



DISTRICT PARENT/STUDENT HANDBOOK

General for All Parents

High School

Junior High

Elementary

Recreation

Early Learning Centers

Dedicated to Developing Discerning Leaders

District Directory

Cascade Christian Schools – District Office

Superintendent of Schools: Ken Friesen, EdD

The complete list of district leaders can be found in the [School Leadership section](#) of our website.

815 21st Street SE | Puyallup, WA 98372
Phone: (253) 841-1776 | Fax: (253) 841-2232
Website: CascadeChristian.org

Early Learning (Infants Through KPrep)

Puyallup ELC

Associate Superintendent of
Academics: Tina deVries, MEd
Director: Nicole McDowell
Enrichments Coordinator:
Danielle Wester

1818 South Meridian | Puyallup, WA 98371-
7514
Phone: (253) 848-7165 | Fax: (253) 841-1377

McAlder (KPrep Only)

Associate Superintendent of
Academics: Tina deVries, MEd
Enrichments Coordinator:
Danielle Wester

15502 96th Street E | Puyallup, WA 98372
Phone: (253) 256-4382 | Fax: (253) 881-1727

Frederickson ELC

Associate Superintendent of
Academics: Tina deVries, MEd
Enrichments Coordinator:
Danielle Wester

3425 176th Street E | Tacoma, WA 98446
Phone: (253) 537-5195 | Fax: (253) 537-5388

Elementary (Grades K-6 and Recreation)

Puyallup Elementary

Principal: Carlee Peterson, MSED
Assistant Principal: Eleanor Nichols

Recreation Site Coordinator:
Kathleen May

Elementary Athletic Directors:
Scott Remily, MSE
Trinelle Kilpatrick, MPE/AA

819 21st Street SE | Puyallup, WA 98372
Phone: (253) 841-2091 | Fax: (253) 841-2095

McAlder Elementary

Interim Principal: Tina deVries, MSED
Assistant Principal: Teresa TeVelde,
MEd

Recreation Site Coordinator:
Jane Lance, CTRS/R, CPRP

Elementary Athletic Directors:
Scott Remily, MSE
Trinelle Kilpatrick, MPE/AA

15502 96th Street E | Puyallup, WA 98372
Phone: (253) 256-4382 | Fax: (253) 881-1727

Frederickson Elementary

Principal: Annie Pichot, MAML
Assistant Principal: Kevin Proctor

Recreation Site Coordinator:
Hedy Escobar

Elementary Athletic Directors:
Scott Remily, MSE
Trinelle Kilpatrick, MPE/AA

3425 176th Street E | Tacoma, WA 98446
Phone: (253) 537-9339 | Fax: (253) 531-
4699

Junior High and High School (Grades 7-12)

High School Principal: Josh Kristoff, PhD
Junior High Principal: Jennifer Walling, MEd
Dean of Students: Brian Wilson
Dean of Academics: Janell Webb
Junior High Athletic Director: Roger Smith, MEd
High School Athletic Director: DJ Heltsley, MEd

811 21st Street SE | Puyallup, WA 98372
Phone: (253) 445-9706 | Fax: (253) 445-0859

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

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SECTION A: GENERAL FOR ALL PARENTS

Guiding Principles

Our Mission

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

Our Core Purpose

To impact lives by teaching and training people to discover their purpose before God
in a culture where people are known and valued

Our Core Values

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

Honor

A commitment to treat everyone with love, respect, and dignity, and
to recognize each individual as uniquely created in the image of God

Our Core Commitments

Biblical Worldview Immersion

Excellence in the CCS 4 Pillars

Academic Excellence

Leadership Development

Personal Character Development: Respect, Responsibility, Relationship

Spiritual Formation

COMMUNITY

“Developing Discerning Leaders”

Statement of Faith

We believe:

- in one sovereign and eternal God, revealed as Father, Son, and Holy Spirit (*Ephesians 4:4–6, John 15:26–27*).
- God created man in His own image, as male and female (*Genesis 1:27*).
- all of humanity is created equally in the image of God (*Genesis 1:27*).
- we were separated from God as a result of choosing sin, and those who believe have been restored by God's love through faith in the life, death, and resurrection of Christ (*Romans 3:23, Romans 5:12–19*).
- in the virgin birth and the deity of Jesus Christ, the only begotten Son of God, truly human and truly divine (*Matthew 1:23, Colossians 2:9–10*).
- salvation has been provided for all people through the loving and sacrificial act of Christ's death and resurrection, resulting in eternal life for all who believe, repent, and place their faith in God (*Ephesians 2:8, John 3:16*).
- in the spiritual unity of all believers, each of whom is an integral part of the church—the body of Christ (*1 Corinthians 12:12–14, Ephesians 4:3*).
- all believers are responsible to fulfill the Great Commission and make disciples of all people (*Matthew 28:19–20, Acts 1:8*).
- the Bible is the inspired Word of God—revealed to the world—and contains His plan of salvation and redemption for all of creation (*2 Timothy 3:16–17, John 1:14*).
- in the Second Coming of Christ and the fullness of salvation for eternity (*Hebrews 9:28, Acts 1:11*).

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, Luke 2:52). 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 (2 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, Colossians 1:17). Emanating from this philosophy is the challenge to students to use every talent vigorously, "as working for the Lord" (Colossians 3:23). Students should be prepared to meet life's intellectual and philosophical challenges with a well-reasoned faith (2 Timothy 2:15, 1 Peter 3:15, Colossians 2:8, 2 Corinthians 10:5).

Affiliations, Accreditation, and Licensing

Cascade Christian Schools is approved by the Washington State Board of Education and accredited by the Association of Christian Schools International (ACSI) in partnership with Cognia (formerly AdvancED), a national accreditation organization. Cascade Christian Schools is also affiliated with the Washington Federation of Independent Schools (WFIS).

Cascade Christian Schools' early learning centers and Recreation programs are affiliated with the Association of Christian Schools International (ACSI), National Afterschool Association, National Recreation and Park Association, Washington Recreation and Park Association. They also have staff training with Clover Park Technical College.

The Washington State Department of Children, Youth, and Families 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 childcare 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/Recreation 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 affirms the need to provide a proper balance among the spiritual, academic, physical, and curricular activities. The school is a unique institution in that it endeavors to educate the whole person without neglecting any area or emphasizing one at the expense of the other.
 - In the areas of biblical doctrine, practicing Christianity, and personal convictions, Cascade Christian Schools realizes there are differing views. Thus, the CCS Statement of Faith is the foundation by which the school administration promotes unity in these areas.
 - Because Cascade Christian Schools enters 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 that would cause or bring dissension among our families.
- It is the practice of Cascade Christian Schools to not participate or promote matters of a political nature, such as promoting a political party, political candidate, or political cause.
- The spiritual emphasis of Cascade Christian Schools derives from an interdenominational, evangelical perspective, with adherence to the doctrinal Statement of Faith.

Teaching Statements

Ultimately, we believe it is our role to share the good news of grace and mercy that stems from the life, death, and resurrection of Jesus. Our goal is to develop discerning leaders by approaching the following issues from a biblical worldview formed by our statement of faith and teachings in Christ. We aim to equip our teachers to align their teaching with the position of these statements. We strive to understand the positions and perspectives of our families, and we believe that an individual's choice is subject to God's Word, not our words. Below we have highlighted our stance on some of the common social issues that tend to be controversial in today's culture. We value and believe in our partnership with parents and welcome all families that desire a Christian education and can honor what we teach.

God-Honoring Lifestyle

- We teach that God wants us to live a life that is pleasing and honoring to Him at all times (1 Peter 1:15, John 13:34, Romans 12:1-2).
- We teach the importance that we as Christ-followers manifest—both in principle and by example—the highest Christian virtue and personal conduct, serving as Christian role models in wisdom, excellence, integrity, and honor (1 Timothy 4:12, Luke 6:40).
- We teach students to find their identity and purpose in Christ (Colossians 3:1-4, 2 Corinthians 5:17).

Resolving Conflict

- We teach that as much as it depends on us, God calls us to live at peace with everyone (Romans 12:18).
- We teach that when faced with conflict, God wants us to resolve it (Matthew 18:15-17, Ephesians 4:26, 2 Corinthians 5:18, Colossians 3:12-13).
- We teach students to treat everyone with love, respect, and dignity, and to recognize each individual as uniquely created in the image of God (Psalm 139:13-14, Isaiah 64:8).

