

Grading Scale

Numerical Grades to a Percentage	Letter Grade from a Percentage	“Quality Points” per Credit Earned
100-93 %	A	4.0
92-90 %	A-	3.66
89-87 %	B+	3.33
86-83 %	B	3.0
82-80 %	B-	2.66
79-77 %	C+	2.33
76-73 %	C	2.0
72-70 %	C-	1.66
69-67 %	D+	1.33
66-63 %	D	1.0
62%	F	0.0

Grade Point Average

The student’s GPA results by dividing the total quality points earned by the total credits attempted. For instance, if a student has completed nine credits and has earned three A’s, three B’s and three C’s, then the student has a total of twenty-seven quality points. Dividing the twenty-seven quality points by the nine credits earned indicates the student has earned a GPA of 3.0.

Graduation/Commencement Eligibility

The Guidance Office is responsible for helping students select the proper courses to fulfill their academic requirements for graduation. Parents, students, and administrators will partner in the selection of classes for each semester. Graduation from Cascade Christian High School requires the satisfactory completion of academic requirements.

With the exception of Running Start and Skill Center students, graduation from Cascade Christian High School requires a senior’s enrollment as a full-time student for the entire senior year.

A senior who has not met CCS graduation requirements will have his/her diploma held until the requirements have been fulfilled. In addition, any seniors involved in so-called “senior pranks” or other inappropriate behaviors, may forfeit participation in commencement exercises.

Full payment of all of a senior student’s tuition and fines is required prior to graduation before issuing of the student’s diploma.

Homework and Make-up Work

Homework is an integral part of the school program and each teacher is at liberty to give homework to advance the academic progress of students. Each student is required to complete and turn in his or her homework assignments on time. As a general guideline, the assigned homework load in grades 9 and 10 should be, on average, about an hour and a half to two hours per school night. Students in grades 11 and 12 will experience a heavier homework load, depending on their academic courses.

Repeated delinquency in completing and submitting assigned homework could result in failure of a class or even a student’s dismissal from the school. Parents are to communicate with teachers when they sense that their child is having serious challenges with homework.

We expect that students will make up any missed work due to an absence. ***It is the responsibility of the student to check RenWeb for homework assignments that they missed.*** In the event of a

prolonged absence (two days or more), the parent should check RenWeb, for needed information. If they have any other questions, they should contact the teacher via email.

IMPACT Term (I-Term)

High school students must participate in I-Term experience. I-Term offers a variety of trips and impactful experiences designed to enhance student learning through providing additional spiritual, personal/social, and leadership experiences outside the traditional classroom. Students receive a half a credit (0.5) each year for Impact Term. I-Term fees vary based on the course experience.

Incomplete (Only by Principal Approval)

An “incomplete” may be given to a student at the end of a grading period for excused absences from class where the student has not had sufficient time to make up the work. Students must make up the work within two weeks or the student receives the earned grade. Special cases receive special consideration; in any case, the principal must approve them.

Parent/Teacher Conferences

Any parent who wishes to meet with a teacher is welcome and encouraged to do so. The parent may call the school office to contact the teacher by email and make an appointment. Parents are also encouraged to access the Parent Connection link on the CCS website. Should a parent desire a conference with the administrator, or the administrator and the teacher, the parent should follow the same procedure and have the school secretary schedule a meeting.

Referrals for Academic Assistance

When a student is having academic difficulty, there are several options for the parent and student. Parents should contact the Guidance Office. The Guidance Office may suggest workable solutions to the student’s academic problems:

- extra tutoring to solve minor problems
- more parental structure at home, study hall at school
- additional assessment outside of the High School jurisdiction for severe academic problems

If there is a need for additional assessment, parents have some options: 1) contact their pediatrician for advice and counsel; 2) contact a private academic assessment agency; 3) contact their public school district special services department for on-site assessment. The parent chooses which route to pursue and then proceeds.

When the assessment results are available, the Guidance Counselor will coordinate a follow-up meeting on site with the parents.

Report Cards

Report cards are prepared at the middle (after nine weeks) and end (after eighteen weeks) of each semester. We calculate only the final mark given at the end of each semester into the student’s grade point average (GPA) on his or her official transcript. Students will receive a letter grade based on a numerical score for each core subject. Some courses give grades such as “P” (Pass), “F” (Fail). Students may receive an “NC” (no credit) due to excessive absences. Please see the section “Excessive Absences” for an explanation.

Note: We withhold report cards from those students who have accumulated fines.

Schedule

The high school day consists of seven instructional periods with one daily flex period, Monday through Friday. Please refer to the website or student planner for the bell schedule.

Standardized Testing

Each year, Cascade Christian High School administers standardized tests to each grade level as one means of allowing staff to evaluate the curricular program, and to provide students and parents with information regarding the student's academic success, potential, and areas of aptitude. Students receive the following standardized tests at the designated grade levels:

- 9th Grade – MAP Test
- 10th Grade – PSAT and MAP Test
- 11th Grade – PSAT
- 12th Grade – SAT/ACT – College Entrance Exam (information provided for students, but students schedule tests on their own).

Parents having questions about the standardized test results should contact the Guidance Office.

Textbook and Device Care

Students are responsible for all textbooks and devices checked out to them. All textbooks/devices issued to students are to be covered/protected. Fines will be assessed for damaged textbooks/devices. Students losing and/or damaging books, materials or devices will be obligated to pay for such items unless they have purchased the available device protection plan.

Textbook Selection

Textbooks selected for use in courses at Cascade Christian Schools assist the teacher in providing an instructional program that is academically challenging, while pursuing truth and nurturing inquiring minds. Textbooks are only one source among many used to teach the knowledge skills, attitudes, and abilities which have been identified as being essential for a complete and Christian K-12 education.

A team of teachers and administrators evaluate and select textbooks by using the following criteria:

- Alignment with Cascade Christian Schools' mission and philosophy
- Current and accurate content that matches Cascade Christian Schools' developed student learning objectives and Curriculum Guide
- Availability of digital resources
- Teacher manuals that incorporate techniques based on current, educationally sound discoveries in learning research
- Supplementary materials that provide for a wide range of ability levels

Transcripts

A transcript is an official copy of a student's academic record and bears the official seal of Cascade Christian High School. **Request forms are available in the office.** A link to the request forms may also be found on the CCHS webpage. Students and families need to fill out the Transcript Request Form, and we ask that you allow up to a week for processing. In cases where financial obligations to the school have not been satisfied, we withhold release of the transcript.

Writing Guidelines and Format

Students will be exposed to a variety of writing guidelines and formats including MLA and APA, in preparation for their college/university experience.

STUDENT CONDUCT EXPECTATIONS FOR HIGH SCHOOL

Cascade Christian Schools is a positive learning environment. We choose to value each person by living the “R³”:

Respect: *A commitment to Honor.* I will choose to think, act, and speak in a way that honors God, others, self, and property.

Responsibility: *A commitment to Ownership* I will be trustworthy, self-governed, and accountable for my choices, and I will accept the consequences for my actions.

Relationship: *A commitment to Godly Interactions:* I will serve God by choosing to understand, accept, and show concern for others and self.

We will reward positive behavior through activities and privileges.

The vast majority of our students do an outstanding job every day. We assume that each student has honorable behavior. Student expectations are contained in the sections that follow. We will monitor student behavioral choices. Students who do not meet behavior expectations will earn consequences.

The ultimate, unique goal of Cascade Christian Schools is for students to achieve the ability to govern themselves from within – internally, based on the example and model of Jesus Christ. As the ability of students intrinsically to govern themselves grows, there is less need for imposing external or extrinsic rules and regulations on them. As we, staff and parents working together as a team, help our children to mature in their Christian walk, teaching and training them to do what is right according to God’s Word, we will raise up exceptional young leaders, ready to move confidently into tomorrow’s world.

Choose to respect

- ...my God,*
- ...Jesus, my Lord, and Savior,*
- ...my parents, brothers and sisters, grandparents,*
- ...my principal, teachers, and all school staff,*
- ...all adults,*
- ...my peers,*
- ...younger children,*
- ...property that is mine,*
- ...property that belongs to others, and*
- ...(the list goes on and on).*

Examples of showing Respect, Responsibility, and Relationships are:

	I show RESPECT when I...	I show RESPONSIBILITY when I...	I show good RELATIONSHIPS when I...
Restrooms	<ul style="list-style-type: none"> • Use equipment, property and supplies as originally intended 	<ul style="list-style-type: none"> • Have a pass during class time • Maintain cleanliness • Go to and return promptly • Take all personal belongings with me when I leave 	<ul style="list-style-type: none"> • Give people privacy • Hold myself and others accountable for the appropriate treatment of people and property

	I show RESPECT when I....	I show RESPONSIBILITY when I....	I show good RELATIONSHIPS when I....
Hallways/ Stairwells/ Outdoors	<ul style="list-style-type: none"> Honor personal boundaries Stay to the right and leave space for others to pass Keep the stairwell clear Do not disturb other classes 	<ul style="list-style-type: none"> Allow enough time to get to class, chapel, etc. on time Clean up after myself and others Speak at an appropriate volume level Handle lockers with care Use only my assigned locker 	<ul style="list-style-type: none"> Hold myself and others accountable for the appropriate treatment of people and property Use appropriate levels of affection
Emergency Drills	<ul style="list-style-type: none"> Stay quiet and listen 	<ul style="list-style-type: none"> Follow directions Line up quickly Remain in line with classroom teacher Keep calm 	<ul style="list-style-type: none"> Watch out for others
Office	<ul style="list-style-type: none"> Enter and remain quiet Keep the doorway clear Wait until called upon State my purpose politely Honor personal boundaries 	<ul style="list-style-type: none"> Have a pass during class time Complete business promptly 	<ul style="list-style-type: none"> Be courteous to others
Guest Teacher	<ul style="list-style-type: none"> Treat the guest teacher with a higher level of courtesy Follow directions as soon as they are given Listen attentively 	<ul style="list-style-type: none"> Am honest Observe all school and classroom rules Show self-constraint 	<ul style="list-style-type: none"> Am friendly and inviting Am helpful and cooperative Encourage my classmates to act appropriately
Arrival	<ul style="list-style-type: none"> Enter the building appropriately Am in dress code 	<ul style="list-style-type: none"> Turn off electronic devices at appropriate time Arrive on time 	<ul style="list-style-type: none"> Am courteous to others
Dismissal	<ul style="list-style-type: none"> Leave the building appropriately 	<ul style="list-style-type: none"> Put personal belongings in designated areas 	<ul style="list-style-type: none"> Am courteous to others
Locker Rooms	<ul style="list-style-type: none"> Use equipment, property and supplies as originally intended Use appropriate language and volume Honor personal boundaries Leave others' property alone 	<ul style="list-style-type: none"> Maintain cleanliness Maintain a clean locker Leave personal belongings in appropriate areas Lock my locker 	<ul style="list-style-type: none"> Give people privacy Hold myself and others accountable for the appropriate treatment of people and property
Lunchroom	<ul style="list-style-type: none"> Use good manners Wait for my turn in line Use reasonable noise level 	<ul style="list-style-type: none"> Keep food and drink in approved eating areas Maintain cleanliness Use appropriate line etiquette Stay in supervised areas 	<ul style="list-style-type: none"> Am courteous to others Am polite to lunch staff Use appropriate language
Assembly	<ul style="list-style-type: none"> Demonstrate appropriate audience etiquette Maintain personal space Participate appropriately 	<ul style="list-style-type: none"> Leave backpacks in designated locations Be on time 	<ul style="list-style-type: none"> Make room for others
Sports Events	<ul style="list-style-type: none"> Use appropriate team spirit Am obedient to authority Dress appropriately 	<ul style="list-style-type: none"> Demonstrate Christ-like behaviors Remain in supervised areas only 	<ul style="list-style-type: none"> Demonstrate good sportsmanship Demonstrate appropriate levels of affection

	I show RESPECT when I....	I show RESPONSIBILITY when I....	I show good RELATIONSHIPS when I....
		<ul style="list-style-type: none"> Follow host school's policies and procedures Clean up after self and others 	
Parking Lot	<ul style="list-style-type: none"> Honor personal boundaries Show courtesy to other drivers 	<ul style="list-style-type: none"> Park in one student parking stall only Conduct yourself in a safe and courteous manner Use the parking lot only before and after scheduled classes, unless I have permission Keep parking lot clean 	<ul style="list-style-type: none"> Hold myself and others accountable for the appropriate treatment of people and property Use appropriate levels of affection
Chapel	<ul style="list-style-type: none"> Am quiet during prayer Am reverent during chapel Am an attentive listener Demonstrate appropriate audience manners 	<ul style="list-style-type: none"> Bring only appropriate materials Arrive and am seated on time Honor personal boundaries Demonstrate self-constraint Return to class on time 	<ul style="list-style-type: none"> Respect others participation in chapel service

We at Cascade Christian Schools are committed to this goal, but know we cannot accomplish it without the help of every parent focusing on this character, as well. It is important for students and parents to understand that the standards for student conduct at Cascade Christian Schools are life-style standards, which mean students are expected to exhibit and adhere to these standards not only at school and school events, but at all times regardless of where they are. The administration of Cascade Christian Schools reserves the right to respond to student behavior at any time in any setting by administering appropriate consequences for behavior that violates the Cougar Honor Code.

Cougar Honor Code: Cascade Christian Junior High and High School students will strive to conduct themselves with honor and integrity at all times.

Student Lifestyle and Conduct Expectations

Cascade Christian Schools strives to reinforce a godly lifestyle in all of its students. Accordingly, Cascade Christian Junior High and High School expects its students to adhere to standards that represent the highest levels of integrity and godly character, to “walk in a manner worthy of the calling to which they have been called” (Ephesians 4:1). All Cascade Christian Junior High and High School students are expected to engage in appropriate behavior at all times, both on and off campus, for “whatever you do, do all to the glory of God” (I Corinthians 10:31). Cascade Christian Schools’ staff will partner with parents to ensure that student behaviors are pleasing to God, believing that when we “train up a child in the way he should go, when he is old he will not depart from it” (Proverbs 22:6).

Cascade Christian students will:

1. Commit to treat each individual as uniquely created in the image of God and worthy of respect
2. Commit to excellence in all things including a sustained, dedicated pursuit of my God-given potential
3. Have a courteous, respectful, obedient, and cooperative attitude towards administration, teachers, staff, volunteers, and all students in the school
4. Behave and work responsibly in the classroom, on the school campus, and at school-sponsored activities, abiding by the standards set by the school

5. Live by biblical standards in all relationships, remain sexually pure, and treat people with respect at all times
6. Become familiar with the guidelines as listed in the Parent/Student Handbook and adhere to them
7. Worship with the student body in Chapel
8. Refrain from engaging in bullying directly, indirectly, or online; this includes any form of intentionally intimidating conduct or statements
9. Refrain from sending inappropriate digital messages or otherwise misusing technology
10. Be punctual and maintain regular school attendance
11. Adhere to the Cascade Christian dress code
12. Abstain from all use of tobacco, marijuana, inhalants, drugs and/or alcohol both on and off campus while a student at Cascade Christian Schools
13. Not possess, or in any way make the impression of possessing, or threaten to use any form of weapon, firearm or explosives
14. Reside with my parents or my approved guardians
15. Conduct myself with honor and respect, not accepting the actions of those who do not

In addition,

- We will encourage school personnel through cooperation, prayer support, participation in school activities, and proactive communication.
- We understand that God has given us the primary responsibility for the spiritual training of our child(ren). We choose to partner with Cascade Christian Schools. We also understand that the school desires us to partner with and worship regularly with a local Bible-believing church.

Cheating/Academic Dishonesty – Philosophy

A person's honor rests in their integrity. Without integrity, we lose credibility, no matter how successful our academics, activities, and athletic programs may be. More importantly, we make a mockery of the name "Christian" and become an obstacle to the work of God at Cascade Christian Schools. At Cascade Christian, we define cheating/academic dishonesty in the following way:

1. Copying from others.
2. Having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
3. Having or using a communication device such as a cell phone, pager, PDA, or electronic translator to send or obtain unauthorized information.
4. Taking an exam for another student, or permitting someone else to take a test for you.
5. Asking another to give you improper assistance, including offering money or other benefits.
6. Asking for or accepting money or any other benefit in return for giving another improper assistance.
7. Providing or receiving information about all or part of an exam, including answers (e.g., telling
8. Having or using a "cheat sheet" (a piece of paper with answers, formulas, information, or notes of any kind) that is not specifically authorized by the teacher.
9. Altering a graded exam and resubmitting it for a better grade.
10. Working together on a take-home exam, unless specifically authorized by the teacher.
11. Gaining or providing unauthorized access to examination materials.

NOTE: Simply having possession of any prohibited or unauthorized information or device, during an exam, whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such.

Plagiarism in Papers and Assignments is defined in the following ways:

1. Giving or getting improper assistance on an assignment meant to be individual work. (When in doubt, ask.)
2. Including in any assignment turned in for credit any materials not based on your own research and writing. This includes:
 - a. Using the services of a commercial term paper company.
 - b. Using the services of another student.
 - c. Copying part or all of another person's paper and submitting it as your own for an assignment.
3. Acting as provider of paper(s) for a student or students.
4. Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism).
5. Failing to use quotation marks where appropriate.
6. Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes and/or a bibliography.
7. Making up data for an experiment ("fudging data").
8. Citing nonexistent sources (articles, books, etc.).

Other

1. Misrepresenting your academic accomplishments, such as by tampering with computer records.
2. Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or an extension for an exam or paper.
3. Failing to promptly stop work on an exam when the time allocated has elapsed.
4. Forging a signature.
5. Hoarding or damaging library materials.

NOTE: *Attempted* academic dishonesty, even if unsuccessful, is treated as academic dishonesty.

Sources:

1. Goldey-Beacom College Academic Honor Code, <http://goldey.gbc.edu/advisement/honorcode.html>
2. University of Pennsylvania Code of Academic Integrity, <http://www.yful.upenn.edu/osl/acadint.html>
3. Cornell University Code of Academic Integrity, <http://cuinfo.cornell.edu/Academic/AIC.html>

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Cheating/Academic Dishonesty – Consequences:

Because cheating undermines the process of learning and teaching, it is a very serious breach of discipline. In all cases of cheating, whether on a homework assignment, a quiz, test, examination, report, or essay assignment, the teacher in whose class the student's infraction occurred will document and report the infraction to the assistant principal, and will notify the student's parents of the infraction. Furthermore, the student will lose all credit for the assignment in question. For extreme and/or repeated offenses of cheating, academic dishonesty and plagiarism, consequences that are more stringent will apply, including actions such as, but not limited to the following:

- Saturday School (for junior high and high school students)
- Academic Honesty Contract (for junior high and high school students)
- A special assignment or activity related to the offense
- Suspension
- Expulsion

Responses to Inappropriate Conduct for Secondary Students

Responses to undisciplined and inappropriate behavior at Cascade Christian Junior High and High School can spread across the spectrum from *“counseling the student”* to *“dismissal of the student from school”*. We are committed to make every effort, working with parents and the student, to help each young person move to a level of self-governance before having to reach the decision that dismissal from school is the only alternative. At Cascade Christian Junior High and High School, the teacher is the principle authority in the classroom and assumes the major responsibility for the training and discipline of each student in that setting.

When it comes to the classroom, the students are to follow the specific rules of the classroom and of the school. Specific behaviors in the classroom for which students will receive consequences from the teacher include, but are not limited to, being unprepared for class, failing to complete assignments, eating in the classroom without teacher permission, tardiness, lying, cheating, disobedience, disrupting the teaching-learning process, swearing, and dress and grooming code violations. Consequential measures available to the teacher in dealing with a student’s lack of self-discipline include, but are not limited to: (a) **counsel**; (b) **detentions**; (c) **work assignments**; (d) **telephone or written contact with parents**; and (e) **parent conferences**.

The principal has the ultimate authority and responsibility for monitoring student conduct and may delegate some of that authority to other administrators and staff members. The following **Correction Procedures** provide an outline of likely responses for those students referred to an administrator. Depending on the particular circumstances of a particular incident, other responses may be used as well.