Justice

- We teach that God wants us to act justly, love mercy, and walk humbly with Him (Micah 6:8).
- We teach that the world fails in its attempts to bring justice to society when it is void of the transforming power of Christ (Judges 17:6, Romans 3:23).

- We teach that God’s vision of justice requires not only fair and just treatment to all people, but a willingness to think beyond oneself and sacrificially do what is in the best interest of others while striving for their overall well-being (Isaiah 1:17, Philippians 2:1-11).

*Diversity**

- We teach that one who values and respects others shows kindness and the love of God in any actions directed toward them (1 John 4:7).
- We teach that rather than deny our differences, Christians are called to recognize our unique gifts, as the purpose of our differences is to work in unity as the body of Christ (Proverbs 22:2, Matthew 5:9, 1 Corinthians 12:14-27).

***Diversity:** A diverse community understands that it must treat each other with dignity and respect within CCS and beyond. It is a commitment to appreciate and value each individual, uniquely created in the image of God (Genesis 1:27). We recognize the value of our differences socially, physically, economically, culturally, individually, academically, and linguistically.

Race and Ethnicity

- We teach that God designed us to live as one human race, created in the image of God, through Adam and Eve (Genesis 1:27, Acts 17:26).
- We teach that the human race is represented by various ethnicities, each with its own respective culture and distinctiveness. Each ethnicity and every person, no matter the differences, has equal worth and value (Colossians 3:11, Revelation 7:9-10).
- We teach that Jesus died for people from every nation, tribe, language, and people group (Revelation 14:6).
- We teach age-appropriate lessons that are written from a biblical worldview. This, in turn, informs how we respond to and interact with current controversies, policies, or theories. We do not promote views that are political in nature, such as Critical Race Theory (CRT).
- We teach that there is one human race with many ethnicities and recognize our need to educate and understand cultural differences, so all people are known and valued at our schools.
- We teach that as much as it depends on us, we are to live at peace with all people and love our neighbors as ourselves (Romans 12:18, Mark 12:31, Galatians 3:28).

Sexuality/Sexual Identity

- We teach that God designed sexual intimacy to take place within, and only within, the bond of marriage between one man and one woman (Genesis 2:21-24, Hebrews 13:4).
- We teach that God created man and woman for each other and that He ordained marriage and sex only in the context of a lifelong, heterosexual commitment (Genesis 1:27, 2:21-25).
- In conversations regarding gender, we hold to the belief that every human being has been made in the image of God (Genesis 1:27). Physical bodies matter to God. We will extend a Christlike response to those who experience unease with their own biological sex and at the same time help people understand the Bible’s teaching on maleness and femaleness as taught in Genesis 1-2.

Sanctity of Life

- We teach that God wants us to honor, respect, and preserve life (Psalm 139:1-18, Isaiah 44:2).
- We teach that life begins at conception. The psalmist speaks of God’s craftsmanship and His intimate knowledge of each individual, including the number of days He has determined for each of us (Psalm 139).

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 more than 1,900 students (infants through grade 12) on four campuses in Pierce County, Washington. These campuses—located in Puyallup, Frederickson, and the Sumner-Orting Valley—include Puyallup Early Learning Center (infants through KPrep), Frederickson Campus (age 3 through grade 6), McAlder Campus (KPrep through grade 6), and our Pioneer Campus that comprises Puyallup Elementary (kindergarten through grade 6) and Cascade Christian Junior High (grades 7–8) and High School (grades 9–12).

The school system is a nonprofit entity supported through tuition, fees, and gifts.

Cascade Christian's students and employees come from more than 100 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 more than 400 full-time and part-time faculty and staff members. At Cascade Christian, families can find an excellent Christ-centered education where their children can develop into discerning leaders who are spiritually, personally, and academically prepared to impact their world.

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 Office is located on the Pioneer Campus in Puyallup. It includes the Office of the Superintendent of Schools and the offices for Academic Programs & Services, Advancement, Business, Community Engagement, Enrollment Management & Red Carpet, Human Resources, Safety & Security, and Student Services. The offices for Complementary Education & International Programs, District Operations & Technology, Early Learning Programs, Recreation, and Spiritual Formation are located at various other sites. Departments and programs function to support the ongoing ministries in each of Cascade Christian's schools and early learning centers. Since many tasks—involving areas such as tuition, billing, personnel, accounts receivable/payable, marketing, and communications—are carried out from a centralized district office, the principals, directors, and teachers are freed up to keep their focus on providing the highest quality of education possible.

Other benefits include shared resources and expertise; shared cross-district events such as music festivals, sports clinics, cheerleading camps, fundraisers; 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 the superintendent. The Board of Trustees meets monthly for decision-making and policy-setting that enable Cascade Christian Schools to accomplish its purpose and mission. Members are selected through a self-perpetuating process. The Board functions as a policy/governance board and therefore does not get involved in the day-to-day aspects of school life, which means there typically would not be a reason for parents or other members of the CCS community to meet with the Board.

Finance Committee

The Finance Committee—which also includes the Investment Committee and the Audit Committee (all working committees of the Board)—provides financial oversight for the school. It is tasked with presenting financial reports to the full Board; previewing the annual budget, tuition proposals, IRS Form 990, quarterly endowment, and Biblical Worldview Institute Report; meeting with auditors; and working with the investment process, including establishing a clear understanding of investment goals and objectives while offering guidance and limitations to the investment manager(s).

Spiritual Life Committee

The Spiritual Life Committee, a standing committee of the Board of Trustees, serves to provide the school's spiritual oversight/covering, thereby helping promote a school community that is reflective of our Guiding Principles and that stays true to a biblical worldview. This committee comprises a Trustee representative, a church partner representative, an alumni/parent representative, and administrator representatives.

Superintendent of Schools

The superintendent is the only CCS employee who is hired and directly supervised by the Board of Trustees and reports directly to the Board. As the leader of the administrative team and overall leader for Cascade Christian Schools, the superintendent is the final authority for the implementation of policies and procedures and for dealing with matters of concern in the life of the school. Should a concern arise, the student or parent should first discuss it with the appropriate staff member. If the matter is still unresolved, the second step is to discuss the matter with their campus administrator, and lastly, if necessary, with the superintendent of Cascade Christian Schools, who represents the final point of appeal. The appeal to the superintendent should be in writing and can be submitted through the District Office.

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 learning centers. Administrators are the leaders at their own schools or centers and represent their sites in the leadership team's decision-making. All other employees report directly to their principal or director.

Parents and CCS: Working Together

CCS Community Groups and Committees

In recent years, we have built a strong set of community groups and committees at CCS:

Culture Committee

The Culture Committee functions for the purpose of promoting, preserving, and cultivating a consistent mission-focused culture across every campus. The committee meets every six to eight weeks, and more frequently if determined appropriate. Within the scope of the CCS culture are the following:

Crisis Care Team: Our Crisis Care Team ensures efficient and compassionate care in events of crisis or tragic loss that impact multiple campuses or our CCS community as a whole. This team meets as needed in the event of receiving news of a crisis or tragic loss.

Diversity Council: The mission and purpose of the Diversity Council is to value, respect and embrace the diversity of God's kingdom, which is made up of social, physical, economic, cultural, individual, academic, and linguistic differences. The council provides input and promotes insight to CCS that will help recognize and unify the diversity of God's kingdom. This council meets quarterly, and more frequently if determined appropriate.

Biblical Diversity: The biblical view of diversity at CCS is based on the premise from Holy Scripture that we are each uniquely and lovingly created in God's image, we all share equal value, and we are unified only in and through Christ. It is also a commitment to appreciate and value each individual, as exemplified by Jesus Christ. Our intent is to promote and practice biblical diversity in all that we do at Cascade Christian Schools (Revelation 7:9-10, Colossians 1:16-17, 1 Corinthians 12:12-14).

Parents for Cascade (PfC): 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. See page 10 to learn more about PfC.

WATCH D.O.G.S.®:

The WATCH D.O.G.S. (**D**ads **O**f **G**reat **S**tudents) program was created by a group of parents and educators in a single school in 1998 and has since grown to be one of the largest and most respected family and community engagement initiatives in the country. Each year thousands of schools across the country utilize the WATCH D.O.G.S. program to reach out to the fathers and father figures of their students, inviting those men to take at least one full day off work during the school year and spend that entire day volunteering in their child's school.

Safety Committee

The Safety Committee ensures that the school is operating in a safe and secure manner as it relates to OSHA standards as well as protocols for matters of overall safety and security. This committee consists of representation from each campus and meets monthly throughout the school year.

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

- We understand that God has given us the primary responsibility for the spiritual training and overall upbringing 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.
- We agree with and will support the Guiding Principles (Mission, Core Purpose, Core Values, Core Commitments), Statement of Faith, Specific Objectives, Basic Affirmations, We Teach Statements, and Educational Philosophy, and are willing to have our student educated in accordance with them.
- We will abide by the guidelines and policies as listed in this 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 follow the attendance policy (for secondary students, see “Junior High and High School Attendance Policies” in Section B) and encourage habits of punctuality, thoroughness, neatness, honesty, resourcefulness, independent reading, study, accountability, and consequences.
- 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 our student develop effective study habits.
- We will support school personnel through cooperation, prayer, participation in school activities, and proactive communication.

Parent Responsibilities

In addition to the classroom, schoolwide, 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, 35. CCS parents, staff, and students are expected to cooperate with administrators as they 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 confer with the principal, to seek and arrive at a resolution for the sake of the school’s mission and purpose.

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

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’ Expectations of the School

You may expect your school to do the following:

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

Conflict Resolution

We hold to the biblical guidelines found in Matthew 18 for conflict resolution. Any students or parents having questions regarding student/teacher or student/administration relations, classroom procedures, teacher actions, assignments, grades, and the like should initially direct their questions to the teacher(s), staff person, or administrator(s) concerned. If, after discussing the issue with the appropriate individual, the matter has not been resolved, the student or parent may appeal the matter to their campus administration, and then to the superintendent of Cascade Christian Schools as the final point of appeal.

If a student or parent cannot remain in harmony with the practices, philosophy, rules, and policies of Cascade Christian Schools, we reserve the right to dismiss the student from school and/or school-sponsored programs.

Parent/Teacher Conferences

Parent/teacher conferences are a requirement. At some grade levels, conferences are student-led. Research shows that students who participate in the student-led conference format have a higher level of accountability and success at reaching their goals and that parents feel more informed about their child's progress and future. Conferences provide a forum for updating parents on their child's progress and for increasing communication and collaboration between school and home. Planned conferences are scheduled for 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 family portal on the CCS website, using their FACTS login. 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.

Parents for Cascade (PfC)

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

Parents for Cascade has the 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.*

Those who fill leadership roles are counted on to promote and live out the Cascade Christian Guiding Principles (Mission Statement, Purpose Statement, Core Values, and Core Commitments).

Parent Opportunities for Involvement

All Cascade Christian parents are *parents for Cascade*, and the expectation is that all parents *want* to support the school in whatever ways God has gifted them to do so. There are many opportunities to be involved in Parents for Cascade at each campus. The organizational system supports members as they each work toward the vision of Cascade Christian Schools.

The following organizational 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. Provide support for specific areas of campus events such as the Phone-a-thon, Christmas programs, and the district-wide auction. Lead the monthly PfC meetings.
- PfC Leaders: Work directly with the chairperson to facilitate meetings and campus/district events. Attend the monthly PfC meetings.
- Classroom Support Managers: Work directly with the PfC lead team and teachers for district events and with teachers for classroom support. Most of the support is through contacting parents in the classroom to get their support for school/class events.
- Support Parents: Work with the classroom support managers. Every parent is a support parent when volunteering to do anything for/in the classroom!

- Support Committees: Provide support for specific areas of school life.

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 leader for Parents for Cascade.
- Volunteer to help with PFC activities.
- Help in a classroom or the school office.
- Provide teacher support.
- Assist with school events or programs.
- Provide food or transportation.
- Provide mentorships for students by approval of building administrator.
- Help with all-district events such as dinners, auctions, and other fundraisers.
- Serve on an event committee.
- Attend an event and support it financially with cash gifts or gifts-in-kind.
- Help in the District Office.
- Volunteer coach for elementary athletics.

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. Volunteers must complete and have a background check on file in the District Office prior to volunteering.

Parent/Teacher or Parent/Administrator Meetings

Any parent who wishes to meet with a teacher is welcomed and encouraged to do so. The parent must call the campus office or contact the teacher by email and make an appointment; immediate access must not be expected. Should a parent desire a conference with the administrator, or with the administrator and the teacher, the parent must follow the same procedure to schedule a meeting.

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 Advancement 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.

Information Updates

For the protection and safety of your child, parents must assume the responsibility of notifying their campus office when 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. Each fall you will be asked to update this information for our records, and it can also be updated on the CCS website at any time throughout the year on each campus' Information Update link located under Forms & Handouts.

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 understand and assist with possible behavioral changes observed in the student.

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 receives a message from parents during the school day, call the office.

Students need to take care of all business and other arrangements before or after school.

Chapel Attendance

An important part of each week at Cascade Christian Schools is our weekly chapel times at our elementary and secondary campuses. Chapels occur once a week, 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.

Lost and Found

The school/campus is *not* responsible for money or 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.

Items not claimed within a month may be donated to a charitable cause.

Marketing and Photography

Per the CCS parent agreement, which is signed during the admissions process, Cascade Christian Schools or an authorized studio has permission to photograph or record a video of students for internal and external publications, marketing tools, and publicity purposes. Any parents who do not wish to have their student photographed for these purposes must provide this request in writing to the [Department of Community Engagement](#).

Admissions and Enrollment

Nondiscrimination Policies: K–12

Cascade Christian Schools is open to anyone interested in securing a Christian education, from early learning through grade 12, whom the school finds 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 choose to abide by the Cascade Christian standards of conduct and is unwilling to adjust to the Christian school 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* (2 Timothy 2:15). They also agree to be courteous and respectful to their peers, staff, faculty, and other daily associates.

Cascade Christian Schools admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletics and other school-administered programs.

Cascade Christian Schools reserves 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.

Specific admissions procedures exist for each specific level at CCS: early learning, elementary, and secondary.

Nondiscrimination Policies: Early Learning Centers

It is the policy of CCS early learning centers that no person shall be subjected to discrimination because of race, color, national origin, sex, age, marital status, disability, or the presence of any physical, mental, or sensory handicap.

This policy applies to every aspect of the center's programs, practices, policies, and activities, including client services and employment practices.

It is the policy of Cascade Christian Schools' early learning centers to accept children in compliance with the Americans with Disabilities Act (ADA) according to all the implementing regulations. The center will review each child's situation on an individual basis to determine if the center is able to meet the child's needs. Please discuss your child's needs with the director at the time of enrollment.

CCS Admissions Criteria for All Levels

The following admissions criteria applies to all levels—secondary, elementary, and early learning:

- Family/student lifestyles align with the CCS [Core Values](#).
- Family is pursuing excellence in education.
- Family subscribes to and supports Cascade Christian Schools' [Statement of Faith](#) and District Parent-Student Handbook.
- Family seeks mutual partnership with CCS leadership.
- The academic standard of admissions to Cascade Christian requires prospective students to achieve grade-level scores on entrance testing at or above grade level at this time.

Note: *If your child has an IEP, a 504 plan, or a psycho-educational evaluation, please contact your campus of interest BEFORE submitting your application and paying the nonrefundable application fee.*

Secondary Admissions

Cascade Christian Schools is open to anyone interested in securing an excellent Christian education, from preschool through grade 12, whom the school finds qualified for admission. We are seeking families that believe in and will engage in fulfilling our Guiding Principles. The admissions procedure includes a testing and interview process. We evaluate students on the basis of transcripts or report cards, references, admissions 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.

For admissions criteria, see the "CCS Admissions Criteria for All Levels" section above. For further admissions information and procedures, visit CascadeChristian.org/admissions or call the District Office at (253) 841-1776.

Elementary Admissions

To enter kindergarten, the student must be five years old before September 1. In addition, all new students will also be assessed for kindergarten readiness in the areas of social-emotional, physical, language, cognitive, literacy, and mathematics. A trained assessor uses Readiness Assessment Tools to assess the child's developmental maturity by comparing the child's results with a national norming study of children of the same age, in the key developmental areas.

All students entering 1st 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 1st grade screening test to ascertain their readiness for the 1st grade program.

Students entering all other grades will use an online assessment, which will be scheduled during the application/admissions process. 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.