Correction Procedures for Junior High and High School

<p style="text-align: center;">Level 1</p> <p>Minor disturbances that prevent classroom/school order and instruction</p>	<p style="text-align: center;">Level 2</p> <p>Actions and attitudes that showed lack of respect to authority or other people</p>	<p style="text-align: center;">Level 3</p> <p>Actions that seriously threaten the safety of others or show flagrant lack of respect to property, others. Actions that violate biblical moral codes and conduct</p>	<p style="text-align: center;">Level 4</p> <p>Extreme actions that seriously threaten the safety of others or show flagrant lack of respect for conduct expectations and/or the law</p>
<p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Dress code violations* • Disruptive behavior • PDA (holding hands, prolonged hugs) • Willfully littering or damaging the school property • Mocking or scorning what CCS stands for • Unauthorized use of electronic devices** <p>Office tracks/administers discipline for: Excessive Tardies</p>	<p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Repeated documented Level 1 behavior • Truancy/leaving campus without permission • Serious PDA (kissing and intimate embracing) • Profanity, vulgar, obscene, or abusive expressions or behavior • Forgery • Deliberate disobedience • Cheating/plagiarism • Lying 	<p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Repeated Level 2 violations • Consumption, distribution or possession of alcohol, tobacco, e-cigarettes or drugs • Cheating on final exam – grade is zero. • Harassment, intimidating, bullying (CCS policy) • Fighting/assault • Blatant disrespect for a member of the faculty, staff, or administration 	<p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Weapons violations (CCS policy) • Repeated serious Level 3 violations

<p align="center">Level 1</p> <p>Minor disturbances that prevent classroom/school order and instruction</p>	<p align="center">Level 2</p> <p>Actions and attitudes that showed lack of respect to authority or other people</p>	<p align="center">Level 3</p> <p>Actions that seriously threaten the safety of others or show flagrant lack of respect to property, others. Actions that violate biblical moral codes and conduct</p>	<p align="center">Level 4</p> <p>Extreme actions that seriously threaten the safety of others or show flagrant lack of respect for conduct expectations and/or the law</p>
<p>Excessive Absences</p>	<ul style="list-style-type: none"> • Serious disruptive behavior or disrespect for teacher • Unsafe or irresponsible driving on campus 	<ul style="list-style-type: none"> • Sexual behavior including possession and/or distribution of pornography • Willful property destruction/vandalism • Theft • Reckless endangerment • Possession of any item(s) involved in any activity or association with any individuals that may endanger health, safety, or well-being of any student or staff member 	
<p align="center">Possible Consequences include, but are not limited to the following:</p>	<p align="center">Possible Consequences include, but are not limited to the following:</p>	<p align="center">Possible Consequences include, but are not limited to the following:</p>	<p align="center">Possible Consequences include, but are not limited to the following:</p>
<p>Teacher or staff member will correct the behavior at the time and in the setting.</p> <p>Teacher or staff member may assign one or more of the following options:</p> <ul style="list-style-type: none"> • Parent contacted (phone or email) • Warning/counseling (verbal/written) • Warning/counseling (verbal/written) with referral sent home. • Detention assignment (if necessary) <p><small>*Dress Code Referral Form **Teachers will collect electronic devices and turn them in to the office.</small></p>	<p>Staff member will write a referral and send to the office.</p> <p>Administrator may assign one or more of the following consequences:</p> <ol style="list-style-type: none"> 1. After school detention 2. Parent Conference 3. Saturday School 4. Written Contract 5. Suspension 	<p>Staff member will send student immediately to the office, with a referral:</p> <p>Administrator may assign one or more of the following consequences:</p> <ol style="list-style-type: none"> 1. Saturday School 2. Parent conference 3. Suspension 4. Expulsion/Withdrawal from CCS 5. Behavior contract 6. Police contacted (if crime) <p>May include: Required outside treatment, counseling, or combination of one or more on the list above.</p>	<p>Staff member will send student immediately to the office.</p> <p>Administrator may assign one or more of the following consequences:</p> <ol style="list-style-type: none"> 1. Emergency expulsion 2. Immediate expulsion

Substance Abuse

A. **Illegal Use, Sale, and/or Possession of Alcoholic Beverages** – A student who is found to use, sell, and/or be in possession of alcohol beverages shall be in violation of school policy. Possession is not only physical possession, but constructive possession, as well. Constructive possession occurs when a student is at a location (i.e., a party) where alcohol is present and underage students

are drinking, and the student makes no effort to leave that location immediately. The following consequences shall apply:

First Offense – A **ten-day** suspension from school occurs and **thirty-day** suspension from any curricular activity (athletics, leadership, worship team, play, etc.). If a student is not currently involved in a curricular activity at the time of the offense, the **thirty-day** suspension will occur during the next activity in which the student participates. This consequence reduces to **five days/fifteen days** if the student enrolls and successfully completes a school-approved alcohol abuse program. The cost for this program will be the responsibility of the student’s parents.

Second Offense – A **thirty-day** suspension from school occurs and **sixty-day** suspension from any curricular activity (athletics, leadership, worship team, play, etc.). If a student is not currently involved in a curricular activity at the time of the offense, the **sixty-day** suspension will occur during the next activity in which the student participates. This consequence reduces to **fifteen days/thirty days** if the student enrolls and successfully completes a school-approved alcohol abuse program. The cost for this program will be the responsibility of the student’s parents.

Third Offense – Immediate **EXPULSION** from school.

- B. **Illegal Use, Sale, and/or Possession of Illegal Drugs (RCW 69.41) and Controlled Substances (RCW 69.50)** – A student who is found to use, sell and/or be in possession of one or more of the above shall be in violation of school policy.

Possession is not only physical possession, but constructive possession, as well. Constructive possession is where a student is at a location (i.e., a party) where drugs are present, and makes no effort to leave that location immediately. The following consequences shall apply:

First Offense – A **thirty-day** suspension from school will occur and an **immediate** suspension from any curricular activity (athletics, leadership, worship team, play, etc.) for the remainder of that season. If a student is not currently involved in a curricular activity at the time of the offense, a **sixty-day** suspension will occur during the next activity in which the student participates. This consequence reduces to a **fifteen-day** suspension if the student enrolls and successfully completes a school-approved drug abuse program. There is no reduction in the suspension from curricular activities. The cost for this program will be the responsibility of the student’s parents.

Second Offense – Mandatory **EXPULSION** from school.

Dress and Appearance Standards

The purpose of Cascade Christian High School’s dress and appearance standards is to enable the student to demonstrate traits of a discerning leader by making appropriate dress and appearance choices that reflect CCS’ core character traits of Wisdom, Integrity, Excellence, and Dignity. We expect students and families to hold high standards of personal appearance and modesty. How we dress is a testimony to others, as well as a reflection of our school. Dress and appearance must be in harmony with CCS’ Guiding Principles.

“Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God—this is your spiritual act of worship.

Do not conform any longer the pattern of this world, but be transformed by the renewing of your mind.

Then you will be able to test and approve what God’s will is—His good, pleasing, and perfect will.”

(Romans 12:1-2)

CCS students will honor God, honor others, and honor themselves by coming to school in the following manner:

- ready to learn
- prepared to lead
- projecting a positive image that stands out as distinctly different from the secular world
- clean, neat, and well groomed
- modestly and tastefully dressed
- Not drawing undue attention to themselves or distracting from the learning environment
- It is up to the administrator and/or staff member assigned the responsibility of monitoring student dress and appearance to define the above standards.

The administration will address current trends and fads as they arise.

If there are questions about the appropriateness of certain clothing or appearances, students and/or parents are encouraged to check with the designated administrator or staff member prior to wearing such clothing or taking on the appearance in question.

Parents are asked to partner with the school to train their children regarding the purpose of the dress and appearance standards. Parents are also asked to see that their children are dressed properly when they leave for school. Parents are encouraged to confirm if clothing is within the expectations prior to purchasing the clothing.

Some general guidelines to help define what is meant by “clean, neat, well-groomed, modest, and tasteful include, but are not limited to, the following:

- For girls:
 - Clothing that is not extremely tight-fitting and does not show visible cleavage or bare midriff
 - Dresses and skirts that are not extremely short in length
 - Leggings worn under a dress, skirt, or top of reasonable length, as opposed to by themselves
 - Piercings that are limited to what is considered “traditional and conservative”
- For boys:
 - Hair that is out of the eyes and well-groomed
 - Facial hair that is well-groomed and kept to a minimum in length (typically no more than several days of growth)
 - No jewelry that requires piercings
- For both girls and boys:
 - Not wearing tank tops by themselves
 - Wearing athletic shorts only on days designated as permissible
 - Tattoos must be subtle and non-offensive in nature. The administration will define “subtle” and “non-offensive
 - Not wearing caps or sunglasses

The general pattern and environment encouraged for dress and appearance is as follows:

- Monday, Tuesday, and Wednesday, are considered “down to business” days, which means students and staff will dress in a manner that portrays a mindset of “I am here to work.”
- Thursdays are Chapel Days and students are encouraged to dress up.
- Friday is “Cougar Pride” day, which means students and staff may dress in casual attire that promotes school colors and school spirit. Students will be allowed to wear athletic shorts if

they meet the general standards stated above, and if the students are still able to demonstrate a general spirit of respect and a serious attitude toward school work.

Dress and appearance standards for school events will be somewhat relaxed if they are consistent with the purpose of the event and do not go to inappropriate extremes.

For formal school events, students and parents will be asked to sign the Special Events Dress Code Form to keep on file for the event. If girls have questions about the appropriateness of certain dresses for formal school events, they are encouraged to bring the dress to school prior to the event and have it approved by the designated staff member.

Students who come to school or to a school event in attire or displaying an appearance that is determined to be outside the desired standard, will be talked to in a constructive, non-confrontational manner for helping them understand the way in which the desired standard is not being met. The staff member responsible for monitoring this area will determine if an immediate change in clothing or appearance is needed or if it is sufficient to just agree that the item or look in question will not be worn again. Matters will likely not become “disciplinary” in nature unless there are repeated offenses or unless students become disrespectful or defiant in their responses toward the staff member talking to them.

Harassment, Threats, Intimidation, and Bullying

Cascade Christian Schools is committed to providing a godly, safe, and civil educational environment for all students, employees, volunteers, and patrons. The purpose of the policy is to align with the CCS core character traits in which all individuals treat each other with dignity and respect, free from all forms of harassment, threats, intimidation, and bullying. Furthermore, our expectation and desire is for all individuals to demonstrate Cascade Christian Schools’ Three R’s (Respect, Responsibility, Relationship) in everyday life.

Any act of harassment, threats, intimidation, or bullying shall not be tolerated on any Cascade Christian Schools property or at activities under the jurisdiction of Cascade Christian Schools. Cascade Christian Schools is prepared to act to prevent and correct any violations of this policy. Anyone who violates this policy may be subject to discipline, up to and including suspension or expulsion of students.

This policy is a component of Cascade Christian Schools’ effort and responsibility to create and maintain a safe, civil, and respectful learning community and is implemented in conjunction with training of staff and volunteers, as well as with the education of students in partnership with families and the community.

“Harassment, Threats, Intimidation, and Bullying” mean any intentional written, electronic media message, verbal, or physical act, including but not limited to: one shown to be motivated by any characteristic of race, color, religion, ancestry, national origin, gender, mental or physical disability, or other distinguishing characteristics. Other distinguishing characteristics can include, but are not limited to physical appearance, clothing or other apparel, socioeconomic status, or gender. Harassment, threats, intimidation, or bullying can take many forms including slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, hazing, threats or other written, electronic, oral or physical action(s). “Intentional acts” refers to the individual’s choice to engage in the act. Nothing in this policy requires the affected person to actually possess a characteristic that is a basis for the harassment, threats, intimidation, or bullying.

Students, faculty, or staff who believe they have been victims of, or who know about an act of harassment, threats, intimidation, or bullying, whether verbal, written or by gesture should promptly

report the specific incident, behavior, or act in violation of this policy to a teacher, coach, or administrator, and not withhold information. False reports or inappropriate retaliation for harassment, threats, intimidation, or bullying also constitute violations of this policy.

Saturday School

Saturday School is an alternative accountability measure that may consist of a variety of activities. Activities include, but are not limited to, community work projects, campus work projects, intense academic work, or any other activities determined to be appropriate by the Cascade Christian administrative staff.

The intent of this program is to teach students responsibility for their actions by requiring their personal time and energy for worthwhile endeavors. Any student assigned Saturday School who fails to attend may be subject to additional penalties that could include suspension or expulsion. Parents receive notification in advance if their child is required to attend Saturday School.

Saturday School will run from 8 a.m. to 12 p.m. on designated Saturdays. Students are expected to be on time. Any absences, tardies, or behavior violations during Saturday School could result in additional penalties that could include additional Saturday Schools or suspension.

A \$20.00 fee applies to each Saturday School given.

Truancy

Any student who chronically skips a class or classes, in addition to loss of credit during the time of absence, may be subject to discipline from school including being placed on a behavioral contract.

Vandalism

A student, who abuses school property in any way, whether deliberately or accidentally, is subject to accountability as outlined in the Correction Procedures and must pay all repair/clean-up costs as set by the school.

Weapons on School Premises

The Board of Trustees of Cascade Christian Schools recognizes the expectation of students, staff, parents, and patrons to be safe on Cascade Christian Schools' premises and at all school district activities. Accordingly, it is a violation of Cascade Christian Schools policy and Washington State law for any person to carry on to school premises, school-provided transportation, or other facilities being used for school activities any firearm, dangerous weapon, or other object capable of producing bodily harm as defined in this policy.

Students who violate this policy are subject to school discipline policies. Violations of the firearms provisions are subject to a minimum of one calendar year expulsion, with possible case-by-case modification by the superintendent.

School officials shall notify the appropriate law enforcement agency of known or suspected violations of this policy.

The Superintendent is directed to ensure that all school facilities post "Gun-Free Zone" signs, and that all violations of applicable portions of this policy are reported annually to the Superintendent of Public Instruction.

HIGH SCHOOL STUDENT LIFE

Admissions

High School Admissions

Cascade Christian Schools is open to anyone interested in securing a quality, Christian education, from preschool through grade twelve, whom the school finds qualified for admission. We are seeking families that believe in and will engage in fulfilling our Guiding Principles. The admission procedure includes a testing and interview process. Students are evaluated based on transcripts or report cards, references, admission questionnaires, interview responses, the anticipated ability to perform satisfactorily at Cascade Christian Schools and the anticipated ability of CCS to meet the student's individual needs. Thank you for your desire for Cascade Christian Schools to become a significant part of your student's educational experience.

For admissions information and procedures visit: www.cascadechristian.org/admissions or call the Department of Admissions at 253-841-1776.

Associated Student Body (ASB) and Leadership Team

All students are members of the Associated Student Body. The Associated Student Body is involved in many social events, athletic events, creative arts events, and other events that reflect the culture of Cascade Christian High School. The Leadership of the Associated Student Body includes an ASB Advisor and ten ASB Leadership Executive Team members. There are also Class representatives that are involved in specific event planning.

In alignment with Cascade Christian Schools Leadership Model, our ASB Leadership Team is organized and selected in following manner:

The ASB Executive Team is elected by receiving two out of three votes from the following: student body vote (1/3), the past senior executive team members (1/3), and the administrative team/faculty (1/3). Students who apply for positions may be required to give speeches in front of the student body. The Leadership Team is responsible to lead and be involved in planning of student life activities. Some of these activities include:

Youth Conference, Homecoming, Junior/Senior Banquet, individual grade-level social functions, Pep Assemblies, Chapel, Bible Studies, and more.

Athletics/Curricular Programs

Cascade Christian High School believes that quality education includes the opportunity for students to participate in athletics and curricular programs. A full athletic program includes:

FALL	Girls:	Volleyball Soccer Cheer Squad Cross Country
	Boys:	Tennis Cross Country Football
WINTER	Girls:	Basketball Cheer Squad

SPRING	Boys:	Basketball Wrestling
	Girls:	Fast Pitch Softball Tennis Track Golf
	Boys:	Baseball Track Golf Soccer

The school's Athletic Director is responsible for coordinating this growing program and developing its' success to a level comparable to any other school. Cascade Christian Schools is currently a member of the Washington Interscholastic Activities Association (WIAA). The high school participates in the Nisqually League.

Athletics offer opportunities for our students to be Christian witnesses and examples to the community, the nation, and the world. Cascade Christian's band and choral music programs promote excellence and provide opportunities for young people to share their talents outside the walls of the school. Music electives, which represent Cascade Christian in the community, include Band, Choir, and Worship Team.

Students with interests and talents in the fields of art, journalism, drama, yearbook, and forensics likewise experience opportunities to share their talents beyond the walls of the classroom through displays, competitions, and community events.

Attendance Policies

General Guidelines

When a student enrolls in a class, a contract results that, in essence, includes the following responsibilities: (a) the student will attend classes regularly, be on time, and do the work assigned, and (b) the teacher will provide worthwhile learning experiences for those enrolled. Regular attendance is a contributing factor to success in school and is a prime responsibility of the student and parent.

Teachers record attendance at the beginning of every class session. When a student is absent from school, the parent or guardian is to notify the school through our online attendance system, or call the office.

Activity Participation Attendance Requirements

Any student participating in athletics, cheerleading, pep band, or any other school-sponsored event must be in class at least half of a day on the day of the activity; otherwise, the student will not be allowed to participate. Student athletes must be enrolled in six classes to participate in a sport (2008 WIAA rule).

A student whose attendance is irregular may be denied participation in accelerated classes, student leadership positions, Teacher Assistant assignments, or any school-sponsored event.

Students are required to attend music concerts in which they are participating.

Tardiness

Developing a habit of punctuality is important for the student, not only in school, but also throughout life. In school, being on time to class ensures that the student does not miss the beginning of a lesson, saves the student from the embarrassment of entering the class late, and avoids distractions to the class by late arrivals.

First Period Tardies

A student arriving at school after 7:45 a.m. is to report to the office for an admit slip. Students who come to school tardy should have a parental note indicating if the tardy is to be excused or unexcused. If a student develops a habit of being late for first period, even if the tardies are excused, accountability measures will be administered according to the following standard:

- For every third unexcused tardy per quarter, students will be assigned a Saturday School.
- For every sixth excused tardy (including emergencies and uncontrollable events), students will be assigned three days of lunch detention.

Tardies Within the School Day

Once the school day has begun, a student who arrives in class after the bell has, and who has no authorization from a staff member, shall be recorded as tardy-unexcused. If a student is fifteen minutes or later to class, this will be marked as an absence, not as a tardy.

Students are responsible for all work missed because of their tardiness. Students who are tardy to a class are subject to accountability measures outlined in the rules and guidelines for that particular class. Chronic tardiness will result in corrective action according to the following standard:

- For every third unexcused tardy per class per quarter, students will be assigned a Saturday School.
- For every ninth overall unexcused tardy per quarter, to classes beyond first period, students will be assigned a Saturday School.

Excused/Unexcused Absences

Accepted reasons for absences are illness of the student, emergencies or death in the immediate family, or administrator-approved school-sponsored activities. Excuses such as “over slept”, sleeping in, or staying home to work on assignments are not valid reasons for excused absences. Please arrange absence for any other reasons ahead of time and in conjunction with the school administrator, who will make the determination whether to excuse the absence(s). *Please schedule doctor, dental, music, or other appointments outside of school hours, if possible.* Students are to make up work missed during an excused absence, but must submit the late assignment within a time frame equivalent to the number of days absent (one day of absence, one-day extension; two days of absence, two-day extension of assignment due date). Students absent for school-related activities receive the same considerations. NOTE: Suspensions are unexcused absences.

Unexcused absences also require that the student complete the work missed during the absence. However, when turned in, all work will result in a lower score on all assignments, tests, etc. (maximum 65% credit) unless more than three days, in which case credit will be determined during parent conference. If the student does not turn in the work, a zero is recorded in the teacher’s grade book.

Upon returning to school following any absence, the student is to report to the attendance office with a signed and dated note from his or her parent or guardian, explaining the reason for the absence. The parent may also communicate the reason for the absence via email, phone call, or the reporting tool

on the Cascade Christian website. Students will receive an “Unexcused Absence” if there has not been some form of communication from their parent or guardian **within two days of absence**.