For admissions criteria, see the "CCS Admissions Criteria for All Levels" section above. For further admissions information and procedures, visit CascadeChristian.org/admissions or call the District Office at (253) 841-1776.

Early Learning Admissions

Childcare Class Placement

Childcare students (infants to age 3) are placed in classes according to current developmental levels. Campus staff will determine when it is appropriate for a child to transition to the next level and will notify parents in writing of this change.

KPrep (Ages 3 to 5) Class Placement (Licensed Childcare and Part-Day Programs)

Because Cascade Christian Schools' Early Learning Program is a kindergarten preparedness program, the age of a student on September 1 is used for class placement.

Criteria for Enrollment in 3s/4s Classes

1. Three years of age prior to September 1 **and**
2. Completely responsible for own toileting needs **and**
3. Admissions criteria in the "CCS Admissions Criteria for All Levels" section above

Criteria for Enrollment in 4s/5s Classes

1. Four years of age prior to September 1 **or**
2. Successful completion of 3s program **and**
3. Completely responsible for own toileting needs **and**

4. Admissions criteria in the "CCS Admissions Criteria for All Levels" section above

Note: *Some younger students will attend two years of the 3s/4s or the 4s/5s program in order to be fully prepared for kindergarten.*

Cougar Club Childcare Admissions

Parents or guardians of CCS students must complete (where applicable) and turn in the following signed forms to enroll a student into Cougar Club, the CCS before and after school childcare program:

- [Cougar Club Registration Form](#)
- (If applicable) [CCS Individual Health Care Plan Form](#)
- (If applicable) [CCS Dietary Accommodations Form/Food Allergy and Anaphylaxis](#) or [CCS Dietary Accommodations Form/Food Intolerance](#)
- (If applicable) [CCS Medication Authorization Form](#) (which is a signed physician's order), allowing us to administer any medication required during the student's time in Cougar Club

Parents or guardians must keep all student information current by alerting Cougar Club staff of changes. Admittance is contingent on recreation site coordinator's approval.

Additional Recreation opportunities include Christmas and Spring Break Camps, Adventure Day Camp, and Thrive Summer Programs.

Continuous Enrollment

To provide CCS families with a system of enrollment that is seamless and paperless, CCS has adopted a continuous enrollment system, which allows students to remain continually enrolled, from their initial admission into the school system until they graduate from Cascade Christian High School. As a family maintains its continuous enrollment, each student's information (e.g., address, phone, email, emergency contacts, and medical information) is continuous from grade to grade in the student information system. CCS will help maintain the records by reminding parents to provide updated information as necessary on their campus website through the Information Update link located under Forms & Handouts. Each January, CCS will publish the following school year's tuition rates, the annual continuous enrollment tuition down payment amount, and information regarding variable tuition. If a student is on academic or behavior probation, or has a past-due balance, this status may have an impact on future enrollment.

For further information, parents may contact the District Office Business Department at (253) 841-1776.

Financial Policies and Procedures

Financial Responsibility

Parents agree to promptly fulfill all financial obligations to Cascade Christian Schools. All families are required to set up a FACTS account with banking information for automatic payment. Parents are responsible for keeping their payment account current. Parents may go online to their FACTS account to pay the bill prior to its payment date, or they may submit payment by cash or check at the District Office. Payments made at the District Office will be posted up to seven days later.

Student lunches will be billed to the FACTS account. Parents are asked to front-load their account and then are billed if they exceed the available amount.

For questions or concerns about tuition and fees payments, parents may contact the District Office Business Department at (253) 841-1776 or email BusinessDept@CascadeChristian.org.

Tuition and Incidental Fees

All registration fees must be paid prior to a student's official enrollment in Cascade Christian Schools.

Registration and Enrollment: On acceptance to CCS, and to ensure placement, an email link will be sent with instructions to set up your tuition payment plan for the school year. If a student is denied by CCS or, if applicable, the Variable Tuition adjustment still does not make it viable for the family to attend CCS, all but \$50 of the new student registration fee is refundable.

Tuition Payment by Automatic Bank Payment (ACH) or Credit Card: Payments are due on the 5th day or the 20th day of each month, depending on the plan selected per your FACTS Agreement. A \$30 late fee is added to the FACTS account if a payment fails for nonsufficient funds (NSF).

Cougar Club Childcare Fees: A Cougar Club contract must be completed for option plans or a drop-in before attending the program. See contract for details. Fees will be added to your FACTS account.

Late Tuition/Incidental Payments and Delinquent Balances: To continue attendance, all accounts must be kept current, including tuition, school fees, childcare, and Recreation. 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 \$35 NSF charge to the account. Any FACTS balance unpaid 30 days or more after the due date will incur a \$30 per month late fee.

Delinquent Accounts: In order for a student to continue in attendance, all accounts must be kept current, including tuition, school fees, lunch accounts, childcare, and other Recreation fees. At the point that the account becomes two months' past due, the account will be flagged, and the student will be suspended from attending class unless mutually agreed upon arrangements are made. If the account is not brought current as mutually agreed to, the family will be contacted by phone, letting them know we will formally be withdrawing their student from class. A late fee of \$30 per month will be charged when the account is over 30 days' past due. Any check returned to CCS by the bank will result in a \$35 NSF charge to the account. Returned FACTS payments are subject to a \$30 charge. All accounts with split financial responsibility must be kept current and in good standing to avoid disruptions in enrollment. Both families will be notified when the account is past due. Please keep contact information current.

Report card(s) and diploma(s) will be released to parents only after financial obligations are paid in full. If there is a balance due, only unofficial transcripts will be released.

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

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

Part-day KPrep Late Pickup Fee

Children may be dropped off no earlier than five minutes before class begins, to allow for the teacher's class preparation time. Office staff are unable to be responsible for children who arrive early or are picked up late. We ask that parents pick up their KPrep student promptly after class ends. Parents will be charged a late fee of \$1 per minute for students who are picked up late, starting 10 minutes after the end of class.

Junior High and High School Campus Athletic Fees

All student athletes participating in JH/HS 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. Athletic fees will be added to your FACTS account after the first game. 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 30 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 nonrefundable.

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 a student will receive the Spirit Pack.

Campus Class/Club/Recreation Fees

Campus class and club fees apply to students participating in activities that require specific supplies or materials. Fees are billed to the family's FACTS account or paid through PayPal.

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, athletic equipment, and devices, as well as other materials and equipment. All textbooks/devices issued to students are to be covered/protected. If school-owned materials or equipment is lost or damaged, the student receives a monetary fine, representing a fair repair cost or replacement value, unless they have purchased the available device protection plan. Stolen items are the responsibility of the student.

Report cards and records are retained until payment is received.

Withdrawal Process and Fees

In order to withdraw, families must follow the CCS withdrawal process. The first step is to communicate their intent to the principal and/or campus administration. Once a family notifies the campus or campus principal of their intent to withdraw, they will receive an email with a link to the Intent to Withdraw Form. After they submit 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.

Withdrawal Fee:

- If a student withdraws after March 1 but on or before August 15, a 20% withdrawal fee of the annual contract will be due.

- If a student withdraws after August 15, the family is responsible for 50% of annual tuition, plus the full year's fee for laptop and any incidental charges, minus any prorated tuition assistance or other discounts.
- For a withdrawal after December 1 to the end of the school year, the family is responsible for 100% of annual tuition, plus any incidental charges, minus any prorated tuition assistance or other discounts.

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

International students do not receive any refund upon withdrawal.

Emergency and Inclement Weather

Emergency and Inclement Weather Procedures

Cascade Christian Schools makes every effort to make decisions on school delays and closures as early as possible. Decisions about late start or no school days, if not made the previous evening, as much as possible will be communicated by 6:00 a.m. using the ParentAlert System primarily and then, depending on the type of emergency, FlashAlert Messenger:

ParentAlert System: Text Messages

CCS uses RenWeb's ParentAlert to send messages via text message in the event of an emergency or inclement weather. These alerts are automatically sent to the contacts on file in RenWeb. No registration is required. Please be sure your contact information is always up to date.

FlashAlert Messenger: Email and Messenger App

Additionally, parents may receive notifications by subscribing to **FlashAlert Messenger**. To receive notifications on your mobile device, download the [FlashAlert Messenger App](#).

To view current alerts, [click here](#).