For family vacations, use a Pre-arranged Absence Request form. **Initiate this form from the school office two weeks prior to the departure date. Return form to the office with all teachers’ signatures by 3 p.m. on the day prior to the absence. Failure to turn in this form prior to the absence could result in unexcused absences for each day absent.**

Excessive Absences

A student will not receive credit in a course in which he or she has exceeded **twelve absences** per semester, excused or unexcused. This includes absences for medical appointments and illnesses. After the student has been absent eight days, the parent will receive a warning letter that the student is in jeopardy of losing credit. If a student exceeds twelve absences, the parent may petition for credit if the parent believes extenuating circumstances merit review of the student’s record. The petition begins by the parent writing a letter of petition and explanation of circumstances to the principal. An academic committee will review the petition. Valid reasons for petition include illness, school related absences, and family emergencies.

Skip Days/Class Skips

It is not appropriate for individuals or groups of students to be absent all or part of a school day under the guise of unsanctioned “skip days”. This type of absence is a violation of school attendance policies, which will result in corrective action.

Early Dismissal

Arrange in advance any absence for a part of the school day. A note from the parent or guardian is required, stating the time and reason for the dismissal request. For emergencies, a parent or guardian may call the school and the student may leave. However, a written note is required upon the student’s return to school. Students must sign out in the office before leaving the campus. Students returning from an early dismissal must check in at the attendance office. Students who leave campus without a pre-arranged early dismissal will automatically receive an “Unexcused” admit slip upon their return, regardless of the reason for the absence.

Field Trip/School Activity Absences

We will record an absence from any class because of a field trip or school-sponsored activity (athletics, conferences, etc.) as an “Excused School Absence” on both the teacher’s attendance record and the school’s permanent attendance records. A student participating in a school-related activity that results in an absence from any class is accountable for all work required in that class for the day missed. Work due the day of the activity must be handed in prior to leaving for the school activity, and work due the day(s) following the activity will be treated as with any other excused absence. When a student’s academic achievements are being hindered by absences because of school-sponsored field trips and activities, their teacher may deny the student further participation until his or her grades have improved.

Permanent Early Dismissal

Special arrangements for a Permanent Early Dismissal are available on a limited basis to juniors and seniors. Obtain an application form from the office. The request, if approved, is effective for one semester, with a new application required for each subsequent term. A student may not have a

Permanent Early Dismissal if a required class occurs at the same time. Failure to follow guidelines of permanent early dismissal will result in loss of this privilege.

Chapels

An important part of each week at Cascade Christian High School is our weekly chapel time. Chapels occur each Thursday morning and students come together in a unified time to praise and worship God, to receive spiritual instruction or ministry from Cascade Christian staff, guest speakers and groups, or to participate in other special school presentations.

We invite and encourage parents to attend chapels whenever possible.

Electronic Equipment

Cascade Christian High School will not allow disruption of the educational environment. **Students must turn off and store all electronic communication and entertainment devices during instructional time if not being used for authorized learning purposes. Devices will be confiscated if being used inappropriately.** The school will not assume responsibility if electronic devices are lost or stolen at any time. Parents can call the office if they need to get **an emergency** message to their student.

Evening Activity Policy

During the school year, there are a number of evening, school-sponsored activities. To maintain our accountability, everyone must adhere to the following policies for any evening or non-school day activity sponsored by CCS:

- School behavioral standards pertaining to conduct are in effect at the activity.
- Students arriving must go directly into the building where the activity is taking place.
- Once the students enter the facility, they must remain inside until the activity is over or a parent or guardian speaks to the administrator.
- Parents or guardians must pick up students no later than fifteen minutes after the scheduled conclusion time of the activity.
- Students bringing guests must present a student visitation form prior to the event. See Appendix.

Lockers

Student lockers are the property of the school and we provide them as a service for students to secure their belongings. School authorities may open any locker at any time, if deemed necessary, without the permission of the student. Students are expected to abide by the following guidelines:

- Do not switch lockers with another student without administrative approval. If you use a locker, it must be the one to which you were assigned. Students who violate this rule will be subject to administrative discipline.
- Students must not share their locker combinations with any other student. You receive this combination in confidence. What you do with it is your responsibility. Allowing others to know your combination (even a “friend”) is the greatest cause for loss of personal items from lockers.
- Do not share your locker with another student unless specifically assigned a locker partner.
- Administrators may inspect lockers at any time.
- Keep lockers clean inside and out.
- Do not enter anyone else’s locker without permission.

- The student is responsible to pay for any damage done to his or her locker in violation of the above rules.
- Violation of any of the above rules can result in temporary or permanent suspension of locker privileges or subject to fine.
- Students should report to the office any problems with the locker.
- The school is not responsible for lost, stolen, or damaged goods belonging to students.

Lost and Found

The school is **not** responsible for items that are lost or stolen. We advise students to mark clothing (coats, P.E. wear, etc.) with a permanent marking pen. This will enable school staff to return lost items to the owner. Students should not bring items of value or excessive amounts of money to the school.

Lunch

In accordance with our closed campus policy, students may not leave campus during lunch unless a parent picks them up. Parents are asked not to contact the school office to give their students permission to leave campus during lunch.

Students may either bring a sack lunch or participate in the school lunch program. Pop and juice vending machines are available, and microwave ovens are available to heat food.

Pictures

Each fall, we take pictures of each student for the yearbook. The student may purchase picture packages, with cost information provided by the photographer prior to picture day. Since our yearbook is a witness to our community and an advertising tool, students are expected to dress appropriately in dress code on picture day. Seniors should also arrange for senior pictures. Information is available regarding suggested photographers.

Skateboards and Toys

Skateboards and other items that are deemed disruptive or unsafe to the school environment will not be allowed on campus.

If students bring skateboards to school, they must be checked in at the office.

Telephone Messages

Only in cases of extreme emergency are students called to the office for a telephone call.

Telephone Use by Students

Parents are asked not to text or call students on their phones during the school day to minimize distractions during class. If there is an emergency need requiring parents to reach their students during the school day we ask that they contact the school office for assistance.

Visitors on Campus

Student visitors are welcome at Cascade Christian High School if the primary purpose of their visit is to help the student in deciding regarding future enrollment in the school. We permit visitors only after making arrangements through the school office in advance.

The following procedures are in place for all student visitations:

- Student visits should not be for social purposes only, but rather because of an interest in attending CCHS.
- The host student must pick up a visitor clearance form from the school office.
- The visiting student and the host student must each bring a note signed by their parents giving permission for the visit.
- The form must include signature by the parent of the CCS student, authorizing the visitor to accompany the student throughout the school day or during a specified time.
- The visitor must also sign the clearance form, stating compliance with all school rules, policies, and dress code during the visit.

Youth Conference

During the fall, we hold a conference for all students. It is designed to help build unity among the students and to establish the necessary climate for success during their years at Cascade Christian High School. Upperclassmen also learn about their leadership potential and their responsibilities as models to the underclassmen.

HIGH SCHOOL TRANSPORTATION

Arrival and Departure Traffic Patterns

The south driveway is the entrance and the north driveway is the exit. Please refer to the Student Driving section, below.

Please follow this information for safety. Drive slowly and be alert, always watching for children to do the unexpected.

Carpool Guidelines

Since Cascade Christian Schools has no busing service, carpooling is encouraged. Zip code lists are available to the parents to encourage carpooling with other families. Contact the office for lists, which are available upon request. Following are some guidelines for parents who have made carpooling arrangements with other parents.

- Communicate any change in plans directly to the other parents with whom you are carpooling. Much confusion and many unfortunate situations have arisen due to messages sent through students.
- Please give as much advance notice as possible to the other families in your carpool when you are unable to drive on your regularly scheduled day or if your child will not be attending school.
- Whenever you change home or work phone numbers, please notify the other families immediately, so they will be able to reach you with any changes in plans.

Student Driving

Students may drive an automobile to and from school, provided they have a valid driver's license and current auto insurance. **Driving to school is a privilege**, rather than a right or necessity. Consequently, the school does not accept any liability or responsibility for vehicles or their contents.

Since our school is in a residential neighborhood, students must use extreme caution while driving through the neighborhood. **Any speeding or reckless driving will face severe consequences and loss of driving privileges.** Please respect our neighbors.

The following rules govern student-driving privileges on campus:

- All student drivers must register at the school office.
- Maximum speed on campus is 10 m.p.h.
- Cascade Christian High School is a closed campus. Therefore, no automobiles are to leave the campus during school hours without pre-arranged permission from the office.
- Student parking is limited to the designated student parking area.
- Students may not loiter around, or sit in or on, cars at any time during the school day (this includes early dismissal).
- Student drivers are to use the south driveway entrance when entering the campus and continue around the south and east side of the high school building to the designated student parking area.
- Students may not park on 21st Street.
- Failure to comply with any of these regulations will result in a phone call home, and revocation of driving privileges for a minimum of one week.

Transporting Students – School-Sponsored Activities

Students may not drive on school-sponsored field trips.

Prior written permission from both the driver and passenger's parents and given to the coach or supervising adult before the event, is required for student athletes to ride home with another student athlete's parents from an away-game. The driver's insurance will be the primary insurance.

Special arrangements may be made for events such as I-Term and Leadership activities.

APPENDICES



Cascade Christian High School Profile

811 21st Street SE • Puyallup, WA 98372
(253) 445-9706 • Fax: (253) 445-0859
www.cascadechristian.org

- PURPOSE:** Transforming cultures through teaching and training people in their purpose before God.
- MISSION:** To glorify God by providing quality, Christ-centered education dedicated to developing discerning leaders who are spiritually, personally, and academically prepared to impact their world.
- SCHOOL CODE:** 481-393
- STAFF:**
 - Superintendent: Don Johnson, M.Ed.
 - High School Principal: Ken Friesen, Ed.D
 - Junior High Principal: Michele Suiter, M.Ed.
 - JH/HS Assistant Principal/Athletic Director: DJ Heltsley, M.Ed.
 - International Director: Darlene Kasper
 - Registrar: Kristi Byrd
- COMMUNITY DATA:** Located in the Puyallup Valley, forty miles southeast of Seattle.
- SCHOOL DISTRICT:** Cascade Christian Schools was founded in 1992 as three church-related schools (People’s Christian School, Puyallup Valley Christian School, and Spanaway Christian School) consolidated to form one private, independent, interdenominational school system. This system of Christian schools now serves approximately 1,550 students on five campuses in Pierce County, Washington. These schools, located in Puyallup, Fredrickson, and Tacoma, include three early learning centers, three elementary schools, a junior high and high school.
- STUDENT BODY:**
 - Preschool through Grade 121,135
 - High School.....302
 - Class of 2017 78
- CALENDAR/
SCHEDULE:** Thirty-six weeks. The traditional schedule consists of seven forty-five-minute periods.
- FACULTY:** Twenty full-time teachers
- CURRICULAR
DISTINCTIVES:** The educational philosophy of Cascade Christian Schools is based on a God-centered view of the truth as presented in the Bible. The integrating center for the educational experiences of a student is found in the person of Jesus Christ and His written Word – the Bible. Recognizing the pressures upon a young person today, Cascade Christian Schools offer an environment that promotes and teaches spiritual principles of living and encourages normal human relations within the context of biblical imperatives. Cascade Christian’s curriculum arises from a philosophy that places God, not man, in the center of all things. Emanating from this philosophy is the challenge to students to use every talent vigorously, “as unto the Lord” (Romans 12:1-2). Students should be prepared to meet life’s intellectual and philosophical changes with well-reasoned faith.
- HONORS/AP/
CONCURRENT
CREDIT COURSE
OFFERINGS:** Courses currently offered include Honors English 9, 10, 11, AP Biology, AP Calculus, AP Chemistry, AP U.S. History, and AP Physics. Concurrent College Credit classes offered include Advanced Chemistry, Honors Chemistry, Pre-Calculus, Calculus, Physics, and Senior English.

GRADUATION: There are two diploma tracks:

	<i>College Prep</i>	<i>University*</i>
Bible	2.5	2.5
English	4.0	4.0
Fine Arts	1.0	1.0
World Language	2.0	3.0
History	3.0	3.5
Math	3.0	4.0
P.E./Health	2.0	2.0
Science	3.0	3.0
Electives	7.5	5.0
Total	28	28

* University Diploma requires at least one AP or Concurrent Credit course.

GRADING SCALE:

<i>Letter Grade</i>	<i>Grade Point Average</i>	<i>Numerical Average</i>	<i>Letter Grade</i>	<i>Grade Point Average</i>	<i>Numerical Average</i>
A	4.0	93-100%	C	2.0	73-76%
A-	3.66	90-92%	C-	1.66	70-72%
B+	3.33	87-89%	D+	1.33	67-69%
B	3.0	83-86%	D	1.0	63-66%
B-	2.66	80-82%	F	0	62%
C+	2.33	77-79%			

GPA

COMPUTATION:

The student's GPA is calculated by dividing the total quality points earned by the total credits attempted.

1. GPA is computed on all subjects, grades 9-12.
2. We do not weight our Honors, AP, or Concurrent Credit classes.

CLASS RANK:

Determined by the GPA and taken from all the student's grades at Cascade Christian High School from grade nine through the first semester of senior year. All grades are included. Individual class rank is reported to colleges on the student's transcript. The graduating class Valedictorian is the individual who has completed the University Diploma with the highest GPA in that class. The graduating class Salutatorian is the individual who has completed the University Diploma with the second highest GPA in that class.

SAT SUMMARY:

<u>Class of 2017</u>	<u>CCHS</u>	<u>Washington</u>	<u>National</u>
Mean Reading & Writing	586	-	510
Mean Math	579	-	510
Mean Composite	1165	1090	1020

Colleges and universities that have accepted Cascade Christian High School graduates:

Cascade Christian High School graduates have attended colleges and universities over a wide geographical area. Colleges and universities that have accepted Cascade Christian High School graduates are: Arizona State University, Azusa Pacific University, Bellevue College, Belmont University, Berklee School of Music, Biola University, Black Hawk College, Boise State University, Boston College, Boston University, Brown University, Cal-Poly, Carroll College, Central Washington University, Clemson University, Colorado State University, Concordia University, Cornell University, Eastern Washington University, Ecola Bible School, George Fox University, Georgia Tech., Gonzaga University, Grand Canyon University, Harvard University, Indiana University, Johnson and Wales, Lewis and Clark College, Liberty University, Linfield College, Loyola Marymount University, Massachusetts College of Pharmacy and Health Services, Mira Costa University, Montana State University, New York University, (Buffalo), Northwest College of Art and Design, Northwest Nazarene University, Northwest University, Ohio State, Oklahoma Baptist University, Oregon State University, Pacific Lutheran University, Pepperdine University, Pennsylvania State, Point Loma University, Purdue University, Rice University, San Diego State University, Seattle University, Seattle Pacific University, Southeastern University, Southern Oregon University, Stanford University, Syracuse University, Swarthmore, Texas Christian University, Trinity Western University, U.S. Air Force Academy, U.S. Naval Academy, University of Arizona, University of Chicago, University of California – Riverside, University of Denver, University of Idaho, University of Montana, University of Missouri, University of Nevada – Las Vegas, University of Oregon, University of New York, University of North Georgia, University of Pennsylvania, University of Puget Sound, University of Washington, Vanguard University, Washington State University, Westmont College, Western Washington University, West Point Academy, Wheaton College, Whitworth University, Wisdom for Life Institute, and Yale University.

Graduation Diploma Track Requirements

Subject Areas	University Diploma Track		College Preparatory Diploma Track		International Diploma Track	
	Credits Needed	Total Credits	Credits Needed	Total Credits	Credits Needed	Total Credits
BIBLE/ESL Bible 9 th 10 th 11 th 12 th	.5 .5 .5 .5	2.0	.5 .5 .5 .5	2.0	.5 .5 .5 .5	2.0
ENGLISH/ESL English 9 th /ESL 1/2 10 th /ESL 3/4 11 th /ESL 5/6 12 th	1.0 1.0 1.0 1.0	4.0	4.0	4.0	4.0	4.0
CREATIVE ARTS Art Music (vocal or instrument) Drama	2.0	2.0	2.0	2.0	2.0	2.0
INTERNATIONAL LANGUAGES German I, II, III Spanish I, II, III	3.0	3.0	2.0	2.0	2.0	2.0
LEADERSHIP 9 th Leadership 101 10 th Effective Communication 11 th College Guidance Leadership Elective	.5 .5 .5 .5	2.0	.5 .5 .5 .5	2.0	.5 .5 .5 .5	2.0
SOCIAL STUDIES Pacific Northwest History U.S. History/AP U.S. History American Government/Contemporary World Problems Social Studies Elective	.5 1.0 1.0 .5	3.0	.5 1.0 1.0 .5	3.0	.5 1.0 1.0 .5	3.0
MATHEMATICS Algebra I (8th or 9th grade) Geometry Algebra II Pre-Calculus/ or Statistics	1.0 1.0 1.0 1.0	4.0	1.0 1.0 1.0	3.0	1.0 1.0 1.0	3.0
PE/ HEALTH Physical Education Health PE Elective (Participation in athletics equals .25 credit per season)	.5 .5 1.0	2.0	.5 .5 1.0	2.0	.5 .5 1.0	2.0
SCIENCE Physical Science Biology Chemistry/Physics Science Elective	1.0 1.0 1.0	3.0	1.0 1.0 1.0	3.0	1.0 1.0 1.0	3.0
CULMINATING SENIOR PROJECT 12 th Project Defense Presentation	.5	.5	.5	.5	.5	.5
ELECTIVES One AP/Concurrent Course Impact Term (.5/year) 9 th .5 E-Term Leadership Camp 10 th -12 th .5 E-Term Service/Missions 1.0 E-Term Electives Elective Credits	1.0 2.0 2.5	2.5	2.0 2.5	4.5	2.0 2.5	4.5
TOTAL CREDITS		28		28		28

Student Activities Visitation Guidelines

Event _____ Event Date: _____

Welcome to Cascade Christian High School! We are glad you are able to join us for this activity. We ask that you comply with the following guidelines:

- Visitation must be arranged with the school office in advance – **no later than the last day that tickets are sold for the event. (Typically, one week before the event.)**
- CCHS students must turn in this form signed by both parents and students - **no later than the last day that tickets are sold for the event.**
- Visiting students must meet Cascade Christian High Schools' dress and grooming standards.
- CCHS students and guests are expected to remain at the event for the duration of the event, and participate in the activities of the event.
- During the activity, visiting students are under the supervision of CCHS teachers and staff and are expected to follow their authority, directives, and instruction.
- Students who are in the 8th grade and younger, or 21 years of age and over, may not attend high school events.

After reading the above guidelines, please sign below, and return this form to the school office.

TICKETS CANNOT BE PURCHASED WITHOUT THIS PROCESS COMPLETED!

CCHS Student Name: _____ Visitor Name: _____

Parent Permission:

CCHS Parent Signature: _____ Phone: _____ Date: _____

Visitor Parent: _____ Phone: _____ Date: _____

I have reviewed and agree to obey the policies and rules of Cascade Christian High School.

CCHS Student's Signature Date

Visitor's Signature Date

Administrator's Signature Date

ACADEMIC INFORMATION FOR JUNIOR HIGH SCHOOL

Academic Achievement Recognition

We recognize students for their outstanding academic achievements while attending Cascade Christian Junior High School in the following way:

We recognize ***honor roll*** students for their *grade point averages (GPA)* at the end of the fall semester. They receive an academic recognition certificate during an academic assembly in February. Parents receive notification and an invitation to attend the presentation. We base the awards on the following criteria:

Honor	Grade Point Average
Highest	4.0 +
High	3.60-3.99
Honors	3.00-3.59

In order to receive this recognition, students may not have any grades below a “C”.

We present ***junior high school class awards*** to students at the end-of-the-school-year awards assembly. The faculty selects a student based on their outstanding achievement, greatest improvement, and ***Semper Fi*** – always ready and willing to learn in the specific subject area. Parents receive notification and an invitation to attend the awards ceremony.

At the end-of-the-year awards, students also receive recognition with the President’s Award for Educational Excellence, the President’s Award for Achievement, and the R³ awards.

The criteria for the President’s Award for Educational Excellence are:

- First semester GPA average of 3.5 and above
- Combined MAP score average of 80 percent or above
- One teacher recommendation

The criteria for the President’s Award for Educational Achievement are:

- Students show outstanding educational growth, improvement, commitment, or intellectual development in their academic subjects but do not meet the criteria for the Educational Excellence Award
- One teacher recommendation.

The criterion for the R³ awards is:

- Students recommended in one, two or all three areas of the R³ by one or more faculty members.