***Note:** Please make yourself familiar with the Emergency and Inclement Weather procedures in place for Cascade Christian Schools. These procedures are intended to ensure the safety of our staff and families, while continuing to provide high-quality care for our students.*

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

If timing of the emergency permits, posting of snow delays or closure announcements will go on the FlashAlert website, which automatically updates the schools' status to area radio and television stations.

Parents may view and receive notices regarding Cascade Christian Schools' closure information by visiting [FlashAlert.net](#), clicking **Seattle/Western Washington**, then **South Sound Privates**, and then **Cascade Christian Schools**.

Kindergarten Prep (KPrep) Through Grade 12

We use the following guidelines to make decisions regarding weather-related school closures:

Delayed start means:

- There is no morning KPrep.
- Kindergarten to grade 12 will operate on a delay, starting one hour later than the usual start time if the delay is on a Monday and two hours after the usual start time Tuesday–Friday.

A **mid-day weather closure** after school has begun for the day means that parents will be notified to pick up their students as soon as they are able. Childcare (early learning centers), Cougar Club Childcare, and Recreation activities will also CLOSE.

The FlashAlert website automatically updates the following local area radio and television stations of our schools' status:

KOMO AM 1000, KIRO AM 710, KCMS FM 105, KCIS AM 630
KING-5 TV News and "Today" show

Childcare (Infant Through KPrep), Elementary Cougar Club Childcare, and Recreation Activities

During delayed starts: These programs will operate from **8:30 a.m. to 6:00 p.m.** (except for Puyallup Early Learning Center, which will operate from 8:30 a.m. to 5:00 p.m.) unless otherwise specifically announced.

During school closures:

- **PUYALLUP EARLY LEARNING CENTER** will operate from **8:30 a.m. to 4:30 p.m.**, unless otherwise specifically announced. *All Recreation programs will be canceled and rescheduled.*
- **FREDERICKSON ELEMENTARY Childcare and Cougar Club Childcare programs** are CLOSED during school closures. *All Recreation programs will be canceled and rescheduled.*
- **PUYALLUP ELEMENTARY Cougar Club Childcare programs** are CLOSED during school closures. *All Recreation programs will be canceled and rescheduled.*
- **McALDER ELEMENTARY Cougar Club Childcare programs** are CLOSED during school closures. *All Recreation programs will be canceled and rescheduled.*

Please be aware that in the event of extreme inclement weather during non-school days (e.g., Christmas break, national holidays, summer break), the Childcare, Elementary Cougar Club Childcare programs, Thrive Summer Programs, and all Recreation programs may need to reduce operating hours or close. You may obtain further information by checking FlashAlert.net or by calling the campus elementary or early learning office.

Emergency Preparedness

All staff are first aid-, blood-borne pathogen-, and CPR-certified as well as trained in disaster and emergency safety procedures. At CCS, we have a complete district-developed emergency/disaster plan that has been implemented and adapted at each of our campuses to make it campus specific. All school employees are trained to perform a specific function during emergency situations. Our goal is to be well equipped to handle any emergency situation. Each campus' emergency/disaster plan is available for your review in the respective school office and classrooms.

For the protection of students and staff, and 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).

In case of an emergency in which we deem it necessary, we will call 911. We will also make every effort to call you to assist in making any decisions necessary for the care of your child.

To be prepared in case of a catastrophic event, each child has an emergency package stored on campus:

- **Early Learning:** Emergency kits are provided. However, if your child has severe allergies or is an infant in our care and is not able to eat from the emergency kit, please provide a kit that contains food that your child may eat.
- **Elementary:** Parents are asked to provide an emergency kit for their students. Unused kits are returned at the end of each school year.
- **JH/HS:** The school has provided emergency kits for each student. However, if your child has severe allergies and is not able to eat from the emergency kit, please provide a kit that contains food that your child may eat.

Health (Illness, Immunization Law, Medications)

Student Health

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

- Fever of 100.4°F or higher (before returning to school, student must be fever-free for a minimum of 24 hours without the use of fever-reducing medication)
- Headache, earache, sore throat, rash, or fatigue that prevents participation in regular activities
- Vomiting within the past 24 hours
- Diarrhea within the past 24 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 24 hours after starting antibiotic treatment
- Hand, foot, and mouth (HFM)—please connect with your campus office to discuss criteria for returning to school
- COVID-19 information on our website

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

Illness or Injury at School

A student who becomes ill during the school day must get permission from a teacher before going to the office. If the student is not able to return to class within a reasonable amount of time, the school will contact the parent and/or the individual listed on the FACTS Student Medical Information form to transport the child home immediately. If no one is available, the student will remain at school. However, 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.

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 injury/illness reports as applicable.

If a student becomes seriously ill or injured and must have immediate attention by a physician, the school will arrange for the student's transport to the nearest hospital and will make an immediate effort to contact the parents and/or their designee listed on the Student Medical Information form.

It is important that the Student Medical Information form be up to date. Parents should call the campus office or fill out the Information Update form online to make changes.

Immunization Law

To protect students from infectious childhood diseases, Washington State law (RCW 28A.210.080) requires that all students enrolled in public and private schools in the state have documentation of the required immunizations or a certificate of exemption to attend school. Students may not attend school until valid documentation has been turned in to the school office. **Valid documentation includes medical records showing vaccination from your healthcare provider, evidence of immunity to the disease the vaccine prevents, or a**

completed Certificate of Exemption (COE) form. New students to the school must include valid documentation with the application materials prior to admission.

CCS Medication Policy

Each campus shall authorize and designate a minimum of two employees to administer prescribed or over-the-counter oral or topical medication, eye drops, or ear drops ("medication") in accordance with the requirements of RCW 28A.210.260. By definition, oral medications are administered by mouth either by swallowing or by inhaling and may include administration by mask if the mask covers the mouth or mouth and nose. Employees can request annual training to ensure competency for deliverance of medication to the assigned student.

Medications allowed on campus will include those taken orally, topically, eye or ear drops. No prescribed medication shall be administered by injection by employees except when a student is susceptible to a predetermined life-endangering situation. The parent will submit a written statement providing employees with the authority to act according to the specific written orders and supporting directions provided by a licensed health professional prescribing within his or her prescriptive authority (e.g., medication administered to counteract a reaction to a bee sting). Such medication will be administered by only those employees who have been properly trained.

Prescribed or over-the-counter medication may be dispensed by designated employees to students on a scheduled basis upon written authorization from a parent, accompanied by a written request of a licensed health professional prescribing within their scope of practice and with instructions regarding the identification of the medication to be administered. Requests shall be valid for not more than the current school year. The prescribed or over-the-counter medication must be properly labeled and be contained in the original container. Specific medication instructions are as follows:

1. The school personnel dispensing the prescribed or over-the-counter medication shall do the following:
 - Collect the medication directly from the parent (students should not transport medication to school), collect an authorization form properly signed by the parent and by the prescribing licensed health professional, and collect instructions from the prescribing licensed health professional if the medication is to be administered during school hours;
 - Store the prescription or non-prescribed oral medication (not more than a one-month supply) in a locked, substantially constructed cabinet;
 - Maintain a daily record which indicates that the medication was dispensed, signed/initialed by two staff members;
 - REFILLS—When a refill is needed, there will be communication between CCS staff and the parent to obtain additional medication from the prescribing provider or pharmacy. Parents are responsible for ensuring a student never runs out of medication to be taken while at school, during school hours; and
 - Request additional training whenever needed to ensure competency and to clarify any questions regarding the medication administration process.
2. The parent/guardian must pick up all medication(s) by the last day of the current school year. If not picked up, the medication(s) will be discarded appropriately.
3. All medications will have a dual count performed upon receipt by two CCS staff members. Should there be a discrepancy from what was reported at drop-off, a phone call should take place to discuss such discrepancy to ensure accurate record-keeping.
4. **CONTROLLED SUBSTANCES** (e.g., Adderall, Vyvanse)—In addition to a count upon receipt, controlled substances will also have one additional count during the month in the presence of two CCS staff members to ensure accuracy of record-keeping.

5. **RESCUE MEDICATIONS** (also known as **EMERGENCY MEDICATIONS**)—Written, signed, and dated emergency medication orders from the licensed health professional prescribing within their prescriptive scope of practice will do the following:
- State that the student suffers from an allergy that may result in an anaphylactic reaction.
 - Identify the drug, the mode of administration, and the dose.
 - Indicate when the injection shall be administered on the basis of anticipated symptoms or time lapse from exposure to the allergen.
 - Recommend follow-up after administration, which may include care of the stinger, administration of additional medications, transport to hospital.
 - Specify how to report to the licensed health professional prescribing within his or her prescriptive scope of practice and any record-keeping recommendations.

JUNIOR HIGH AND HIGH SCHOOL STUDENTS ONLY—If a licensed health professional and a student's parent request that a student be permitted to carry his/her own medication and/or be permitted to self-administer medication, the building administrator may grant permission after consulting with the school nurse. The process for requesting and providing instructions shall be the same as established for medications. The principal and registered nurse shall consider the age, maturity, and capability of the student; the nature of the medication; the circumstances under which the student will or may have to self-administer the medication; and other issues relevant in the specific case before authorizing a student to carry and/or self-administer medication at school. Except in the case of multi-dose devices (like asthma inhalers), students shall carry only a one-day supply of medication at a time. Violations of any condition placed on the student permitted to carry and/or self-administer his or her own medication may result in termination of that permission, as well as the imposition of discipline as appropriate.

ALL STUDENTS—Cascade Christian Schools acknowledges that personal hygiene items (e.g., hand lotion, lip balm, deodorant, hand sanitizers, cosmetics, shampoo) are self-managed and typically not considered medication. However, for the safety and well-being of students, parents/guardians, and employees, a parental note may be required for such items to be at school, which may include the process for medication administration per Medication Policy 3416 if employees are being requested to administer or apply.

Also, pursuant to the Sun Safety Education Act (Substitute Senate Bill 5404, 2017), students may possess and self-apply topical sunscreen products supplied by a parent or guardian and regulated by the United States Food and Drug Administration for over-the-counter use to help prevent sunburn while on school property, at a school-related event or activity, or at summer camp. Such possession and application are an exception to the requirements identified above. School personnel may, but are not required to, assist students in the application of sunscreen supplied by a parent, but should do so in the presence of another staff member.

Child Abuse Policy

Cascade Christian Schools will comply with the mandatory reporting laws for schools, as provided in Washington State RCW 26.44.030. CCS is also compliant with the Pierce County Protocol of Child Sexual and Physical Abuse. The state of Washington requires CCS to report allegations of suspected child abuse and/or neglect to Child Protective Services (CPS) and/or local law enforcement—whichever is deemed appropriate—when there is reasonable suspicion for believing that neglect, physical abuse, or sexual abuse has occurred. Failure to report within the required time frame can lead to a gross misdemeanor that is punishable under RCW 26.44.080. Per Pierce County protocol, parents or guardians will not be contacted prior to a CPS or law enforcement report being made. School personnel may or may not contact parents or guardians following a report being made, depending on guidance from CPS and/or law enforcement.

Cascade Christian Schools' procedure will be as follows in accordance with Pierce County Protocol of Child Sexual and Physical Abuse:

- As per our legal obligation, school personnel will document any statements or inquiries of child sexual or physical abuse and/or any suspicions of abuse or neglect. A report will then be made to the appropriate agency, depending on the nature of the abuse.
- Depending on the allegation, CPS and/or law enforcement may arrive on campus, and our school administration will then provide any necessary support and information that will allow them to make their own investigation.
- The school recognizes the sensitivity of these situations and will provide support and a safe place for any children involved and will continue to advocate for them throughout the entirety of the process.

If the alleged suspect is school personnel, CCS will follow the above-outlined protocol with the following exceptions:

- The alleged suspect will be asked to leave or vacate premises.
- The report will be made to the appropriate law enforcement agency.
- Per Pierce County protocol, CCS may or may not conduct a preliminary investigation.

Confidentiality Statement: Cascade Christian Schools recognizes student's privacy, and protection is paramount when handling a student's disclosure of child abuse. CCS staff will not divulge any of the disclosure or personal information of those involved to ANYONE outside of what is required by state law to report and CCS-required staff per policy protocol.

Other General Information (Conduct, Curriculum)

Personal Character Development: The Three Rs

Cascade Christian Schools is a positive learning environment. We choose to value each person by living the 3Rs:

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. Each director/principal has the discretion to administer consequences for divisive and/or disruptive conduct, including but not limited to actions and attitudes outlined in the chart below.

The ultimate, unique goal of Cascade Christian Schools is for students to have the ability to govern themselves from within—internally, using the example and model of Jesus Christ. As the ability of students 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 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 who are ready to move confidently into tomorrow’s world.

Examples of showing Respect, Responsibility, and Relationships are as follows:

	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
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 	<ul style="list-style-type: none"> • Hold myself and others accountable for the appropriate treatment of people and property • Use 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"> • (JH/HS) Handle lockers with care • (JH/HS) Use only my assigned locker 	
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"> • Am courteous to others
Guest Teacher	<ul style="list-style-type: none"> • Treat the guest teacher with a high 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 (Applies to JH/HS)	<ul style="list-style-type: none"> • Use equipment, property and supplies as originally intended • Use appropriate language and volume • Honor personal boundaries and privacy • 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 (no photos or videos) • 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 	<ul style="list-style-type: none"> • Keep food and drink in approved eating areas • Maintain cleanliness 	<ul style="list-style-type: none"> • Am courteous to others • Am polite to lunch staff

	I show RESPECT when I ...	I show RESPONSIBILITY when I ...	I show good RELATIONSHIPS when I ...
	<ul style="list-style-type: none"> • Use reasonable noise level 	<ul style="list-style-type: none"> • Use appropriate line etiquette • Stay in supervised areas 	<ul style="list-style-type: none"> • 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 belongings/ backpacks in designated locations • Am 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 Christlike behaviors • Remain in supervised areas only • Follow host school's policies and procedures • Clean up after self and others 	<ul style="list-style-type: none"> • Demonstrate good sportsmanship • Demonstrate appropriate levels of affection
Parking Lot	<ul style="list-style-type: none"> • Honor personal boundaries • Show courtesy to others • (JH/HS) Show courtesy to other drivers 	<ul style="list-style-type: none"> • (JH/HS) Park in one student parking stall only • (JH/HS) Go to the parking lot only before and after scheduled classes, unless I have permission • Conduct myself in a safe and courteous manner • Keep parking lot clean 	<ul style="list-style-type: none"> • Hold myself and others accountable for the appropriate treatment of people and property • (JH/HS) 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 • Refrain from using cell phones or electronic devices 	<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 lifestyle 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 (and the JH/HS students' Cougar Honor Code).

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."

Key Focus Areas

- 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 challenging them to become lifelong learners
- Integrating knowledge, understanding, and application skills that emphasize
 - Biblical worldview immersion
 - Spiritual formation
 - Leadership development
 - Academic excellence that includes communication skills and higher-level thinking skills

Our goal at Cascade Christian Schools is to maintain high standards of excellence in academics. We select textbooks and other instructional materials from several publishing companies. Our teachers, as the spiritual leaders and shepherds of the young people entrusted to them, carefully screen and edit all materials to provide proper perspective on non-biblical references and influences, and use them to teach the biblical standpoint.

Biblical Worldview Immersion

Biblical Worldview Immersion describes the process by which we create intentional experiences to immerse every aspect that makes up each individual student—head, heart, and hand (actions)—in a biblical worldview. As a result of being positively impacted by these experiences that take place in all areas of the life of the school, our students will be equipped to make an impact on our culture by thinking, loving, and acting like Him in every area of life.*

Note: *BWI definition and application adapted from Roger Erdvig in *Beyond Biblical Integration* (Summit Ministries, 2020), pp. 10, 28.

SECTION B: GENERAL FOR JUNIOR HIGH & HIGH SCHOOL

Junior High and High School Behavior and Conduct Information

Cougar Honor Code

Cascade Christian Junior High and High School students will strive to conduct themselves with honor and integrity at all times. (See more about student conduct and personal character development under "Other General Information (Conduct, Curriculum)" in Section A.)

Student Lifestyle and Conduct Expectations

Cascade Christian Schools strives to reinforce a godly lifestyle for all students. Accordingly, Cascade Christian Junior High and High School expects students to adhere to standards that represent the highest levels of integrity and godly character, to *walk in a manner worthy of the calling with which [they] have been called* (Ephesians 4:1, NASB). 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* (1 Corinthians 10:31, NASB). Cascade Christian Schools' staff will partner with parents to ensure that student behaviors are pleasing to God, believing that we are to *train up a child in the way he should go, and when he is old he will not depart from it* (Proverbs 22:6, NKJV).