Academic Probation and Dismissal

If a student receives a failing grade in any core class or drops below a 2.0 grade point average, we place the student on *academic probation*. With principal approval, exceptions may be made for students with extenuating circumstances. Parents receive notification when their student is on academic probation. The student then has the following semester to correct the deficiency.

Students who, for any reason, are deficient in credits at the end of a year will work with the Guidance Counselor and Principal to make plans for credit recovery. If a student remains on academic probation

longer than one semester, or fails required classes in multiple semesters, he or she may be asked to withdraw. Parents can check assignments and grades online each week. When parents are unsure of their student's progress, they are encouraged to contact the teacher.

Activity Eligibility

Eligibility requires current enrollment at the time of the tryouts, auditions, and/or elections for students desiring to participate in athletics or curricular programs at CCJHS. This means official registration completed, with their application on file in the Business Office for the following school year. The principal must approve any exceptions.

Students in the application process, or those accepted for the following year, are not eligible to participate in these activities or programs until they have become registered students and are regularly attending classes.

To be academically eligible for any Cascade Christian-sponsored curricular activity, a student must maintain a grade point average (GPA) of 2.33, calculated each grade check period, and have no failing grades. Should any student fall below that mark, the student would withdraw from all curricular activities until the next grading period report establishes a current acceptable GPA with no failure grades.

Eligibility for Activities and Athletics

Activities – Athletics/Cheer/Worship Team/Drama Productions

Requirements – Participants in the above curricular activities are to pass all subjects during the previous grading period and earn at least a 2.3 grade point average for the previous grade check period. In assessing a student's eligibility, a high school student is eligible if he/she has a 2.3 GPA with no "F's" and no more than one "D" at the seven grade check dates.

Consequence for failure to meet requirements

- Ineligible on date posted in 2017-2018 Grade Check and Eligibility Dates
- Ineligible for period of time as laid out in 2017-2018 Grade Check and Eligibility Dates
- On reinstatement date as laid out in 2017-2018 Grade Check and Eligibility Dates, participant must turn in RenWeb grade printout to the Athletic Director. If participant student has met requirements, they will be immediately eligible for participation. If the student is still below requirement, they will remain ineligible until the next grade check.
- If student remains ineligible for two consecutive grade checks in one season, they will be ineligible for the remainder of that sports season.
- If student failed to meet eligibility requirements at the closing of the school year, the student will be ineligible for a five-week period, as laid out in WIAA handbook.

Requirements that pertain to both CATEGORY 1 and CATEGORY 2

- A student cannot participate in any contest, public appearance, or official function while ineligible. While ineligible, practices and meetings are still required, but a student cannot miss class to participate in or attend any school-related activity.
- To begin an activity that has an eligibility requirement, the student must meet that requirement.
- Spring Selections: In order to try out or to be considered for a group or position which will begin in the next school year (examples: Student Leadership, Cheer), the student must have met requirements on the most recent grade check.

2017-2018 Grade Check and Eligibility Dates

All junior high student-athletes must meet the following requirements to be eligible to participate in athletics at Cascade Christian.

- Student-athlete may NOT be failing any class.
- Student-athlete must NOT have more than one “D”.

A grade check will take place the first Monday of each month throughout the 2017-2018 school year beginning with the first week of October.

- If student-athlete does not meet eligibility standard on day of grade check, that student will be ineligible for a period of one week.
- If student-athlete has not brought grade up to meet standard after one week they will remain ineligible until the next grade check date.
- If student-athlete remains ineligible through two straight grade checks, that student will be ineligible for the remainder of that sports season.

FALL SEMESTER

- Grade Check #1: Monday, October 16, 2017
- Grade Check #2: Monday, December 11, 2017
- Grade Check #3: Monday, February 5, 2018

SPRING SEMESTER

- Grade Check #4: Monday, March 19, 2018
- Grade Check #5: Monday, May 7, 2018
- Grade Check #6: Friday, June 22, 2018

Academic Dishonesty/Cheating – Philosophy

A person’s honor rests in their integrity.

1. Without integrity, we lose credibility, no matter how successful our academics, activities, and athletic programs may be. More importantly, we make a mockery of the name “Christian” and become an obstacle to the work of God at Cascade Christian Junior High School.
2. Copying from others.
3. Having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
4. Having or using a communication device such as a cell phone, pager, PDA, or electronic translator to send or obtain unauthorized information.
5. Taking an exam for another student, or permitting someone else to take a test for you.
6. Asking another to give you improper assistance, including offering money or other benefits.
7. Asking for or accepting money or any other benefit in return for giving another improper assistance.
8. Providing or receiving information about all or part of an exam, including answers (e.g., telling

What is Academic Dishonesty?

We value academic integrity very highly and do not permit any forms of dishonesty or deception that unfairly, improperly, or illegally enhance a grade on an individual assignment or a course grade. The following is a list of behaviors that constitute academic dishonesty. We are aware, however, that new forms of cheating, plagiarism and other forms of dishonesty may arise and therefore, we expect every student to interpret the requirement of academic honesty and integrity broadly and in good faith. If

you have any doubt as to whether a particular act constitutes academic dishonesty, ask a teacher before you do it!

Academic dishonesty includes, but is not limited to, the following:

Cheating on Exams

1. Copying from others.
2. Having or using notes, formulas, or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
3. Having or using a communication device such as a cell phone, pager, PDA, or electronic translator to send or obtain unauthorized information.
4. Taking an exam for another student, or permitting someone else to take a test for you.
5. Asking another to give you improper assistance, including offering money or other benefits.
6. Asking for or accepting money or any other benefit in return for giving another improper assistance.
7. Providing or receiving information about all or part of an exam, including answers (e.g., telling someone in a subsequent period what was on your exam, or being told this information).
8. Having or using a “cheat sheet” (a piece of paper with answers, formulas, information, or notes of any kind) that is not specifically authorized by the teacher.
9. Altering a graded exam and resubmitting it for a better grade.
10. Working together on a take-home exam, unless specifically authorized by the teacher.
11. Gaining or providing unauthorized access to examination materials.

NOTE: Simply having possession during an exam of any prohibited or unauthorized information nor device, whether or not it is actually used, is an act of academic dishonesty, and will be dealt with as such.

Plagiarism in Papers and Assignments

1. Giving or getting improper assistance on an assignment meant to be individual work (when in doubt, ask).
2. Including in any assignment turned in for credit any materials not based on your own research and writing. This includes:
3. Using the services of a commercial term paper company.
4. Using the services of another student.
5. Copying part or all of another person’s paper and submitting it as your own for an assignment.
6. Acting as provider of paper(s) for a student or students.
7. Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism).
8. Failing to use quotation marks where appropriate.
9. Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes and/or a bibliography.
10. Making up data for an experiment (“fudging data”).
11. Citing nonexistent sources (articles, books, etc.).

Other

1. Misrepresenting your academic accomplishments, such as by tampering with computer records.
2. Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or an extension for an exam or paper.
3. Failing to promptly stop work on an exam when the time allocated has elapsed.
4. Forging a signature.

5. Hoarding or damaging library materials.

NOTE: Attempted academic dishonesty, even if unsuccessful, is treated as academic dishonesty.

Sources:

1. Goldey-Beacom College Academic Honor Code, <http://goldey.gbc.edu/advisement/honorcode.html>
2. University of Pennsylvania Code of Academic Integrity, <http://www.yful.upenn.edu/osl/acadint.html>
3. Cornell University Code of Academic Integrity, <http://cuinfo.cornell.edu/Academic/AIC.html>
4. 2008 Josephson Institute “What is Academic Dishonesty?” is reprinted with permission. www.charactercounts.org

Academic Dishonesty – Consequences

Because cheating undermines the process of learning and teaching, it is a very serious breach of discipline. In all cases of cheating, whether on a homework assignment, a quiz, test, examination, report, or essay assignment, the teacher in whose class the student’s infraction occurred will document and report the infraction to the principal, and will notify the student’s parents of the infraction. Furthermore, the student will lose all credit for the assignment in question. For repeated offenses of cheating, consequences that are more stringent will apply. The following guidelines for consequences are applicable to instances of cheating:

Homework, Quizzes and Tests, Plagiarism

First Offense:

- A. Teacher documents and reports to the principal.
- B. Student receives a “0” on the assignment/quiz/test.
- C. Parents receive notification.
- D. Student receives assignment to Saturday School.

Second Offense:

- A. Teacher documents and reports to the principal.
- B. Student receives a “0” on the assignment/quiz/test.
- C. Parents receive notification.
- D. Student receives short-term suspension (one to three days).
- E. Student/parent sign Academic Honesty Contract.

Third Offense:

- A. Teacher documents and reports to the principal.
- B. Parents receive notification.
- C. Student receives an “F” grade in the class for the semester.
- D. Student receives a five-day suspension.
- E. Parent conference.

Fourth Offense:

- A. Teacher documents and reports to the principal.
- B. Parents receive notification.
- C. Student receives an “F” grade in the class for the semester.
- D. Recommendation for expulsion from Cascade Christian Junior High School.

Final Exams

First Offense:

- A. Teacher documents and reports to the principal.

- B. Student receives an “F” for the exam.
- C. Parents receive notification.
- D. Recommendation for further discipline action.

Second Offense:

- A. Teacher documents and reports to the principal.
- B. Student receives an “F” for the semester.
- C. Parents are notified/conference.
- D. Possible expulsion.

Athletics

Cascade Christian Junior High School believes that quality education includes the opportunity for students to participate in athletics and curricular programs. A full athletic program includes:

Junior High		
FALL	Girls:	Volleyball Cheer Squad
	Boys:	Cross Country Soccer Football Cross Country
Junior High		
WINTER	Girls:	Basketball Cheer Squad
	Boys:	Soccer Basketball Wrestling
SPRING	Girls:	Softball Track
	Boys:	Baseball Track

The school’s Athletic Director is responsible for coordinating this growing program and developing its success to a level comparable to any other school. Cascade Christian Schools is currently a member of the Washington Interscholastic Activities Association (WIAA).

Athletics offer opportunities for our students to be Christian witnesses and examples to the community, the nation, and the world. Cascade Christian’s creative arts program (band, choral music, dance, and drama) promote excellence and provide opportunities for young people to share their talents outside the walls of the school.

Students with interests and talents in these fields likewise experience opportunities to share their talents beyond the walls of the classroom through displays, competitions, and community events.

Bible Classes

At Cascade Christian, we believe the Bible is the inspired Word of God and, therefore, the standard by which to measure all values, as reflected in all school programs, policies, and traditions. Bible classes are required as an integral part of our curriculum. In addition, we integrate biblical concepts into every

other curricular area within the school. The Bible is the foundation and the strength of Cascade Christian Schools, setting us apart from public and other private schools.

The content and instruction presented in our Bible classes encourages students to develop strong Christian character. Bible classes offer them a vision for lives of service to Jesus Christ regardless of the occupational pursuits they follow, educating them in sound doctrine and a defined faith. Students can then give an answer to the hope that is within them.

In addition to Bible as a core subject, students will have learning experiences appropriate to their age levels. These experiences emphasize the concept of a loving heavenly Father, creation of human beings in the image of God, the fall of humanity and the redemptive work of God's Son, Jesus, and the absolute trustworthiness of God's written Word, the Bible.

Class Schedules

The Junior High School is on a traditional schedule consisting of seven forty-five-minute periods.

Seventh grade students are required to take the following classes:

- Language Arts (year-long)
- Pre-Algebra **OR** Algebra 1
- Science/PLTW (year-long)
- Washington State History and Geography (year-long)
- Bible/Leadership (year-long)
- PE (half-year)
- DigiTech (half-year)
- Band or Choir (year-long)
- One mini-elective

Eighth grade students are required to take the following classes:

- Language Arts 8 (year-long)
- Advanced Pre-Algebra, Algebra 1, **OR** Geometry
- Science/PLTW (year-long)
- U.S. History (year-long)
- Bible/Leadership (year-long)
- PE (half-year)
- Advanced DigiTech (half-year)
- One main elective and one mini-elective

Students will receive their class schedules prior to starting in the fall. Any change that a student wants to make in his or her schedule must receive approval from the junior high principal and must have the consent of the student's parent or guardian.

Class Work

Students are responsible for tests and work missed because of an absence or tardy. At the teacher's request, students might be required to make up class time missed because of tardiness or absences. This also includes an activity-related absence such as sports event, student leadership, etc. Students missing class for a school-related activity should see the teacher prior to the day of the activity, so that they may complete homework in a timely way.

Curriculum

The purpose and mission of Cascade Christian Schools' curriculum is "to glorify God by implementing a quality, sequential, measurable curriculum, integrating knowledge with Truth, which enables the student to demonstrate a biblical worldview".

Our key focus areas include:

- Providing strong, academics-based content in every curricular discipline at each grade level, enabling our students to become equipped for the next steps in their pursuit of excellence and challenges them to become life-long learners
- Integrating knowledge, understanding, and application skills that emphasize:
 - Biblical Worldview Integration
 - Spiritual Formation
 - Leadership Development
 - Academic Excellence that includes communication skills and higher-level thinking skills

Creation

Genesis 1:1 states, "*In the beginning God created the heavens and the earth*". At Cascade Christian Schools, we take an unwavering stance that God is the Master Designer and Creator of the universe and all forms of life that inhabit it. Within this position, there is instruction and discussion that allows for a variety of possibilities concerning the exact manner and period of the creation. At the high school level, particularly in advanced levels of physical and life science, students learn about all the major theories of the origins of the universe and of life, and the arguments scientists use in attempting to support these theories.

Our goal at Cascade Christian Junior High School is to maintain high standards of excellence in academics. We select textbooks and other instructional materials from several publishing companies. We have made every effort to incorporate materials from Christian publishing companies into our program. Our teachers, as the spiritual leaders and shepherds of the young people entrusted to them, carefully screen, and edit all materials to either omit non-biblical references and influences, or use them to teach the biblical standpoint.

Field Trips

Field trips extend and enrich classroom work and the students' background of information. Each excursion must have an educational purpose, meet a real need, and provide worthwhile experiences.

Well-planned and carried out field trips, according to approved procedures, become an integral part of school activities.

Students are required to have a *Field Trip Permission Form* on file with the school office before receiving permission to participate on a field trip. These forms are a part of the registration packet and extra forms are available in the school office.

Cascade Christian Junior High School may provide transportation and an appropriate fee may be charged to cover transportation costs. An employee of CCJHS will be responsible for the students' safety while on the field trip.

If a non-CCJHS employee provides transportation for students in their personal vehicles, their personal insurance will be the primary insurance. They are responsible for the students' safety to and from the school. The principal or the transportation director must grant prior approval for a non-employee driver. All non-CCJHS employees must complete a Washington State background check and have it on file at the District Office before officially transporting students.

Grading Procedures

Cascade Christian maintains a standardized grading procedure for all classes.

Grading Scale

Numerical Grades to a Percentage	Letter Grade from a Percentage	“Quality Points” per Credit Earned
100-93 %	A	4.0
92-90 %	A-	3.66
89-87 %	B+	3.33
86-83 %	B	3.0
82-80 %	B-	2.66
79-77 %	C+	2.33
76-73 %	C	2.0
72-70 %	C-	1.66
69-67 %	D+	1.33
66-63 %	D	1.0
62%	F	0.0

Grade Point Average

The student’s GPA results by dividing the total quality points earned by the total credits attempted. For instance, if a student has completed nine credits and has earned three A’s, three B’s, and three C’s, then the student has a total of twenty-seven quality points. Dividing the twenty-seven quality points by the nine credits earned indicates the student has earned a GPA of 3.0. All core classes and elective grades are figured into the GPA.

Homework and Make-up Work

Homework is an integral part of the school program and each teacher is at liberty to give homework to advance the academic progress of students. Each student is required to complete and turn in his or her homework assignments on time. We do request full cooperation from parents in determining each evening what homework assignments their student has been given and then to assure that the assignments are completed on time.

Repeated delinquency in completing and submitting assigned homework could result in failure of a class or even a student’s dismissal from the school. Parents are to communicate with teachers when they sense that their child is having serious challenges with homework.

We expect that students will make up any missed work due to an absence. We encourage parents to check RenWeb for homework assignments that the student has missed, or contact the teacher directly. In the event of an expected, prolonged period of absence (two days or more) of a student due to illness, the parent should contact a school administrator early in the day. This is to ensure that teachers receive notification to provide assignments and appropriate books and materials for the parent to pick up at the end of the day.

Incomplete (only by principal approval)

An “incomplete” may be given to a student at the end of a grading period for excused absences from class where the student has not had sufficient time to make up the work. Students must make up the work within two weeks or the student receives the earned grade. Unusual cases receive special consideration; in any case, the principal must approve them.

Referrals for Academic Assistance

When the student is demonstrating academic difficulty, there are several options for the parent and student. Parents should contact the principal or the registrar. At this point, each of the student's teachers receives an In-house Staffing written form to fill out and turn in to the principal. The principal read the report and set up an appointment with the parent to discuss the specific findings. During the parent meeting, the principal may suggest workable solutions to the student's academic problems:

- extra tutoring to solve minor problems through the EXCEL Program
- more parental structure at home, study hall at school
- additional assessment outside of the Junior High jurisdiction for severe academic problems

If there is need for additional assessment, parents have some options: 1) contact their pediatrician for advice and counsel; 2) contact a private academic assessment agency; 3) contact their public school district special services department for on-site assessment 4) request an on-site evaluation through the EXCEL Program and pay the necessary fee. The parent chooses which route to pursue and then proceeds. If the parent decides to work through the public school system, the principal or registrar will call the school district and find out their district procedures for making a referral from a private Christian school. Public school assessments usually occur on-site during the school day. Private assessment organizations do their assessment off location, with the parent(s) taking the student to the assessment. A referral list is available from the principal or registrar because the parent needs to make that contact.

When the assessment results come in, the principal will coordinate a follow-up meeting on site with the parents, and the student's teachers, if necessary. An ILP (individualized learning plan) is developed and enacted on the junior high campus, if feasible for teachers. If not feasible, the parents and student may coordinate extra help outside of the school at a local public school or at a private facility. This is determined on an individual basis, depending on the student's needs.

Report Cards

Report cards are available online at the end of each quarter. Students will receive a letter grade based on a numerical score for each class. Some "advisory" courses give grades based on "P" (Pass) or "F".

Students will receive a grade of "I" (Incomplete) only when severe illness or a death in the immediate family precludes the student from finishing required work at the end of the grading period. Completion of incomplete work must take place within two weeks after the student returns to class.

Note: We withhold report cards from those students who have accumulated fines for such things as late or non-returned library materials, lost or damaged texts and materials, and/or who have not paid all school fees (lab fees, athletic participation fees, etc.).

Standardized Testing

Each year Cascade Christian Junior High School administers standardized tests to each grade level as one means of helping the staff evaluate the curricular program, as well as to provide students and parents with information regarding the student's academic success, potential, and areas of aptitude. We give the following standardized tests at the designated grade levels:

- 7th Grade – MAP
- 8th Grade –MAP

Parents having questions about the standardized test results should contact the principal.

Textbook and Device Care

Students are responsible for all materials checked out to them. All textbooks and devices issued to students are to be covered/protected. Fines will be assessed for damaged textbooks/devices. Students losing and/or damaging books or materials/devices will be obligated to pay for such items unless they have purchased the available device protection plan. We retain report cards and records until we receive payment.

Textbook Selection

Textbooks selected for use in courses at Cascade Christian Schools assist the teacher in providing an instructional program that is academically challenging, while pursuing truth and nurturing inquiring minds. Textbooks are only one source among many used to teach the knowledge skills, attitudes, and abilities which have been identified as being essential for a complete and Christian K-12 education.

A team of teachers and administrators evaluate and select textbooks by using the following criteria:

- Alignment with Cascade Christian Schools' mission and philosophy
- Current and accurate content that matches Cascade Christian Schools' developed student learning objectives
- Attractive and easy-to-use format
- Teacher manuals that incorporate techniques based on current, educationally sound discoveries in learning research
- Supplementary materials that provide for a wide range of ability levels

IMPACT Term (I-Term)

Junior high school students have the opportunity to participate in a variety of service projects during I-Term Week during the last week of third quarter. Eighth grade students may sign up for the Washington D.C. trip. During this trip, the students will experience our nation's capital from a Christian perspective, experiencing many D.C. landmarks, such as the Washington and Lincoln Monuments, Arlington National Cemetery, the National Library of Congress, and the Holocaust Museum, to name a few. They will also visit various historical sites, such as Gettysburg, Pennsylvania, and New York City. During this time, they will also participate in a service project. The 8th grade students who do not attend the Washington D.C. trip will be involved in service projects in our local Pierce County area during those days. Seventh grade students will participate in local service projects the last two days of third quarter.

Writing Guidelines and Format

All written assignments will be prepared in MLA format unless otherwise requested by the teacher.

MLA (Modern Language Association) format is the universal writing format used by schools, colleges, and universities in English/Language courses. We utilize it at Cascade Christian Junior High School to reinforce the format for college preparation and to have a uniform expectation for all essays and research papers. Teachers, depending on the subject and assignment requirements, may initiate other writing formats.

STUDENT CONDUCT EXPECTATIONS FOR JUNIOR HIGH SCHOOL

Cascade Christian Schools is a positive learning environment. We choose to value each person by living the “R³”:

Respect: *A commitment to Honor.* I will choose to think, act, and speak in a way that honors God, others, self, and property.

Responsibility: *A commitment to Ownership* I will be trustworthy, self-governed, and accountable for my choices, and I will accept the consequences for my actions.

Relationship: *A commitment to Godly Interactions:* I will serve God by choosing to understand, accept, and show concern for others and self.

We will reward positive behavior through activities and privileges.

The vast majority of our students do an outstanding job every day. We assume that each student has honorable behavior. Student expectations are contained in the sections that follow. We will monitor student behavioral choices. Students who do not meet behavior expectations will earn consequences.

The ultimate, unique goal of Cascade Christian Schools is for students to achieve the ability to govern themselves from within – internally, based on the example and model of Jesus Christ. As the ability of students intrinsically to govern themselves grows, there is less need for imposing external or extrinsic rules and regulations on them. As we, staff and parents working together as a team, help our children to mature in their Christian walk, teaching and training them to do what is right according to God’s Word, we will raise up exceptional young leaders, ready to move confidently into tomorrow’s world.

Choose to respect

- ...my God,*
- ...Jesus, my Lord, and Savior,*
- ...my parents, brothers and sisters, grandparents,*
- ...my principal, teachers, and all school staff,*
- ...all adults,*
- ...my peers,*
- ...younger children,*
- ...property that is mine,*
- ...property that belongs to others, and*
- ...(the list goes on and on).*

Examples of showing Respect, Responsibility, and Relationships are:

	I show RESPECT when I...	I show RESPONSIBILITY when I...	I show good RELATIONSHIPS when I...
Restrooms	<ul style="list-style-type: none"> • Use equipment, property and supplies as originally intended 	<ul style="list-style-type: none"> • Have a pass during class time • Maintain cleanliness • Go to and return promptly • Take all personal belongings with me when I leave 	<ul style="list-style-type: none"> • Give people privacy • Hold myself and others accountable for the appropriate treatment of people and property

	I show RESPECT when I....	I show RESPONSIBILITY when I....	I show good RELATIONSHIPS when I....
Hallways/ Stairwells/ Outdoors	<ul style="list-style-type: none"> • Honor personal boundaries • Stay to the right and leave space for others to pass • Keep the stairwell clear • Do not disturb other classes 	<ul style="list-style-type: none"> • Allow enough time to get to class, chapel, etc. on time • Clean up after myself and others • Speak at an appropriate volume level • Handle lockers with care • Use only my assigned locker 	<ul style="list-style-type: none"> • Hold myself and others accountable for the appropriate treatment of people and property • Use appropriate levels of affection
Emergency Drills	<ul style="list-style-type: none"> • Stay quiet and listen 	<ul style="list-style-type: none"> • Follow directions • Line up quickly • Remain in line with classroom teacher • Keep calm 	<ul style="list-style-type: none"> • Watch out for others
Office	<ul style="list-style-type: none"> • Enter and remain quiet • Keep the doorway clear • Wait until called upon • State my purpose politely • Honor personal boundaries 	<ul style="list-style-type: none"> • Have a pass during class time • Complete business promptly 	<ul style="list-style-type: none"> • Be courteous to others
Guest Teacher	<ul style="list-style-type: none"> • Treat the guest teacher with a higher level of courtesy • Follow directions as soon as they are given • Listen attentively 	<ul style="list-style-type: none"> • Am honest • Observe all school and classroom rules • Show self-constraint 	<ul style="list-style-type: none"> • Am friendly and inviting • Am helpful and cooperative • Encourage my classmates to act appropriately
Arrival	<ul style="list-style-type: none"> • Enter the building appropriately • Am in dress code 	<ul style="list-style-type: none"> • Turn off electronic devices at appropriate time • Arrive on time 	<ul style="list-style-type: none"> • Am courteous to others
Dismissal	<ul style="list-style-type: none"> • Leave the building appropriately 	<ul style="list-style-type: none"> • Put personal belongings in designated areas 	<ul style="list-style-type: none"> • Am courteous to others
Locker Rooms	<ul style="list-style-type: none"> • Use equipment, property and supplies as originally intended • Use appropriate language and volume • Honor personal boundaries • Leave others' property alone 	<ul style="list-style-type: none"> • Maintain cleanliness • Maintain a clean locker • Leave personal belongings in appropriate areas • Lock my locker 	<ul style="list-style-type: none"> • Give people privacy • Hold myself and others accountable for the appropriate treatment of people and property
Lunchroom	<ul style="list-style-type: none"> • Use good manners • Wait for my turn in line • Use reasonable noise level 	<ul style="list-style-type: none"> • Keep food and drink in approved eating areas • Maintain cleanliness • Use appropriate line etiquette • Stay in supervised areas 	<ul style="list-style-type: none"> • Am courteous to others • Am polite to lunch staff • Use appropriate language
Assembly	<ul style="list-style-type: none"> • Demonstrate appropriate audience etiquette • Maintain personal space • Participate appropriately 	<ul style="list-style-type: none"> • Leave backpacks in designated locations • Be on time 	<ul style="list-style-type: none"> • Make room for others
Sports Events	<ul style="list-style-type: none"> • Use appropriate team spirit • Am obedient to authority • Dress appropriately 	<ul style="list-style-type: none"> • Demonstrate Christ-like behaviors • Remain in supervised areas only 	<ul style="list-style-type: none"> • Demonstrate good sportsmanship • Demonstrate appropriate levels of affection

	I show RESPECT when I....	I show RESPONSIBILITY when I....	I show good RELATIONSHIPS when I....
		<ul style="list-style-type: none"> Follow host school's policies and procedures Clean up after self and others 	
Parking Lot	<ul style="list-style-type: none"> Honor personal boundaries Show courtesy to other drivers 	<ul style="list-style-type: none"> Park in one student parking stall only Conduct yourself in a safe and courteous manner Use the parking lot only before and after scheduled classes, unless I have permission Keep parking lot clean 	<ul style="list-style-type: none"> Hold myself and others accountable for the appropriate treatment of people and property Use appropriate levels of affection
Chapel	<ul style="list-style-type: none"> Am quiet during prayer Am reverent during chapel Am an attentive listener Demonstrate appropriate audience manners 	<ul style="list-style-type: none"> Bring only appropriate materials Arrive and am seated on time Honor personal boundaries Demonstrate self-constraint Return to class on time 	<ul style="list-style-type: none"> Respect others participation in chapel service

We at Cascade Christian Schools are committed to this goal, but know we cannot accomplish it without the help of every parent focusing on this character, as well. It is important for students and parents to understand that the standards for student conduct at Cascade Christian Schools are life-style standards, which mean students are expected to exhibit and adhere to these standards not only at school and school events, but at all times regardless of where they are. The administration of Cascade Christian Schools reserves the right to respond to student behavior at any time in any setting by administering appropriate consequences for behavior that violates the Cougar Honor Code.

Cougar Honor Code: Cascade Christian Junior High and High School students will strive to conduct themselves with honor and integrity at all times.

Student Lifestyle and Conduct Expectations

Cascade Christian Schools strives to reinforce a godly lifestyle in all of its students. Accordingly, Cascade Christian Junior High and High School expects its students to adhere to standards that represent the highest levels of integrity and godly character, to “walk in a manner worthy of the calling to which they have been called” (Ephesians 4:1). All Cascade Christian Junior High and High School students are expected to engage in appropriate behavior at all times, both on and off campus, for “whatever you do, do all to the glory of God” (I Corinthians 10:31). Cascade Christian Schools’ staff will partner with parents to ensure that student behaviors are pleasing to God, believing that when we “train up a child in the way he should go, when he is old he will not depart from it” (Proverbs 22:6).

Cascade Christian students will:

- Commit to treat each individual as uniquely created in the image of God and worthy of respect
- Commit to excellence in all things including a sustained, dedicated pursuit of my God-given potential
- Have a courteous, respectful, obedient, and cooperative attitude towards administration, teachers, staff, volunteers, and all students in the school
- Behave and work responsibly in the classroom, on the school campus, and at school-sponsored activities, abiding by the standards set by the school

- Live by biblical standards in all relationships, remain sexually pure, and treat people with respect at all times
- Become familiar with the guidelines as listed in the Parent/Student Handbook and adhere to them
- Worship with the student body in Chapel
- Refrain from engaging in bullying directly, indirectly, or online; this includes any form of intentionally intimidating conduct or statements
- Refrain from sending inappropriate digital messages or otherwise misusing technology
- Be punctual and maintain regular school attendance
- Adhere to the Cascade Christian dress code
- Abstain from all use of tobacco, marijuana, inhalants, drugs and/or alcohol both on and off campus while a student at Cascade Christian Schools
- Not possess, or in any way make the impression of possessing, or threaten to use any form of weapon, firearm, or explosives
- Reside with my parents or my approved guardians
- Conduct myself with honor and respect, not accepting the actions of those who do not

In addition,

- We will encourage school personnel through cooperation, prayer support, participation in school activities, and proactive communication.
- We understand that God has given us the primary responsibility for the spiritual training of our child(ren). We choose to partner with Cascade Christian Schools. We also understand that the school desires us to partner with and worship regularly with a local Bible-believing church.

Cheating/Academic Dishonesty – Philosophy

A person's honor rests in their integrity. Without integrity, we lose credibility, no matter how successful our academics, activities, and athletic programs may be. More importantly, we make a mockery of the name "Christian" and become an obstacle to the work of God at Cascade Christian Schools. At Cascade Christian, we define cheating/academic dishonesty in the following way:

- Copying from others.
- Having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
- Having or using a communication device such as a cell phone, pager, PDA, or electronic translator to send or obtain unauthorized information.
- Taking an exam for another student, or permitting someone else to take a test for you.
- Asking another to give you improper assistance, including offering money or other benefits.
- Asking for or accepting money or any other benefit in return for giving another improper assistance.
- Providing or receiving information about all or part of an exam, including answers (e.g., telling
- Having or using a "cheat sheet" (a piece of paper with answers, formulas, information, or notes of any kind) that is not specifically authorized by the teacher.
- Altering a graded exam and resubmitting it for a better grade.
- Working together on a take-home exam, unless specifically authorized by the teacher.
- Gaining or providing unauthorized access to examination materials.

NOTE: Simply having possession of any prohibited or unauthorized information or device, during an exam, whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such.

Plagiarism in Papers and Assignments is defined in the following ways:

- Giving or getting improper assistance on an assignment meant to be individual work. (When in doubt, ask.)
- Including in any assignment turned in for credit any materials not based on your own research and writing. This includes:
 - Using the services of a commercial term paper company.
 - Using the services of another student.
 - Copying part or all of another person’s paper and submitting it as your own for an assignment.
- Acting as provider of paper(s) for a student or students.
- Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism).
- Failing to use quotation marks where appropriate.
- Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes, and/or a bibliography.
- Making up data for an experiment (“fudging data”).
- Citing nonexistent sources (articles, books, etc.).

Other

- Misrepresenting your academic accomplishments, such as by tampering with computer records.
- Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or an extension for an exam or paper.
- Failing to promptly stop work on an exam when the time allocated has elapsed.
- Forging a signature.
- Hoarding or damaging library materials.

NOTE: Attempted academic dishonesty, even if unsuccessful, is treated as academic dishonesty.

Sources:

- *Goldley-Beacom College Academic Honor Code*, <http://goldley.gbc.edu/advisement/honorcode.html>
- *University of Pennsylvania Code of Academic Integrity*, <http://www.ypul.upenn.edu/osl/acadint.html>
- *Cornell University Code of Academic Integrity*, <http://cuinfo.cornell.edu/Academic/AIC.html>

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Cheating/Academic Dishonesty – Consequences:

Because cheating undermines the process of learning and teaching, it is a very serious breach of discipline. In all cases of cheating, whether on a homework assignment, a quiz, test, examination, report, or essay assignment, the teacher in whose class the student’s infraction occurred will document and report the infraction to the assistant principal, and will notify the student’s parents of the infraction. Furthermore, the student will lose all credit for the assignment in question. For extreme and/or repeated offenses of cheating, academic dishonesty and plagiarism, consequences that are more stringent will apply, including actions such as, but not limited to the following:

- Saturday School (for Junior High and High School students)
- Academic Honesty Contract (for Junior High and High School students)
- A special assignment or activity related to the offense
- Suspension
- Expulsion

Responses to Inappropriate Conduct for Secondary Students

Responses to undisciplined and inappropriate behavior at Cascade Christian Junior High and High School can spread across the spectrum from *“counseling the student”* to *“dismissal of the student from school”*. We are committed to make every effort, working with parents and the student, to help each young person move to a level of self-governance before having to reach the decision that dismissal from school is the only alternative. At Cascade Christian Junior High and High School, the teacher is the principle authority in the classroom and assumes the major responsibility for the training and discipline of each student in that setting.

When it comes to the classroom, the students are to follow the specific rules of the classroom and of the school. Specific behaviors in the classroom for which students will receive consequences from the teacher include, but are not limited to, being unprepared for class, failing to complete assignments, eating in the classroom without teacher permission, tardiness, lying, cheating, disobedience, disrupting the teaching-learning process, swearing, and dress and grooming code violations. Consequential measures available to the teacher in dealing with a student’s lack of self-discipline include, but are not limited to: (a) **counsel**; (b) **detentions**; (c) **work assignments**; (d) **telephone or written contact with parents**; and (e) **parent conferences**.

The principal has the ultimate authority and responsibility for monitoring student conduct and may delegate some of that authority to other administrators and staff members. The following **Correction Procedures** provide an outline of likely responses for those students referred to an administrator. Depending on the particular circumstances of a particular incident, other responses may be used as well.

Correction Procedures for Junior High and High School

Level 1 Minor disturbances that prevent classroom/school order and instruction	Level 2 Actions and attitudes that showed lack of respect to authority or other people	Level 3 Actions that seriously threaten the safety of others or show flagrant lack of respect to property, others. Actions that violate biblical moral codes and conduct	Level 4 Extreme actions that seriously threaten the safety of others or show flagrant lack of respect for conduct expectations and/or the law
<p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Dress code violations* • Disruptive behavior • PDA (holding hands, prolonged hugs) • Willfully littering or damaging the school property • Mocking or scorning what CCS stands for • Unauthorized use of electronic devices** <p>Office tracks/administers discipline for: Excessive Tardies Excessive Absences</p>	<p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Repeated documented Level 1 behavior • Truancy/leaving campus without permission • Serious PDA (kissing and intimate embracing) • Profanity, vulgar, obscene, or abusive expressions or behavior • Forgery • Deliberate disobedience • Cheating/plagiarism • Lying • Serious disruptive behavior or disrespect for teacher • Unsafe or irresponsible driving on campus 	<p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Repeated Level 2 violations • Consumption, distribution or possession of alcohol, tobacco, e-cigarettes or drugs • Cheating on final exam – grade is zero. • Harassment, intimidating, bullying (CCS policy) • Fighting/assault • Blatant disrespect for a member of the faculty, staff, or administration • Sexual behavior including possession and/or distribution of pornography • Willful property destruction/vandalism • Theft • Reckless endangerment • Possession of any item(s) involved in any activity or association with any individuals that may endanger health, safety, or well-being of any student or staff member 	<p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Weapons violations (CCS policy) • Repeated serious Level 3 violations
<p>Possible Consequences include, but are not limited to the following:</p>	<p>Possible Consequences include, but are not limited to the following:</p>	<p>Possible Consequences include, but are not limited to the following:</p>	<p>Possible Consequences include, but are not limited to the following:</p>
<p>Teacher or staff member will correct the behavior at the time and in the setting.</p> <p>Teacher or staff member may assign one or more of the following options:</p> <ul style="list-style-type: none"> • Parent contacted (phone or email) • Warning/counseling (verbal/written) 	<p>Staff member will write a referral and send to the office.</p> <p>Administrator may assign one or more of the following consequences:</p> <ul style="list-style-type: none"> • After school detention • Parent Conference • Saturday School • Written Contract 	<p>Staff member will send student immediately to the office, with a referral:</p> <p>Administrator may assign one or more of the following consequences:</p> <ul style="list-style-type: none"> • Saturday School • Parent conference • Suspension 	<ul style="list-style-type: none"> • Staff member will send student immediately to the office. • Administrator may assign one or more of the

Level 1 Minor disturbances that prevent classroom/school order and instruction	Level 2 Actions and attitudes that showed lack of respect to authority or other people	Level 3 Actions that seriously threaten the safety of others or show flagrant lack of respect to property, others. Actions that violate biblical moral codes and conduct	Level 4 Extreme actions that seriously threaten the safety of others or show flagrant lack of respect for conduct expectations and/or the law
<ul style="list-style-type: none"> • Warning/counseling (verbal/written) with referral sent home. • Detention assignment (if necessary) <p>*Dress Code Referral Form **Teachers will collect electronic devices and turn them in to the office.</p>	<ul style="list-style-type: none"> • Suspension 	<ul style="list-style-type: none"> • Expulsion/Withdrawal from CCS • Behavior contract • Police contacted (if crime) <p>May include: Required outside treatment, counseling, or combination of one or more on the list above.</p>	<p>following consequences:</p> <ul style="list-style-type: none"> • Emergency expulsion • Immediate expulsion

Substance Abuse

C. **Illegal Use, Sale, and/or Possession of Alcoholic Beverages** – A student who is found to use, sell, and/or be in possession of alcohol beverages shall be in violation of school policy. Possession is not only physical possession, but constructive possession, as well. Constructive possession occurs when a student is at a location (i.e., a party) where alcohol is present and underage students are drinking, and the student makes no effort to leave that location immediately. The following consequences shall apply:

First Offense – A **ten-day** suspension from school occurs and **thirty-day** suspension from any curricular activity (athletics, leadership, worship team, play, etc.). If a student is not currently involved in a curricular activity at the time of the offense, the **thirty-day** suspension will occur during the next activity in which the student participates. This consequence reduces to **five days/fifteen days** if the student enrolls and successfully completes a school-approved alcohol abuse program. The cost for this program will be the responsibility of the student’s parents.

Second Offense – A **thirty-day** suspension from school occurs and **sixty-day** suspension from any curricular activity (athletics, leadership, worship team, play, etc.). If a student is not currently involved in a curricular activity at the time of the offense, the **sixty-day** suspension will occur during the next activity in which the student participates. This consequence reduces to **fifteen days/thirty days** if the student enrolls and successfully completes a school-approved alcohol abuse program. The cost for this program will be the responsibility of the student’s parents.

Third Offense – Immediate **EXPULSION** from school.

D. **Illegal Use, Sale, and/or Possession of Illegal Drugs (RCW 69.41) and Controlled Substances (RCW 69.50)** – A student who is found to use, sell and/or be in possession of one or more of the above shall be in violation of school policy.

Possession is not only physical possession, but constructive possession, as well. Constructive possession is where a student is at a location (i.e., a party) where drugs are present, and makes no effort to leave that location immediately. The following consequences shall apply:

First Offense – A **thirty-day** suspension from school will occur and an **immediate** suspension from any curricular activity (athletics, leadership, worship team, play, etc.) for the remainder of that season. If a student is not currently involved in a curricular activity at the time of the offense, a **sixty-day** suspension will occur during the next activity in which the student participates. This consequence reduces to a **fifteen-day** suspension if the student enrolls and successfully completes a school-approved drug abuse program. There is no reduction in the suspension from curricular activities. The cost for this program will be the responsibility of the student’s parents.