Cascade Christian students are expected to abide by the Cougar Honor Code at all times, both on and off campus, and will be asked to sign a commitment form annually. The components of the honor code are as follows:

1. Commit to treat each individual as uniquely created in the image of God and worthy of respect
2. Have a courteous, respectful, obedient, and cooperative attitude toward 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
3. Live by biblical standards in all relationships, remain sexually pure, and treat people with respect at all times, refraining from sending or requesting inappropriate digital messages, photos, or video, or otherwise misusing technology (including but not limited to nudity, adult content, pictures without consent)
4. Become familiar with the guidelines as listed in the District Parent/Student Handbook and adhere to them (be punctual and maintain regular school attendance; adhere to the Cascade Christian dress code)
5. Refrain from engaging in bullying directly, indirectly, or online; this includes any form of intentionally intimidating conduct or statements
6. Abstain from all use of tobacco, marijuana, inhalants, drugs and/or alcohol, and all related paraphernalia both on and off campus while a student at Cascade Christian Schools
7. Not possess, or in any way make the impression of possessing, or threaten to use any form of weapon, firearm or explosives
8. Reside with my parents or my approved guardians
9. Conduct myself with honor and respect, not accepting the actions of those who do not

Cheating/Academic Dishonesty

Philosophy

A person's honor rests in that person's 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.

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 course grade or a grade on an individual assignment. 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:

- 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, tablet, laptop, 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 someone in a subsequent period what was on your exam, or being told this information)
- 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
- Tampering or altering online platforms
- Working with another student on a take-home exam, unless specifically authorized by the teacher
- Gaining or providing unauthorized access to examination materials
- Using AI-created 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 receiving 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 written work, which includes the following:
 - 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
 - Using online or hard-copy answer keys without the permission of the teacher

- Acting as provider of paper(s) or answers 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 assessment or paper
- Failing to promptly stop work on an exam when the time allocated has elapsed
- Forging a signature
- Sabotaging another student’s work

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

Sources:

- Goldey-Beacom College Academic Honor Code, <http://catalog.gbc.edu/>
- University of Pennsylvania Code of Academic Integrity, <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>
- Cornell University Code of Academic Integrity, <https://cuinfo.cornell.edu/aic.cfm>
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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, a test, an examination, a report, or an essay assignment, the teacher in whose class the student’s infraction occurred will document and report the infraction to the administration and will notify the student’s parents of the infraction. Furthermore, the infraction may result in a zero on 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 or detention
- A special assignment or activity related to the offense
- Suspension
- Expulsion

Responses to Inappropriate Conduct for JH/HS Students

Responses to irresponsible and inappropriate behavior at Cascade Christian Junior High and High School can vary from *conversation with the student*, to *discipleship*, to *dismissal of the student from school*. We are committed to making 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 principal 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, and swearing. 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, (e) parent conferences, and (f) removal from class.

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 circumstances of a particular incident, other responses may be used as well.

Correction Procedures for Junior High and High School

Levels	Examples	Consequences
Level 1 Minor disturbances that prevent classroom order and instruction	Classroom teachers will follow individual guidelines as set forth by classroom behavior expectations defined in course outlines.	These behaviors will be handled in the classroom.
Level 2 Repeated Level 1 behaviors or disturbances that prevent school order	<p>Examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Dress code violations • Disruptive behavior • Public displays of affection • Littering or damaging the school property • Mocking or scorning what CCS stands for • Unauthorized use of electronic devices* <p>Office tracks/administers discipline for:</p> <ul style="list-style-type: none"> • Excessive tardies • Excessive absences • Dress code • Cell phone usage 	<p>Possible Level 2 consequences include, but are not limited to, the following:</p> <p>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><i>*Teachers may collect electronic devices and turn them in to the office.</i></p>
Level 3 Actions and attitudes that show lack of respect to	<p>Examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Repeated, documented Level 1 behavior 	Possible Level 3 consequences include, but are not limited to, the following:

Levels	Examples	Consequences
authority or other people	<ul style="list-style-type: none"> • Truancy/leaving campus without permission • Serious public displays of affection • Profane, vulgar, obscene, or abusive expressions or behavior (including written, electronic, verbal, or physical forms) • Forgery • Recording/ photographing of students or school employees-without their consent • Deliberate disobedience • Cheating/plagiarism • Lying • Serious disruptive behavior or disrespect for teacher • Unsafe or irresponsible driving on campus 	<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"> • School detention • Parent conference • Saturday School • Written contract • Suspension • Short-term remote learning
Level 4 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>Examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Repeated Level 2 violations • Consumption, distribution or possession of alcohol, tobacco, vaping products, or drugs • Cheating on final exam – resulting grade is zero • Harassment, intimidating, bullying (CCS policy; in person or electronically) • 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, 	<p>Possible Level 4 consequences include, but are not limited to, the following:</p> <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 • Expulsion/Withdrawal from CCS • Behavior contract • Extended period of remote learning • Police contacted (if crime) <p><i>May include required outside treatment, counseling, or combination of one or more on the list above.</i></p>

Levels	Examples	Consequences
	safety, or well-being of any student or staff member	
Level 5 Extreme actions that seriously threaten the safety of others or show flagrant lack of respect for conduct expectations and/or the law	Examples include, but are not limited to, the following: <ul style="list-style-type: none"> • Weapons violations (CCS policy) • Repeated serious Level 3 violations • Written, electronic, verbal, or physical threats to individual students / staff or school safety 	Possible Level 5 consequences include, but are not limited to, the following: Staff member will send student immediately to the office. Administrator may assign one or more of the following consequences: <ul style="list-style-type: none"> • Emergency expulsion • Immediate expulsion

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 to 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 8:00 a.m. to noon 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.

Failure to attend Saturday School can result in these consequences:

First Failure to Attend – Student will be rescheduled for the next Saturday School if inability to attend Saturday School is communicated to principal prior to the date.

Second Failure to Attend – A \$75 administrative fee will be applied to FACTS account, and student may face suspension.

Substance Abuse

School administrators are permitted to search, require drug testing, and/or apply corrective/educational activities or plans.

Illegal Use, Sale, Share, and/or Possession of Vape or Tobacco Products

A student who is found to use, sell, share, and/or be in possession of vape or tobacco products shall be in violation of school policy. The following consequences shall apply:

First Offense – A 2-day suspension from school and a 5-day suspension from any extracurricular or cocurricular activity (athletics, leadership, worship team, play, etc.) will occur.

Second Offense – A 5-day suspension from school occurs and a 10-day suspension from any extracurricular or cocurricular activity (athletics, leadership, worship team, play, etc.) will occur.

Third Offense – Consequences will be addressed by administration.

Underage Use, Sale, Share, and/or Possession of Alcohol or Marijuana

A student who is found to use, sell, share, and/or be in possession of alcohol or marijuana 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 (e.g., a party) where alcohol or marijuana is present, and the student makes no effort to leave that location immediately. The following consequences shall apply:

First Offense – A **10-day** suspension from school occurs and a **30-day** suspension from any extracurricular or cocurricular activity (athletics, leadership, worship team, play, etc.). If a student is not currently involved in an activity at the time of the offense, the **30-day** suspension will occur during the next activity in which the student participates. This consequence reduces to **5 days/15 days** if the student enrolls in and successfully completes a school-approved substance abuse program. The cost for this program will be the responsibility of the student's parents.

Second Offense – A **30-day** suspension from school occurs and a **60-day** suspension from any activity (athletics, leadership, worship team, play, etc.). If a student is not currently involved in an activity at the time of the offense, the **60-day** suspension will occur during the next activity in which the student participates. This consequence reduces to **15 days/30 days** if the student enrolls in and successfully completes a school-approved substance abuse program. The cost for this program will be the responsibility of the student's parents.

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

Illegal Use, Sale, Share, and/or Possession of Illegal Drugs (RCW 69.41) or any Controlled Substances (RCW 69.50)

A student who is found to use, sell, share, and/or be in possession of illegal drugs or controlled substances 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 (e.g., a party) where drugs are present and makes no effort to leave that location immediately.