Second Offense – Mandatory **EXPULSION** from school.

Dress and Appearance Standards

The purpose of Cascade Christian High School’s dress and appearance standards is to enable the student to demonstrate traits of a discerning leader by making appropriate dress and appearance choices that reflect CCS’ core character traits of Wisdom, Integrity, Excellence, and Dignity. We expect students and families to hold high standards of personal appearance and modesty. How we dress is a testimony to others, as well as a reflection of our school. Dress and appearance must be in harmony with CCS’ Guiding Principles.

*“Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God—this is your spiritual act of worship.
Do not conform any longer the pattern of this world, but be transformed by the renewing of your mind.
Then you will be able to test and approve what God’s will is—His good, pleasing, and perfect will.”*
(Romans 12:1-2)

CCS students will honor God, honor others, and honor themselves by coming to school in the following manner:

- ready to learn
- prepared to lead
- projecting a positive image that stands out as distinctly different from the secular world
- clean, neat, and well groomed
- modestly and tastefully dressed
- Not drawing undue attention to themselves or distracting from the learning environment

It is up to the administrator and/or staff member assigned the responsibility of monitoring student dress and appearance to define the above standards.

The administration will address current trends and fads as they arise.

If there are questions about the appropriateness of certain clothing or appearances, students and/or parents are encouraged to check with the designated administrator or staff member prior to wearing such clothing or taking on the appearance in question.

Parents are asked to partner with the school to train their children regarding the purpose of the dress and appearance standards. Parents are also asked to see that their children are dressed properly when they leave for school. Parents are encouraged to confirm if clothing is within the expectations prior to purchasing the clothing.

Some general guidelines to help define what is meant by “clean, neat, well-groomed, modest, and tasteful” include, but are not limited to, the following:

- For girls:
 - Clothing that is not extremely tight-fitting and does not show visible cleavage or bare midriff

- Dresses and skirts that are not extremely short in length
- Leggings worn under a dress, skirt, or top of reasonable length, as opposed to by themselves
- Piercings that are limited to what is considered “traditional and conservative”
- For boys:
 - Hair that is out of the eyes and well-groomed
 - Facial hair that is well-groomed and kept to a minimum in length (typically no more than several days of growth)
 - No jewelry that requires piercings
- For both girls and boys:
 - Not wearing tank tops by themselves
 - Wearing athletic shorts only on days designated as permissible
 - Tattoos must be subtle and non-offensive in nature. The administration will define “subtle” and “non-offensive”
 - Not wearing caps or sunglasses

The general pattern and environment encouraged for dress and appearance is as follows:

- Monday, Tuesday, and Wednesday, are considered “down to business” days, which means students and staff will dress in a manner that portrays a mindset of “I am here to work.”
- Thursdays are Chapel Days and students are encouraged to dress up.
- Friday is “Cougar Pride” day, which means students and staff may dress in casual attire that promotes school colors and school spirit. Students will be allowed to wear athletic shorts as long as they meet the general standards stated above, and as long as the students are still able to demonstrate a general spirit of respect and a serious attitude toward school work.

Dress and appearance standards for school events will be somewhat relaxed if they are consistent with the purpose of the event and do not go to inappropriate extremes.

For formal school events, students and parents will be asked to sign the Special Events Dress Code Form to keep on file for the event. If girls have questions about the appropriateness of certain dresses for formal school events, they are encouraged to bring the dress to school prior to the event and have it approved by the designated staff member.

Students who come to school or to a school event in attire or displaying an appearance that is determined to be outside the desired standard, will be talked to in a constructive, non-confrontative manner for helping them understand the manner in which the desired standard is not being met. The staff member responsible for monitoring this area will determine if an immediate change in clothing or appearance is needed or if it is sufficient to just agree that the item or look in question will not be worn again. Matters will likely not become “disciplinary” in nature unless there are repeated offenses or unless students become disrespectful or defiant in their responses toward the staff member talking to them.

Harassment, Threats, Intimidation, and Bullying

Cascade Christian Schools is committed to providing a godly, safe, and civil educational environment for all students, employees, volunteers, and patrons. The purpose of the policy is to align with the CCS core character traits in which all individuals treat each other with dignity and respect, free from all forms of harassment, threats, intimidation, and bullying. Furthermore, our expectation and desire is for all individuals to demonstrate Cascade Christian Schools’ R³ (Respect, Responsibility, Relationship) in everyday life.

Any act of harassment, threats, intimidation, or bullying shall not be tolerated on any Cascade Christian Schools property or at activities under the jurisdiction of Cascade Christian Schools. Cascade Christian Schools is prepared to act to prevent and correct any violations of this policy. Anyone who violates this policy may be subject to discipline, up to and including suspension or expulsion of students.

This policy is a component of Cascade Christian Schools' effort and responsibility to create and maintain a safe, civil, and respectful learning community and is implemented in conjunction with training of staff and volunteers, as well as with the education of students in partnership with families and the community.

“Harassment, Threats, Intimidation, and Bullying” mean any intentional written, electronic media message, verbal, or physical act, including but not limited to: one shown to be motivated by any characteristic of race, color, religion, ancestry, national origin, gender, mental or physical disability, or other distinguishing characteristics. Other distinguishing characteristics can include, but are not limited to physical appearance, clothing or other apparel, socioeconomic status, or gender. Harassment, threats, intimidation, or bullying can take many forms including slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, hazing, threats or other written, electronic, oral, or physical action(s). “Intentional acts” refers to the individual’s choice to engage in the act. Nothing in this policy requires the affected person to actually possess a characteristic that is a basis for the harassment, threats, intimidation, or bullying.

Students, faculty, or staff who believe they have been victims of, or who know about an act of harassment, threats, intimidation, or bullying, whether verbal, written or by gesture should promptly report the specific incident, behavior, or act in violation of this policy to a teacher, coach, or administrator, and not withhold information. False reports or inappropriate retaliation for harassment, threats, intimidation, or bullying also constitute violations of this policy.

Saturday School

Saturday School is an alternative accountability measure that may consist of a variety of activities. Activities include, but are not limited to, community work projects, campus work projects, intense academic work, or any other activities determined to be appropriate by the Cascade Christian administrative staff.

The intent of this program is to teach students responsibility for their actions by requiring their personal time and energy for worthwhile endeavors. Any student assigned Saturday School who fails to attend may be subject to additional penalties that could include suspension or expulsion. Parents receive notification in advance if their child is required to attend Saturday School.

Saturday School will run from 8 a.m. to 12 p.m. on designated Saturdays. Students are expected to be on time. Any absences, tardies, or behavior violations during Saturday School could result in additional penalties that could include additional Saturday Schools or suspension.

A \$20.00 fee applies to each Saturday School given.

Truancy

Any student who chronically skips a class or classes, in addition to loss of credit during the time of absence, may be subject to discipline from school including being placed on a behavioral contract.

Vandalism

A student, who abuses school property in any way, whether deliberately or accidentally, is subject to accountability as outlined in the Correction Procedures and must pay all repair/clean-up costs as set by the school.

Weapons on School Premises

The Board of Trustees of Cascade Christian Schools recognizes the expectation of students, staff, parents, and patrons to be safe on Cascade Christian Schools' premises and at all school district activities. Accordingly, it is a violation of Cascade Christian Schools' policy and Washington State law for any person to carry on to school premises, school-provided transportation, or other facilities being used for school activities any firearm, dangerous weapon, or other object capable of producing bodily harm as defined in this policy.

Students who violate this policy are subject to school discipline policies. Violations of the firearms provisions are subject to a minimum of one calendar year expulsion, with possible case-by-case modification by the superintendent.

School officials shall notify the appropriate law enforcement agency of known or suspected violations of this policy.

The superintendent is directed to ensure that all school facilities post "Gun-Free Zone" signs, and that all violations of applicable portions of this policy are reported annually to the Superintendent of Public Instruction.

ACADEMIC INFORMATION FOR ELEMENTARY SCHOOL

Academic Probation

Unsatisfactory student progress may warrant academic probation. Because there are a variety of reasons a child may not be succeeding academically, we evaluate each case on an individual basis. At the Principal's discretion, the child may receive referral for further testing, placement on an academic contract, may be required to receive tutoring or counseling, etc. After reasonable avenues of addressing the problem are exhausted and no progress demonstrated, the administration reserves the right to dismiss the child from school.

Additional Programs

Cascade Christian Elementary Schools believe in the development of the whole child. Athletics plays a part in this development by providing opportunity for healthy physical and mental sports training, with emphasis on equal participation, Christian sportsmanship, and skill development. Soccer and basketball are sports currently offered, while other sport training is included in the physical education program.

We offer a variety of programs from year to year. CCS participates in many of the ASCI opportunities, including speech meets, art festivals, spelling bees, Young Authors and Illustrators, Math Olympics, and the Elementary Musicales. Each elementary campus performs music/drama programs during Christmas and spring, and sponsors other on-campus events.

Curriculum

The purpose and mission of Cascade Christian Schools' curriculum is "to glorify God by implementing a quality, sequential, measurable curriculum, integrating knowledge with Truth, which enables the student to demonstrate a biblical worldview".

Our key focus areas include:

- Providing a strong, academic-based content in every curricular discipline at each grade level, enabling our students to become equipped for the next steps in their pursuit of excellence and challenges them to become life-long learners
- Integrating knowledge, understanding, and application skills that emphasize:
 - Biblical Worldview Integration
 - Spiritual Formation
 - Leadership Development
 - Academic Excellence that includes communication skills and higher-level thinking skills

Our goal is to maintain high standards of excellence in academics. We select textbooks and other instructional materials from several publishing companies. We have made every effort to incorporate materials from Christian publishing companies into our program. Our teachers, as the spiritual leaders and shepherds of the young people entrusted to them, carefully screen, and edit all materials to either omit non-biblical references and influences, or use them to teach the biblical standpoint.

Custody Papers

All persons who pick up children must be on the approved list of people on your enrollment form. We ask for identification of all people we do not know personally. Parents are responsible to notify the office of any changes in the approved list of people who may pick up their child.

Cascade Christian's Elementary and Extended School Cougar Club programs require a copy of served court orders. We must have a certified court order on file regarding parental custody matters. We cannot refuse a parent's pick-up rights unless we have a court order on file regarding those rights. Please notify us immediately of any custody changes.

Field Trips

Field trips are a rewarding and interesting compliment to classroom study, designed to enhance classroom instruction. Each teacher will plan field trips that are suitable to the grade level and curriculum. Parents are encouraged to chaperone when possible and needed. Only parents cleared through the CCS volunteer background check system may drive students, other than their own, on a field trip. To assure that chaperones are able to focus completely on the children assigned to them, siblings are not allowed to attend field trips.

Grading and Report Cards

The basis for a student's grades is class performance, assignments, projects, and tests. Students also receive evaluations on conduct and attitude. Grading periods are quarterly, and parents receive a report card of their child's progress. Parents receive mid-quarter progress reports. Teachers post weekly online the intermediate student grades.

Please feel free to contact the classroom teacher regarding your child's progress throughout the year.

Homework

Teachers assign homework to reinforce student learning objectives. It is an integral part of classroom instruction and promotes long-term retention of skills. Homework length of time progresses as the students move up through the grades.

Parent/Teacher Conferences

The philosophy of Cascade Christian Schools is that it is vitally important for the school and home to work together. In order to promote effective communication and understanding, the following guidelines are in place:

All parents are required to attend a parent/teacher conference at the end of the first nine-week grading period. We invite all parents to participate in spring conferences, arranged between parent and teacher upon request. Parents may request informal conferences any time throughout the year.

Teachers also use letters, phone calls, email, and regular progress reports, as needed, to communicate with parents.

Parent Classroom Visitation

It is the desire of the administration and the faculty of Cascade Christian Schools to be of service to our families, who entrust their children to us for training and teaching during the school day. Therefore, we welcome parental visits to your child's classroom. We do ask, however, that you schedule a specific time for these visits. This will avoid interruptions during testing times, individual student presentations, etc. All visitors must check into the school office and wear a visitor's nametag.

Spiritual Expectations

As a private Christian school that integrates classroom academics and Christian commitment, we consider the student's growth in faith of utmost importance. The Bible is the foundation and the strength of Cascade Christian Schools, which sets us apart from all public and many private schools. We believe the Bible is the infallible Word of God and therefore the standard by which we measure all values, as related in all school programs, policies, and traditions.

Students receive Bible instruction. They memorize scripture, pray together, and receive learning experiences appropriate to their age levels. Weekly chapel and worship emphasize our yearly theme and allow for student involvement. These experiences emphasize the concept of a loving heavenly Father, creation of human beings in the image of God, the fall of humanity and the redemptive work of God's Son, Jesus, and the absolute trustworthiness of God's written Word, the Bible. From this foundation emerges a purpose for living, discovering one's giftedness, outreach, and ministry.

Testing

Cascade Christian Schools use the Measurement of Academic Progress (MAP) test three times a year to evaluate our students. We use the test results to assess student progress, evaluate curriculum effectiveness, and develop instructional strategies to increase student learning.

ATTENDANCE POLICIES FOR ELEMENTARY SCHOOL

General Attendance Guidelines

Regular attendance is a contributing factor to success in school, and is a prime responsibility of the student and parent.

Teachers take a record of attendance at the beginning of every school day. When a student is absent from school, the parent or guardian is to call the school prior to the start of school. If the office receives no phone call, the office will contact the parent or guardian.

Excused/Unexcused Absences

The only accepted reasons for absences are illness of the student, emergencies or death in the immediate family, or faculty-approved school-sponsored activities. Please arrange absence for any other reasons ahead of time and in conjunction with the school administrator, who will make the determination whether to excuse the absence. Please notify the teacher of planned absences at least two weeks prior to arrange make-up work. Please schedule doctor/dental appointments, music lessons, etc., outside of school hours, if possible. Students are expected to complete any work missed because of their absence.

State law (RCW 28.255) requires student absences reported to the school and documented in the student record. Notify the school office personnel of your student's absence by telephone, email, written note, or through RenWeb (our student information management system). The notice must include the date, name of parent or legal guardian, and the reason for the absence.

Tardiness/Early Dismissal

It is important that children are in school the entire day to maximize their success at school. Coming to school late or leaving early disrupts your child's learning and the classroom environment.

Developing a habit of responsibility in these areas is important for the student, not only in school, but also throughout life.

Early dismissals are treated as tardies and both appear on the child's permanent attendance record.

Early Dismissal Procedure

Children may not leave the school grounds with anyone other than their parent, guardian, or another person authorized personally by the parent or guardian. The parent, guardian, or authorized adult must sign out any student leaving early.

Authorized Pick-up/Custody

We release children only to persons authorized by the parent or guardian. An authorized person is one noted on the registration form or one who has written authorization from the parent or guardian. Parents or authorized persons are required to sign children in and out of the School. Please use a pick-up form to release your child to individuals not previously authorized by you. We will check for proper identification of any individual whom we do not know personally.

STUDENT CONDUCT EXPECTATIONS FOR ELEMENTARY SCHOOL AND EXTENDED SCHOOL COUGAR CLUB

Cascade Christian Schools is a positive learning environment. We choose to value each person by living the “R³s”:

Respect: *A commitment to Honor.* I will choose to think, act, and speak in a way that honors God, others, self, and property.

Responsibility: *A commitment to Ownership* I will be trustworthy, self-governed, and accountable for my choices, and I will accept the consequences for my actions.

Relationship: *A commitment to Godly Interactions:* I will serve God by choosing to understand, accept, and show concern for others and self.

We will reward positive behavior through activities and privileges.

The vast majority of our students do an outstanding job every day. We assume that each student has honorable behavior. Student expectations are contained in the sections that follow. We will monitor student behavioral choices. Students who do not meet behavior expectations will earn consequences.

The ultimate, unique goal of Cascade Christian Schools is for students to achieve the ability to govern themselves from within – internally, based on the example and model of Jesus Christ. As the ability of students intrinsically to govern themselves grows, there is less need for imposing external or extrinsic rules and regulations on them. As we, staff and parents working together as a team, help our children to mature in their Christian walk, teaching and training them to do what is right according to God’s Word, we will raise up exceptional young leaders, ready to move confidently into tomorrow’s world.

Choose to respect

- ...my God,*
- ...Jesus, my Lord, and Savior,*
- ...my parents, brothers and sisters, grandparents,*
- ...my principal, teachers, and all school staff,*
- ...all adults,*
- ...my peers,*
- ...younger children,*
- ...property that is mine,*
- ...property that belongs to others, and*
- ...(the list goes on and on).*

Examples of showing Respect, Responsibility, and Relationships are:

	I show RESPECT when I...	I show RESPONSIBILITY when I...	I show good RELATIONSHIPS when I...
Restrooms	<ul style="list-style-type: none"> • Use equipment, property and supplies as originally intended 	<ul style="list-style-type: none"> • Have a pass during class time • Maintain cleanliness • Go to and return promptly • Take all personal belongings with me when I leave 	<ul style="list-style-type: none"> • Give people privacy • Hold myself and others accountable for the appropriate treatment of people and property

	I show RESPECT when I....	I show RESPONSIBILITY when I....	I show good RELATIONSHIPS when I....
Hallways/ Stairwells/ Outdoors	<ul style="list-style-type: none"> • Honor personal boundaries • Stay to the right and leave space for others to pass • Keep the stairwell clear • Do not disturb other classes 	<ul style="list-style-type: none"> • Allow enough time to get to class, chapel, etc. on time • Clean up after myself and others • Speak at an appropriate volume level • Handle lockers with care • Use only my assigned locker 	<ul style="list-style-type: none"> • Hold myself and others accountable for the appropriate treatment of people and property • Use appropriate levels of affection
Emergency Drills	<ul style="list-style-type: none"> • Stay quiet and listen 	<ul style="list-style-type: none"> • Follow directions • Line up quickly • Remain in line with classroom teacher • Keep calm 	<ul style="list-style-type: none"> • Watch out for others
Office	<ul style="list-style-type: none"> • Enter and remain quiet • Keep the doorway clear • Wait until called upon • State my purpose politely • Honor personal boundaries 	<ul style="list-style-type: none"> • Have a pass during class time • Complete business promptly 	<ul style="list-style-type: none"> • Be courteous to others
Guest Teacher	<ul style="list-style-type: none"> • Treat the guest teacher with a higher level of courtesy • Follow directions as soon as they are given • Listen attentively 	<ul style="list-style-type: none"> • Am honest • Observe all school and classroom rules • Show self-constraint 	<ul style="list-style-type: none"> • Am friendly and inviting • Am helpful and cooperative • Encourage my classmates to act appropriately
Arrival	<ul style="list-style-type: none"> • Enter the building appropriately • Am in dress code 	<ul style="list-style-type: none"> • Turn off electronic devices at appropriate time • Arrive on time 	<ul style="list-style-type: none"> • Am courteous to others
Dismissal	<ul style="list-style-type: none"> • Leave the building appropriately 	<ul style="list-style-type: none"> • Put personal belongings in designated areas 	<ul style="list-style-type: none"> • Am courteous to others
Locker Rooms	<ul style="list-style-type: none"> • Use equipment, property and supplies as originally intended • Use appropriate language and volume • Honor personal boundaries • Leave others' property alone 	<ul style="list-style-type: none"> • Maintain cleanliness • Maintain a clean locker • Leave personal belongings in appropriate areas • Lock my locker 	<ul style="list-style-type: none"> • Give people privacy • Hold myself and others accountable for the appropriate treatment of people and property
Lunchroom	<ul style="list-style-type: none"> • Use good manners • Wait for my turn in line • Use reasonable noise level 	<ul style="list-style-type: none"> • Keep food and drink in approved eating areas • Maintain cleanliness • Use appropriate line etiquette • Stay in supervised areas 	<ul style="list-style-type: none"> • Am courteous to others • Am polite to lunch staff • Use appropriate language
Assembly	<ul style="list-style-type: none"> • Demonstrate appropriate audience etiquette • Maintain personal space • Participate appropriately 	<ul style="list-style-type: none"> • Leave backpacks in designated locations • Be on time 	<ul style="list-style-type: none"> • Make room for others
Sports Events	<ul style="list-style-type: none"> • Use appropriate team spirit • Am obedient to authority • Dress appropriately 	<ul style="list-style-type: none"> • Demonstrate Christ-like behaviors • Remain in supervised areas only 	<ul style="list-style-type: none"> • Demonstrate good sportsmanship • Demonstrate appropriate levels of affection

	I show RESPECT when I....	I show RESPONSIBILITY when I....	I show good RELATIONSHIPS when I....
		<ul style="list-style-type: none"> • Follow host school's policies and procedures • Clean up after self and others 	
Parking Lot	<ul style="list-style-type: none"> • Honor personal boundaries • Show courtesy to other drivers 	<ul style="list-style-type: none"> • Park in one student parking stall only • Conduct yourself in a safe and courteous manner • Use the parking lot only before and after scheduled classes, unless I have permission • Keep parking lot clean 	<ul style="list-style-type: none"> • Hold myself and others accountable for the appropriate treatment of people and property • Use appropriate levels of affection
Chapel	<ul style="list-style-type: none"> • Am quiet during prayer • Am reverent during chapel • Am an attentive listener • Demonstrate appropriate audience manners 	<ul style="list-style-type: none"> • Bring only appropriate materials • Arrive and am seated on time • Honor personal boundaries • Demonstrate self-constraint • Return to class on time 	<ul style="list-style-type: none"> • Respect others participation in chapel service

We at Cascade Christian Schools are committed to this goal, but know we cannot accomplish it without the help of every parent focusing on this character, as well. It is important for students and parents to understand that the standards for student conduct at Cascade Christian Schools are life-style standards, which mean students are expected to exhibit and adhere to these standards not only at school and school events, but at all times regardless of where they are. The administration of Cascade Christian Schools reserves the right to respond to student behavior at any time in any setting by administering appropriate consequences for behavior that violates Cascade Christian standards.

Cheating/Academic Dishonesty – Philosophy

A person's honor rests in their integrity. Without integrity, we lose credibility, no matter how successful our academics, activities, and athletic programs may be. More importantly, we make a mockery of the name "Christian" and become an obstacle to the work of God at Cascade Christian Schools. At Cascade Christian, we define cheating/academic dishonesty in the following way:

- Copying from others.
- Having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
- Having or using a communication device such as a cell phone, pager, PDA, or electronic translator to send or obtain unauthorized information.
- Taking an exam for another student, or permitting someone else to take a test for you.
- Asking another to give you improper assistance, including offering money or other benefits.
- Asking for or accepting money or any other benefit in return for giving another improper assistance.
- Providing or receiving information about all or part of an exam, including answers (e.g., telling
- Having or using a "cheat sheet" (a piece of paper with answers, formulas, information, or notes of any kind) that is not specifically authorized by the teacher.
- Altering a graded exam and resubmitting it for a better grade.
- Working together on a take-home exam, unless specifically authorized by the teacher.

- Gaining or providing unauthorized access to examination materials.

NOTE: *Simply having possession of any prohibited or unauthorized information or device, during an exam, whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such.*

Plagiarism in Papers and Assignments is defined in the following ways:

- Giving or getting improper assistance on an assignment meant to be individual work. (When in doubt, ask.)
- Including in any assignment turned in for credit any materials not based on your own research and writing. This includes:
 - Using the services of a commercial term paper company.
 - Using the services of another student.
 - Copying part or all of another person’s paper and submitting it as your own for an assignment.
 - Acting as provider of paper(s) for a student or students.
- Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism).
- Failing to use quotation marks where appropriate.
- Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes, and/or a bibliography.
- Making up data for an experiment (“fudging data”).
- Citing nonexistent sources (articles, books, etc.).

Other

- Misrepresenting your academic accomplishments, such as by tampering with computer records.
- Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or an extension for an exam or paper.
- Failing to promptly stop work on an exam when the time allocated has elapsed.
- Forging a signature.
- Hoarding or damaging library materials.

NOTE: *Attempted academic dishonesty, even if unsuccessful, is treated as academic dishonesty.*

Sources:

- *Goldley-Beacom College Academic Honor Code*, <http://goldley.gbc.edu/advisement/honorcode.html>
- *University of Pennsylvania Code of Academic Integrity*, <http://www.yupul.upenn.edu/osl/acadint.html>
- *Cornell University Code of Academic Integrity*, <http://cuinfo.cornell.edu/Academic/AIC.html>

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Cheating/Academic Dishonesty – Consequences:

Because cheating undermines the process of learning and teaching, it is a very serious breach of discipline. In all cases of cheating, whether on a homework assignment, a quiz, test, examination, report, or essay assignment, the teacher in whose class the student’s infraction occurred will document and report the infraction to the principal, and will notify the student’s parents of the infraction. Furthermore, the student will lose all credit for the assignment in question. For extreme and/or

repeated offenses of cheating, academic dishonesty and plagiarism, consequences that are more stringent will apply, including actions such as, but not limited to the following:

- A special assignment or activity related to the offense
- Suspension
- Expulsion

Discipline Code for Elementary Students

We accept each student as an individual with individual needs. Our teachers strive to use the utmost love, patience, and positive reinforcement in dealing with all children entrusted to our care. We make every effort to develop their attitudes and habits of behavior so that their behavior will be conducive to a compatible relationship with their teacher, parents, and fellow students.

However, for those students whose conduct is unacceptable, who demonstrate by work, action, or attitude an unwillingness to adhere to our student conduct code, the administration reserves the right to administer discipline necessary and expedient to bring about a more favorable form of conduct. Students who continually and habitually demonstrate an unwillingness to conform, or who are guilty of serious violations of school rules, are subject to suspension or dismissal from school.

Behavior Correction Guidelines* for Elementary Students

Level 1	Level 2	Level 3
<i>Minor disturbances that prevent classroom/ school order and instruction.</i>	<i>Actions and attitudes that show lack of respect to authority and other people.</i>	<i>Actions that seriously threaten the safety of others, or a flagrant lack of respect for property or others.</i>
Destroying another's work	Cheating/plagiarism	Arson
Disrupting class	Destroying property	Bomb threat
Dress code violation	Dishonesty	Destroying property
Electronic device	Disrespect/disobeying adult	Fighting/play-fighting
Inappropriate language	False fire alarm	Harassment/intimidation/bullying
Inappropriate use of equipment	Obscene gestures	Leaving school grounds
Noisy in hall/restroom	Offensive language	Sexual language or materials
Pushing/hitting/spitting	Provoking violence	Weapon brought to school
Throwing objects	Inappropriate Touching	Repeated Level 2 offense
Other Level 1 offense	Throwing object to injure	Other Level 3 offense
	Repeated Level 1 offense	
	Other Level 2 offense	
Consequences	Consequences	Consequences
<i>Staff will assign consequences and write referral as warranted.</i>	<i>Staff member will write referral and parents will be notified.</i>	<i>Student will be sent directly to the office with a referral.</i>
Teacher or principal may: Give warning Counsel student Assign detention Contact parent	Principal may: Counsel student Assign detention Contact parent Behavior contract	Principal may: Assign detention Contact parent Behavior contract Suspension Expulsion

* **NOTE:** The assigning of consequences is at the discretion of the administrator.

Student Dress and Appearance Expectations

The purpose of Cascade Christian Schools' dress and appearance expectations is to enable the student to demonstrate traits of a discerning leader by making appropriate dress and appearance choices that reflect CCS' character traits of wisdom, integrity, excellence, and dignity.

“Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God – this is your spiritual act of worship. Do not conform any longer the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is – His good, pleasing, and perfect will” (Romans 12:1-2).

CCS students will honor God, honor others, and honor themselves by coming to school:

- ready to learn
- prepared to lead
- projecting a positive image that reflects a Christian perspective
- clean, neat, and well groomed (clothing in good repair)
- modestly and tastefully dressed
- does not distract from the learning environment

Parents are responsible for partnering with the school to train their children regarding the purpose of the dress and appearance expectations. Parents are also responsible to see their children are dressed properly when they leave for school. Parents are encouraged to confirm if clothing is within the expectations prior to purchasing the clothing.

Appropriate Dress and Appearance Expectations

Shirts

Full shirts with short or long sleeves are appropriate. Tank tops are to be worn as an undergarment only. Sleeveless tops and cap sleeves must have, at minimum, a two-inch width (shoulder to neck). Shirts that are too tight and/or show midriff are not appropriate. Shirts with pictures, slogans, or writing that do not project a Christian lifestyle are not acceptable.

Skirts/Dresses

Dresses and skirts should be no shorter than two inches above the kneecaps and modest. Slits in skirts should reflect this same guideline. Leggings of any style are acceptable ONLY if worn with a top, dress, or skirt that is no more than two inches above the knee.

Shorts

Students may wear non-athletic shorts on days specifically designated by the administrator. Shorts should not be too tight and not shorter than two inches above the kneecaps.

Pants

Neat, clean, modestly fit pants, athletic (nylon-type) sweat pants, and capris are acceptable. Not permitted are pajama bottoms, cotton-type sweats, or pants with holes, tears, or patches.

Hairstyles

A moderate and reasonable hairstyle, clean and neatly groomed, with natural hair color, is appropriate. Boys may not have facial hair.

Accessories

Please remember that accessories should not hinder safe play. Girls may wear earrings. Boys may not. Hats and sunglasses are not appropriate in the school building. No body piercings or tattoos are permitted for boys or girls.

Footwear

Wear shoes at all times. Wear sandals with socks for safety and health reasons. Recommended shoes are those with a wide, low heel, or no heel. Wear athletic shoes for PE days.

Chapel Days

Chapel days at Cascade Christian Schools are “dress-up days”. The following is suggested dress for students on chapel days:

- Girls: Dresses, skirts, or dress slacks
- Boys: Nice pants and collared shirts

Student chapel leaders are required to wear Chapel Dress.

Special Event Attire

Students should wear the attire requested by the instructor or administrator.

Lack of Discernment in Dress or Appearance

A student whose dress or appearance is not honoring to Cascade Christian Schools’ mission, purpose and stated expectations will be subject to the school discipline procedures stated in the discipline code. Students will remain out of their classes until they secure a change of clothes. Resulting class absences are unexcused. The dress expectations apply in the classroom and building on school days and at any school-sponsored activities. ***Parents are responsible to see that their children are dressed and groomed properly when they leave for school.***

It is at the discretion of the administrator to suggest changes in clothing or appearance

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Any act of harassment, threats, intimidation, or bullying shall not be tolerated on any Cascade Christian Schools property or at activities under the jurisdiction of Cascade Christian Schools. Cascade Christian Schools is prepared to act to prevent and correct any violations of this policy. Anyone who violates this policy may be subject to discipline, up to and including suspension or expulsion of students.

This policy is a component of Cascade Christian Schools’ effort and responsibility to create and maintain a safe, civil, and respectful learning community and is implemented in conjunction with training of staff and volunteers, as well as with the education of students in partnership with families and the community.

“Harassment, Threats, Intimidation, and Bullying” mean any intentional written, electronic media message, verbal, or physical act, including but not limited to: one shown to be motivated by any characteristic of race, color, religion, ancestry, national origin, gender, mental or physical disability, or other distinguishing characteristics. Other distinguishing characteristics can include, but are not limited to physical appearance, clothing or other apparel, socioeconomic status, or gender. Harassment, threats, intimidation, or bullying can take many forms including slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, hazing, threats or other written, electronic, oral, or physical action(s). “Intentional acts” refers to the individual’s choice to engage in the act. Nothing in this policy requires the affected person to actually possess a characteristic that is a basis for the harassment, threats, intimidation, or bullying.

Students, faculty, or staff who believe they have been victims of, or who know about an act of harassment, threats, intimidation, or bullying, whether verbal, written or by gesture should promptly report the specific incident, behavior, or act in violation of this policy to a teacher, coach, or administrator, and not withhold information. False reports or inappropriate retaliation for harassment, threats, intimidation, or bullying also constitute violations of this policy.

QUESTION:
How does bullying differ from other forms of conflict?

ANSWER:

Other conflict and fighting*:	Bullying*:
✓ Between friends/equals/peers	✓ Not friends/imbalance of power
✓ Spontaneous/occasional	✓ Repeated over time
✓ Accidental/not planned	✓ Intentional/targeted
✓ No serious, lasting harm	✓ Physical/emotional harm
✓ Equal emotional reaction	✓ Unequal emotional reaction
✓ Not for domination/control	✓ Seeking control/possession
✓ Often a sense of remorse	✓ No remorse/blames target
✓ May try to solve problem	✓ No effort to solve problem

* Please remember that specifics will vary with each incident

Corrective Plan of Action (CPOA)

Most students have a positive attitude toward school and their Christian responsibilities regarding conduct. However, a minority of students, for one reason or another, fail to accept the responsibility. Therefore, it is the policy of Cascade Christian elementary schools that, having exhausted all reasonable avenues of correcting the problem between parents, teachers, and the Principal, the parties may take the following actions:

- The student goes on CPOA.
- The student may not participate in any co-curricular activity, including Cascade Christian-sponsored sports and clubs.
- The student’s teacher and staff will closely supervise the student’s progress in achieving the desired outcome.
- The CPOA timeframe will continue until the student demonstrates a positive behavior change in the area of deficiency.

- If the CPOA results in no positive changes, at the Principal's discretion, the student may be subject to further disciplinary action, such as suspension or dismissal.

Suspension and Expulsion

The Principal has at all times the authority to suspend or expel a student. The length of suspension will be one to five days, as determined by the Principal.

Examples of reasons that would give cause for suspension or expulsion are:

- Continued deliberate display of disobedience or disrespect, or a rebellious spirit
- A continued negative attitude or a negative influence upon other students
- Failure of the student to comply with the disciplinary actions of the school
- Failure of the parents to get recommended professional help for exceptional children

Weapons on School Premises

The Board of Trustees of Cascade Christian Schools recognizes the expectation of students, staff, parents, and patrons to be safe on Cascade Christian Schools' premises and at all school district activities. Accordingly, it is a violation of Cascade Christian Schools policy and Washington State law for any person to carry on to school premises, school-provided transportation, or other facilities being used for school activities any firearm, dangerous weapon, or other object capable of producing bodily harm as defined in this policy.

Students who violate this policy are subject to school discipline policies. Violations of the firearms provisions are subject to a minimum of one calendar year expulsion, with possible case-by-case modification by the superintendent.

School officials shall notify the appropriate law enforcement agency of known or suspected violations of this policy.

The superintendent is directed to ensure that all school facilities post "Gun-Free Zone" signs, and that all violations of applicable portions of this policy are reported annually to the Superintendent of Public Instruction.

HEALTH INFORMATION FOR ELEMENTARY SCHOOL AND EXTENDED SCHOOL COUGAR CLUB

Emergency Information

For the protection and safety of your child, parents must assume the responsibility of notifying the school office when any changes occur with respect to home, work and emergency telephone numbers, names of emergency contacts, address changes, medical information and/or parental or guardian status. If stressful situations or anticipated changes are, or will be, occurring within the student's home or living situation that may produce an effect on the child's performance at school, please inform the school administration. This awareness will help school personnel to understand and assist with possible behavioral changes observed in the student.

We provide each child with an emergency package in case of a catastrophic event. If your child has severe allergies and is unable to eat the food provided in the emergency kit, please provide food that your child can eat.

In compliance with State requirements and guidelines, Cascade Christian Schools conducts one safety-related drill each month and documents the date, time, and success of each drill. All schools are required to conduct drills for fire evacuation, lockdown, shelter-in-place, and high-risk events (such as earthquake, lahar, flood, or other high-risk event).

Student Health

Please keep your student at home when the following symptoms exist:

- Fever of 100°F or higher, with headache, earache, fatigue that prevents participation in regular activities, sore throat, or rash
- Vomiting within the past twenty-four hours
- Diarrhea within the past twenty-four hours
- Draining rash
- Unusual fatigue or irritability, confusion, paleness, lack of appetite
- Abnormal nose or ear discharge
- Lice or nits
- Continuous coughing
- Suspected communicable infection such as impetigo, pink-eye, and scabies; the child may return twenty-four hours after starting antibiotic treatment

Please do not send your child to school with a suspected illness.

When your child gets sick at school, we will contact you to pick up your child immediately.

In the event a student becomes too ill during the school day to remain at school, we will contact the parent and/or the individual listed on the Emergency Information Form to transport the child home. If no one is available, the student will remain at school. An injured student should immediately notify a teacher or staff member to ensure that proper care is given and to complete the appropriate reports.

If a child becomes seriously ill or injured and the school determines that a physician should provide immediate attention, we will have the student transported to the nearest hospital, and we will make an immediate effort to contact the parents and/or their designee listed on the Emergency Information

Form. **Parents, please keep the Emergency Information Form current by calling in any changes to the school office as soon as a change is in effect.**

Immunization Law

To protect students from infectious childhood diseases, Washington State law requires that all students enrolled in public and private schools in the state must have signed certificates of immunization status forms on record with their prospective schools. Students may not attend school until required immunizations are up-to-date. Required immunizations include diphtheria, tetanus, pertussis (whooping cough), polio, measles, rubella (German measles) and mumps. New students to the school must include this signed form with the application materials prior to admission.

Medication

Whenever possible, we urge parents and physicians to design a schedule for administering medication to a student outside of school hours. The rare exceptions involve special conditions where it is necessary that the child have the medication to remain at school. If a student must take medication at school during the day, the following information must be on file at the school office and be resubmitted at the beginning of each school year:

A written, signed statement from the child's physician identifying name of the child, the specific medication, the dosage, the time of day to administer, the duration it is to be administered, any visible side effects of the medication, and authorizing the school to administer the medication to the child;

A written, signed statement from the child's parent or guardian requesting the school to administer the medication.

Bring the medication in its original container to the school office immediately upon arrival at school, along with the two required statements. Provide at least three full days' dosage of each medication your student would need in the event of an emergency evacuation. Students in possession of medication in violation of the above guidelines may be subject to disciplinary consequences. Students may not share medications.

It is the responsibility of the parent to inform the school personnel of any health condition requiring special care so that an Individual Health Plan can be developed for the student.

Abuse Reporting

The State of Washington requires Cascade Christian Schools to report allegations of suspected child abuse to the proper governmental authority when there is reasonable suspicion or reasonable basis for believing that physical or emotional abuse, sexual abuse and exploitation, inadequate supervision, or other forms of abuse have occurred. While the school is to communicate with parents regarding the well-being of their children, the administration's place is between the parent and the State, acting on behalf of the child and in accordance with state law.

It is the school's policy not to contact parents in advance of making a report to legal authorities. Appropriate school staff will make such reports in the best interests of the affected child and, once reasonable suspicion is established, have no legal alternative except to make the report to the proper authorities for their investigation and review. The school may also undertake an inquiry prior to making a report to determine whether there are sufficient grounds to require reporting.

ACADEMIC INFORMATION FOR EARLY LEARNING

Purpose, Goals, and Curriculum Philosophy

The purpose of Cascade Christian Schools' Early Learning Centers is to provide a high quality, developmentally appropriate, spiritually based educational program for young children in a warm and compassionate environment. We uphold and operate under our core value of dignity: that each child is created in the image of God and is worthy of respect.

The opportunity for discovery learning, plus developmentally appropriate guided instruction by early learning professionals, results in children who are prepared personally, socially, academically, physically, and spiritually for Kindergarten and future school success. Our supportive environment encourages individuality and self-confidence within the child. Each child is encouraged to progress at their own pace toward enriched experiences, self-discipline, and the ability to make good choices. Our goal is to develop the whole child by providing an educational experience of lasting value focused on four aspects of child development:

Personal/Social Maturity

We focus on helping children to develop godly attitudes and character traits through our positive behavior training based on the R³ (*Respect, Responsibility, and Relationship*). Children develop self-help skills, and the abilities to problem-solve, resolve conflicts, and have empathy for others. Through participation in group activities, children learn to take turns, share, and get along with others. As they mature personally and socially, children develop a feeling of security and belonging.

Intellectual Development

In our learner-focused environments, we strive to prepare, motivate, and inspire children to have a positive approach to lifelong discovery learning. Through investigation and discovery, and through art, dramatic play and social interactions, children learn about themselves and discover the wonders of the world around them. We address children's diverse learning styles through our curricular focus on reading and writing, language and literacy, numbers and math, science, art, and music.

Physical Development

Activities and environments are designed to develop large- and fine-motor skills, as well as visual motor skills. Time for play and exercise, on outdoor playgrounds and indoor play areas, is incorporated into each day.

Spiritual Formation

Chapel times, Bible lessons, praise songs, and prayer times nurture faith in young children and give each child an awareness of God's love for them. By integrating a biblical worldview through the curriculum and learning environment, children see the connections of faith to all of life. Christ-centered character qualities are modeled through the lives of our staff members and through their relationships with the children.

We believe that God has given parents the responsibility of raising their children to love and serve Him. It is our desire to partner with parents in teaching and guiding their children. Our thorough individual portfolio system gives parents clear information as to how their children are progressing in meeting significant developmental milestones and in achieving essential learning targets necessary for future school success.

Our classroom environments are learner-centered, carefully planned, and purposefully arranged to stimulate learning, foster creativity, and make our curriculum come alive for the child. Hands-on and engaging activities encourage each child's natural curiosity, as well as their desire to explore and learn.

All lead teaching staff will be trained in our facility curriculum within thirty days of hire.

Developmental Screening

An Ages & Stages Questionnaire (ASQ) will be conducted within ninety days of every child's enrollment date. The results will be shared with the families within thirty days of completion.

Ongoing Assessment (Formal and Informal)

Continuing assessments of all children will be done using *Mother Goose Time* and/or *Teaching Strategies Gold* assessment tools. Each family will receive a formal assessment twice a year, winter and spring, and an informal assessment in the form of a portfolio at the end of the school year.

Along with the formal and informal assessment tools, parents will also be included in parent/teacher conferences twice a year. This will be a time for both families and teachers to discuss each child's strengths and needs, as well as developmental milestones and learning goals. Teachers are also available through email, scheduled phone calls, and meetings, when a family requests these, or a concern arises.

Transition Plans

We desire that all children have a great start in our program. Thank you for completing the enrollment application indicating your child's interests, activities, favorite toys, etc. Please know you are welcome to visit with your child on a day before their actual start date, for a few hours, to help them get acquainted with their teacher and the classroom. Parents are given an information folder when they start in the classroom, whether this is the first time or when they move up to a new classroom.

Information will be sent home when children are ready to transition to the next classroom level. Families will be informed in writing as to which classroom their child will be moving to, and how the process will be implemented. Children spend time visiting the next classroom if they are not already acquainted with the new teacher.

We also provide a parent information time, usually early winter, for families getting ready to enroll their child into kindergarten. This will include a list of Cascade Christian Schools' open house date, and how continuous enrollment from preschool to Kindergarten works in our school district.

Program – What is D.A.P.?

The term "Developmentally Appropriate Practices" (DAP) is often used in early childhood programs and is part of the philosophy at Cascade Christian early learning centers. So what does it mean and how does it affect what occurs in the classroom? In a DAP program, each child is viewed as a unique person with an individual pattern of timing of development. Curriculum is built around the individual, as opposed to attempting to fit the child into a particular curriculum. Different levels of activity, development, and learning styles are expected, accepted, and used to design appropriate activities. Teachers prepare the environment and curriculum so that children learn through active exploration and interaction. All our preschool classrooms include interest centers planned to promote development of the whole child through multi-sensory experiences.

At our Center, each day includes a child-directed time, allowing children the ability to choose the interest centers in which they want to participate. Although it may look as if the children are "only playing", just as much care and forethought is given to planning the child-directed curriculum as is

given to teacher-directed activities. Interest centers might include science and math, construction, dramatic play, art, quiet corner, and manipulatives, with all activities designed for the development and growth of each child.

Research shows that the best curriculum offers a balance of challenge and success. Too much challenge leads to frustration, just as too much success leads to boredom. Likewise, a balance of exploration and repetition of experiences is essential to a child's development. A curriculum that includes discovery-learning experiences allows a child to choose when to be challenged or be sure of success; when to play alone or with others; when to be active or play quietly; when to explore new experiences or repeat favorite activities. Hands-on interest centers provide children freedom of action, adventure, and imagination, and develop interest, concentration, creativity, and problem-solving skills.

Bible Curriculum

We teach Bible curriculum at a certain time each day, and we integrate a biblical worldview throughout all activities. Every month we will focus on a Bible unit theme and on godly character traits that will help us to be more like Christ in what we do and say. We will use Bible stories, puppet stories, practical living stories, prayer, and music. Our goal is for each child to have a personal knowledge of God and the Lord Jesus. We also want them to know that God loves us, and He wants us to love and serve Him, that God is the Creator, that Jesus is our friend, that the Bible is God's Word, and that prayer is our time to talk to God.

Communication

The teacher and Director will send home a monthly newsletter and calendar. We ask parents to check their boxes *daily* for teacher correspondence, monthly newsletters, and calendars. Newsletters and district events are also on our website, www.cascadechristian.org. There are also staff boxes for your notes to the teacher.

Preschool Developmental Goals for Each Class

THREE YEARS OLD

Social Development:

- Attends to own needs
- Plays well with others
- Follows routines
- Transitions well
- Helps put things away
- Waits for turn
- Tells own name, sex, and age
- Shares

Cognitive Skills:

- Counts to "5"
- Counts five objects
- Copies circle
- Points to shapes: circle, square, triangle

- Follows two-step directions
- Listens during three-to-five-minute circle time
- Uses words to express needs and feelings
- Understands concepts: big/little, empty/full, first/last

Motor Skills:

- Draws self with four body parts
- Cuts paper into two parts
- Balances on one foot for five seconds
- Identifies colors: red, yellow, blue, green

FOUR YEARS OLD

Academic Skills:

- Knows eight basic colors
- Can point and count ten objects
- Recognizes numerals 1 to 10
- Knows basic shapes
- Prints first name
- Recognizes printed first name
- Can sing the alphabet

Language and Social Skills:

- Listens without interrupting
- Interacts well with other children
- Can follow two-step directions
- Has 10- to 15-minute attention span
- Uses full sentences

Visual and Fine Motor Skills

- Cuts on a wide line
- Can copy basic shapes
- Draws person with seven parts
- Grips crayon with correct three-finger grasp
- Can draw between parallel lines

Motor Skills:

- Alternates feet going up and down stairs
- Hops on one foot four to six times
- Stands on one foot for ten seconds
- Hops five to seven two-foot hops
- Can zip and unzip

FIVE YEARS OLD

Academic Skills:

- Copies shapes (circle, square, rectangle, triangle)
- Can say alphabet
- Identifies letters when not in sequence
- Can classify real objects
- Can seriate four real objects
- Completes each task
- Can print alphabet

Personal/Social Skills:

- Knows birthday
- Can button/zip
- Expresses own ideas and opinions
- Attempts to solve own problems
- Can recite telephone number
- Adjusts to school routines
- Is sensitive to feelings of others
- Plays cooperatively with other children

Language Skills:

- Listens attentively for fifteen minutes
- Speaks clearly and in complete sentences
- Listens without interrupting
- Can follow three-step directions
- Tells a story with a beginning, middle and end
- Participates in group times

Motor Skills:

- Can skip
- Hops on one foot four to six times
- Can catch a tennis ball
- Uses scissors correctly
- Holds pencil with a three-finger grasp
- Cuts on a continuous line

Class Placement Policy

Criteria for enrollment in 3's classes:

1. Three years of age prior to September 1 **and**
2. Totally responsible for own toileting needs.
3. If space is still available on August 1, we will consider enrolling a child turning three during September, if they meet the above-stated toileting criterion. Enrollment will be on a thirty-day contingency basis. Satisfaction of that contingency will be dependent on teacher and parent consensus.

Criteria for enrollment in 4's classes:

1. Four years of age prior to September 1 **or**
2. Successful completion of 3's program.

Criteria for enrollment in pre-kindergarten classes:

1. Five years of age prior to September 1 **or**
2. Five years of age prior to January 1 **and**
 - a. Recommended by preschool teacher **and**
 - b. Four to four-and-a-half-year developmental level on Developmental Readiness Scale assessment done by pre-kindergarten teacher.

STUDENT CONDUCT EXPECTATIONS – EARLY LEARNING POSITIVE BEHAVIOR SYSTEM

Since we see our centers as an extension of home, we reinforce positive attitudes and behavior patterns that will benefit the child for his whole life, based on an understanding of the child's needs and stage of development. Our positive behavior system reinforces good behavior and citizenship. Discipline shall be assigned to help the child develop inner control, acceptable behavior, and respect for the rights of others. Discipline is viewed as corrective and instructional, not merely punishment.

Our centers use indirect guidance techniques:

- We give warnings: "You have five more minutes to play before it's time to clean up."
- We give redirection: "You need to play over here for a while. After circle time, you may play in the block area again."
- We give choices: "You may paint with the other children or you may read a book in a quiet corner."
- We have a regular routine: "We always wash our hands before lunch. After lunch is story time."
- We avoid nagging: We tell the child what we expect just once, follow it by asking the child if he or she remembers what we asked, and then offer to help the child do what was asked.
- We are consistent: We do things the same way each day so the children know what to expect and learn to trust and feel safe in their environment.

We also use direct guidance techniques:

- We use affirmative: "We use walking feet indoors" rather than "Don't run!" or "Use your words to tell us you're angry" rather than "Don't hit!"
- We get the child's attention by crouching down to his or her level, making eye contact, speaking quietly, and asking the child to repeat the directions.
- We try very hard to be fair. We examine our expectations to make sure they are age-appropriate and we do not make rules just because an activity is too noisy or messy.
- We avoid arguments by following through with solutions that address the problem: "You can choose a quiet place to calm down or I can choose one for you."

By law and program philosophy and policy, the following forms of discipline are forbidden: hitting, spanking, shaking, scolding, shaming, isolating, labeling (bad, naughty, etc.), or any other negative reaction to the child's behavior. All forms of corporal (physical) punishment are strictly forbidden.

Some negative behavior is best ignored since its goal is often to get attention. This technique is effective for some of the disruptive things children do and it minimizes mimicking activity by other children.

In cases where a child has many documented incidents of challenging behaviors where they are harming themselves, teachers, or other children, and they are not responding to the program and families' initial, coordinated attempts to modify the behavior, a special meeting will be called to discuss next steps and the implementation or update of a Positive Behavior Plan. This plan will include types of redirection, consequences, and skills the child needs to work on. If after a predetermined period

(e.g., three weeks) behaviors have not improved, the director/supervisor will reevaluate the situation and go over the next steps for the child. In most cases, this will result in a revised behavior plan.

Should we feel a situation is beyond our expertise and it is found that the behavior your child has exhibited require supervision and expertise beyond our scope, a final meeting will be set up.

To best support children and families in these circumstances, referrals for expert evaluations or programs will be discussed that will better meet the needs of the child.

OTHER EARLY LEARNING CENTER GUIDELINES FOR PARENTS

Information Update

For the protection and safety of your child, parents must assume the responsibility of notifying the Center's office when any changes occur with respect to home, work and emergency telephone numbers, names of emergency contacts, address changes, medical information and/or parental or guardian status. It would be helpful if you would inform the Center about stressful situations or anticipated changes occurring within the student's home or living situation that may affect the child's behavior at school. This awareness will help school personnel to understand and assist with possible behavioral changes observed in the student. Any information of a confidential nature will remain confidential.

CPR and First Aid Training

All staff is CPR-, First Aid-, and Blood-borne Pathogens-certified, and trained in disaster and safety procedures.

Snacks

Children receive a small nutritious snack and drink each day at school. Children take turns bringing snacks. Your child's teacher will provide a snack schedule. Please include a half-gallon of juice (preferable real fruit juice) or milk (unless you prefer water), 5 oz. cups, and napkins with the snack. We request that you not send purple grape juice or red juices that might stain if spilled on the floor or clothing.

Children enjoy bringing a snack to share with their friends. However, please guide your child in selecting something nutritious. Cookies, cupcakes and other high-sugar foods are reserved for birthdays or special celebrations. Listed below are suggested appropriate snacks.

Because of an increased incidence of severe nut allergies in young children, snacks must be free of nuts and nut products.

Remember that this is just a snack. Please keep it simple and make portions small. Snack time gives the children an opportunity to learn manners and other social skills, how to take care of themselves, and to clean up afterwards.

Snack Suggestions:

Dried fruit	Mixed cereal with dried fruit	Apple slices and cheese strips
Celery sticks	Crackers and cheese	Bananas with cinnamon toast
Popcorn and cheese	Finger Jell-O and crackers	Banana chunks with pretzels
Yogurt and graham crackers	Bananas and crackers	Cheerios with raisins
Grapes	Sliced fresh fruit	Apple slices with cinnamon
Fruit rolls (halves)	Granola bars (halves)	Celery with cream cheese
Graham crackers	Vegetables with dip	

Security/Safety

Arrival Time

Children may arrive **no earlier than five minutes prior to class time**. Classroom doors will not be open until then, to allow for teacher's class preparation time. Children dropped off early or picked up late may be sent to child care, and parents charged a fee (see Early Drop-off/Late Pick-up Fee).

Pick-Up Procedure/Safety

If someone other than you will be picking up your child, please leave the authorized person's name, car description, and license plate number with the teacher prior to class time.

We encourage carpools. Check the class list for other parents living in your area.

The Center needs a copy of any served court orders. We must have a certified court order on file regarding parental custody matters. We cannot refuse a parent pick-up rights unless we have a court order on file about those rights. Please notify us immediately of any changes in custody orders.

Emergency Preparedness Policy

For the protection of the children, we conduct regular emergency drills, including monthly fire drills. Our complete Emergency/Disaster Plan is available in the office or classroom to review.

In case of an emergency where we deem it necessary, we will call an emergency vehicle. We will also call you to assist in making any decisions necessary for the care of your child.

To be prepared in case of a catastrophic event, we provide each child with an Emergency Package. If your child has severe food allergies and is not able to eat from the emergency kit, please provide a kit that contains food that your child may eat.

After School Disclaimer

Although Cascade Christian Schools discourages it, on occasion a Center family asks a Center employee to watch their children after hours. Be advised that the District will not be liable for any employee after their normal work hours.

Birthdays

Each class may celebrate or observe birthdays differently. Your child's teacher will share with you how the class will celebrate birthdays. In consideration of the feelings of our young students, please do not send birthday invitations to school unless every classmate is invited. Since birthdays and parties are so important to young children, please do not send birthday gifts to school or pick up selected students for a party. Your sensitivity in this matter will help us avoid hurt feelings.

Book Club

We at Cascade Christian Schools strongly believe in the importance of reading, and urge parents to read to their young children consistently. Offering books through Scholastic is one way to provide literature for children at a reasonable cost. However, Cascade Christian Schools does not endorse every item offered through Scholastic.

We urge you to screen carefully all book orders before making your selections. Christian parents must be aware of worldly influences and thoughts in many secular books that you may find inappropriate for your family.

Clothing

Comfortable, washable play clothes are necessary for school. Dress your child for an active day. Please keep in mind that we do many fun things, and sometimes children get messy and dirty. Children may want to “dress up” for special school events. There will be no “messy” play or activities on these special days.

Other tips worth remembering include having your child dress in clothing that is easy for them to remove to tend to their own toileting needs. Provide appropriate outerwear, as most days will include outside play. All jackets, sweaters, and caps should be clearly marked with your child’s name. “Sunday” shoes and flip-flops are dangerous on active feet and inappropriate for school except on special days. Loose-fitting jewelry, especially necklaces, is also a hazard for young children and, therefore, best not worn to school. We ask that children not wear clothing representing violence, sorcery, or supernatural powers. Since young children have difficulty distinguishing between reality and pretending, this type of clothing often leads to violent play at school.

Finally, helping your child choose clothes for school is a wonderful opportunity to begin lessons in modesty and the appropriateness or inappropriateness of some clothing styles. Speak to your director or program supervisor if you have questions about our dress policies.

Disciplinary Statement

Since we see our Center as an extension of home, we reinforce positive attitudes and behavior patterns that will benefit the child for his whole life. We base this on an understanding of the child’s needs and stage of development. Discipline helps the child develop inner control, acceptable behavior, and respect for the rights of others. Discipline is viewed as corrective and instructional, not merely punishment.

This Center uses indirect guidance techniques:

We give warnings: “You have five more minutes to play before it’s time to clean-up.”

We give redirection: “You need to play over here for a while. After circle time you may play in the block area again.”

We give choices: “You may paint with the other children or you may read a book in a quiet corner.”

We have a regular routine: “We always wash our hands before snack. After snack is story time.”

We avoid nagging: We tell the child what we expect just once, follow it by asking the child if he or she remembers what we asked, and then offer to help the child do what he or she was asked.

We are consistent: We do things the same way each day so the children know what to expect and learn to trust and feel safe in their environment.

We also use direct guidance techniques:

We use affirmative: “We use walking feet indoors” rather than “Don’t run!”, or “Use your words to tell us you’re angry” rather than “Don’t hit!”

We get the child’s attention by crouching down to his or her level, making eye contact, speaking quietly, and asking the child to repeat the directions.

We try very hard to be fair. We examine our expectations to make sure they are age-appropriate and we do not make rules just because an activity is too noisy or messy.

We avoid arguments by following through with solutions that address the problem by also offering the child a way to exit gracefully from the problem: “You can choose a quiet place to calm down or I can choose one for you.”

If a child is unable to demonstrate self-controlling behavior, a brief time-out results for the child to regain control. Time-out occurs only when other measures fail and it functions as an opportunity for the child to re-group, not as a punishment.

By law, program philosophy and policy, the following forms of discipline are forbidden: hitting, spanking, shaking, scolding, shaming, isolating, labeling (bad, naughty, etc.), or any other negative reaction to the child’s behavior. We strictly forbid all forms of corporal (physical) punishment.

It is best to ignore some negative behavior since its goal is often to get attention. This technique is effective for some of the disruptive things children do and it minimizes mimicking activity by other children.

If a child is unable to gain control and requires more individual attention than can be given within child-to-staff ratios, we may need to contact a parent. A child requiring one-to-one attention may have to leave the Center temporarily for safety’s sake. Repeated uncontrollable behavior can lead to discontinuation of the child attending the Center.

Field Trips

Field trips enrich the learning themes. Except for a field trip or two on a chartered bus, transportation for each child is the responsibility of that child’s parent. To comply with current laws and to ensure the safety of all of our children, we require all children to ride in properly installed car seats or booster seats. If you are unable to attend a field trip, you can arrange with another parent to take your child, if you have installed your child-restraint equipment in that vehicle.

We encourage parents to go on class trips whenever possible. Younger siblings may accompany the class on some field trips. There may be a fee charged for extra children (entrance fee, for instance). Watch your newsletters for details.

Admission to Kindergarten

To enter Cascade Christian Schools’ kindergarten, the child must be five years of age and have the developmental age of five-and-one-half years by September 1 to be eligible for admission in September of that year. All students entering kindergarten must be able to pass satisfactorily a screening test to ascertain their readiness for the kindergarten program.

Pictures

A professional photographer takes individual student pictures at school and returns packages in time for Christmas. Parents will receive advance information regarding picture-taking dates and prices.

Staff

Cascade Christian Schools’ early learning centers put their staff through a tough screening process. They go through several interviews, and undergo a reference check, Washington State and national criminal background check, and FBI screening. The staff must demonstrate a knowledge and understanding of the developmental stages and needs of young children and they must be Christians with a love for children. All staff, including substitutes, must meet state requirements, and go through an orientation process before starting work. Once on staff, personnel continue their education by participating in in-house workshops, industry seminars and personalized training by a trainer/advisor from Clover Park Technical College. Our staff desires to create and sustain a team relationship with parents and other staff members, working together in the best interests of each child.

Toys from Home

Except for toys that are needed on the opening days of school to help ease your child's transition from home to school, or for those special "show and tell" toys, we ask that toys not be brought to school. Please send "show and tell" items to school in a brown paper bag, clearly labeled with the child's name.

Children are not to wear clothing or bring toys from home that represent violence, sorcery (magical, supernatural powers, potions, and wishing) or contradict Christian beliefs. Please do not bring these types of toys for "show and tell". Such paraphernalia tend to promote violent play such as hitting, kicking, karate, and rough pretend play. Young children have difficulty distinguishing between what is reality and pretending, especially when they see things on videos or in movies – they do what they see! Please cooperate with us by not sending these items to school with your child. If you have any questions about the appropriateness of an item, please ask the Director.

Please avoid sending valuables to the Center. The Center is not responsible for lost, stolen, or broken items.

Visiting School

Parents are welcome to visit at any time. We do have an open-door policy. We encourage parents to visit their child's classroom at least once a year. A visitor's pass is required from the office each time you visit.