The following consequences shall apply:

First Offense – A **30-day** suspension from school will occur and an **immediate** suspension from any extracurricular or cocurricular activity (athletics, leadership, worship team, play, etc.) for the remainder of that season. If a student is not currently involved in an activity at the time of the offense, a **60-day** suspension will occur during the next activity in which the student participates. This consequence reduces to a **15-day** suspension from school if the student enrolls in and successfully completes a school-approved drug abuse program. The cost for this program will be the responsibility of the student's parents. There is no reduction in the suspension from extracurricular or cocurricular activities.

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

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 are for all individuals to demonstrate Cascade Christian Schools' Three Rs (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, 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, gender, etc." Harassment, threats, intimidation, or bullying can take many forms including exclusion/isolation, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, pantsing, gestures, physical attacks, hazing, threats, or other written, electronic, verbal, or physical action(s), or supporting or participating in electronic bullying. *Intentional act* 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 harassment, threats, intimidation, or bullying.

Students, faculty, or staff members 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.

For a definition of and more information on bullying, please refer to stopbullying.gov.

Other conflict and fighting*:	Bullying*:
<ul style="list-style-type: none"> • Between friends/equals/peers • Spontaneous/occasional • Accidental/not planned • No serious, lasting harm • Equal emotional reaction • Not for domination/control • Often a sense of remorse • May try to solve problem 	<ul style="list-style-type: none"> • Not friends/imbalance of power • Repeated over time • Intentional/targeted • Physical/emotional harm • Unequal emotional reaction • Seeking control/possession • No remorse/blames target • No effort to solve problem

*Please remember that specifics will vary with each incident.

Vandalism

A student who abuses school or other personal 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 onto 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. This policy does not apply to armed security guards or law enforcement officers.

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's 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.

Dress and Appearance Standards

The purpose of Cascade Christian Junior High and 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 the 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 the CCS Guiding Principles.

Therefore, I urge you, brothers and sisters, in view of God's mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship. Do not conform to 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, NIV

CCS students will honor God, honor others, and honor themselves by dressing in a manner that promotes the following:

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

Administrators reserve the right to interpret and enforce the dress and appearance standards of CCS students.

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, and modest” include, but are not limited to, the following:

For both boys and girls:

- Clothing that is not extremely tight-fitting, lowcut, or exposing a bare midriff
- Leggings or yoga pants that are completely and generously covered by a dress, skirt, or top in the front and the back; no skin visible on upper thighs
- Dresses, skirts, and shorts that are longer than two inches below fingertip length on all sides
- Tops that have straps over shoulders with a two-finger width
- Jeans that have no holes higher than two inches below fingertip length; no skin visible on upper thighs
- Pants that are not flannel or soft pajama pants
- Hair and facial hair that is well groomed
- Facial piercings limited to the nose and ears
- Tattoos that are non-offensive in nature, as defined by the administration
- Sweatshirts with hoods as long as the hood is not up
- Hats that do not limit or obstruct eyes or ears; with faculty and staff reserving the right to require individual students or groups of students at specific times to remove their hats
- Shirts, hats, clothing items, and accessories that do not contain writing, pictures, or slogans that create distractions/divisiveness and do not follow Cascade Christian’s core principles

Failure to meet guidelines above may result in an immediate change of clothes and/or a dress code violation.

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

Our desire is to help students learn the importance for dressing appropriately for various occasions, to include:

- Sports and athletics

- Pep assembly and spirit days
- Chapel (students are encouraged to dress up for chapel)
- Retreat and off-campus events
- School dances and special events*
- Performing arts

All dress and appearance standards apply to half-days and modified schedules, including finals week.

*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 outside the desired standard, or displaying an appearance that is determined to be outside that standard, will be notified in the following manner:

First Offense – Student will receive an email indicating the way in which the desired standard is not being met. There will be no record in FACTS or email sent home.

Second Offense – Student will receive an email indicating the way in which the desired standard is not being met. The event will be recorded in FACTS and an email sent home.

Third Offense – Student will receive an email indicating the way in which the desired standard is not being met, and a detention will be assigned. If the student fails to report to detention, a Saturday School will be automatically assigned. Behavior will be noted in FACTS.

Junior High and High School Attendance Policies

General Guidelines

Regular attendance is a contributing factor to success in school and is a prime responsibility of the student and parent. When a student enrolls in a class, the student and teacher enter into a contract that includes the following:

- The student will attend classes regularly, be on time, and do the work assigned.
- The teacher will provide worthwhile learning experiences for those enrolled.

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 by calling 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 a day on the day of the activity; otherwise, the student will not be allowed to participate. Student athletes must be enrolled in **four** classes to participate in a sport (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.

Concerts and performances are considered part of the arts academic experience, and student attendance at these non-school-hours events is required.

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 and avoids distractions to the class by late arrivals.

First Period Tardies

A student arriving after school has begun is to report to the office for an admit slip. **Students who come to school tardy should have a parental note within two days (48 hours) of the tardy, 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: 30-minute (before-/ after-school) detention. If students do not report to their detention, a Saturday school will be automatically assigned.

- For every **third** unexcused tardy per quarter, students will be assigned before- or after-school detention.
- For every **sixth** unexcused tardy, students will be assigned a Saturday School.
- For every **ninth** unexcused or excused tardy (including emergencies and uncontrollable events), an administrator will contact parents, and a further plan of action determined.

Tardies Within the School Day

Once the school day has begun, a student who arrives in class after the bell has rung, and who has no authorization from a staff member, shall be recorded as tardy-unexcused. If a student is late to class by 15 minutes or more, this will be marked as an absence, not a tardy.

Students are responsible for all work missed resulting from tardiness. Students who are tardy to a class are subject to accountability measures outlined in the rules and guidelines for that particular class. The same procedures and consequences as for first period tardies will be followed for tardies within the school day.

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. ***Please schedule doctor, dental, music, and other appointments outside of school hours whenever 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, a one-day extension of assignment due date; two days of absence, a two-day extension). Students absent for school-related activities receive the same considerations.

Unexcused absences also require that the student complete the work missed during the absence. However, when turned in, all work will be considered late work, resulting in a lower score on all assignments, tests, etc.

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 (48 hours) of absence.**

For family vacations or absences **exceeding three or more days**, request a [Pre-arranged Absence Request form](#) from the school office or on our district website (CascadeChristian.org) one week prior to the departure date. The form must first be signed by a parent, then brought to our school counselor for processing. Administrator approval must be received prior to teachers signing off on the form. Return the form to the school counselor with all teachers’ signatures by 3:00 p.m. on the day prior to the absence. Failure to turn in this form prior to the absence could result in an unexcused absence for each day absent or no extensions on missed work. Additionally, if a student has two or more D’s and/or is failing a class, the absence requested remains at the administrator’s discretion.

Excessive Absences

A student may not receive credit in a course in which he or she has exceeded **12 absences** per semester, excused or unexcused. This includes absences for medical appointments and illnesses. After the student has been absent nine days, the parent will receive a warning letter that the student is in jeopardy of losing credit. If a student exceeds 12 absences, the parent may petition for credit if the parent believes extenuating circumstances merit review of the student’s record. The petition begins with the parent writing a letter of petition and explanation of circumstances to the principal. An academic committee will review the petition. Valid reasons for the petition include illness, school-related absences, and family emergencies.

Any student who chronically skips a class or classes (truancy), 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.

If your student has three unexcused absences in one month, state law (RCW 28A.225.020) requires that we schedule a conference with you and your student to identify the barriers and to communicate supports available to ensure regular attendance.

Early Dismissal

Arrange in advance any absence for a part of the school day. A note, email, or phone call from the parent or guardian is required, stating the time and reason for the dismissal request. **Students must sign out at the**

attendance window before leaving the campus. Students returning from an early dismissal must check in at the attendance office. Students who leave campus without a prearranged 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, the teacher may deny the student further participation until his or her grades have improved.

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.
- Once the students enter the facility, they must remain inside until either the activity is over or their parent or guardian speaks to the administrator.
- Parents or guardians must pick up students no later than 15 minutes after the scheduled conclusion time of the activity.
- Students bringing guests must present a student visitation form prior to the event. Form is available in the school office.

Junior High and High School Transportation

Arrival and Departure Traffic Patterns

The south driveway is the entrance, and the north driveway is the exit. *Please follow these traffic patterns for safety. Drive slowly and be alert, always watching for people to do the unexpected.*

Carpool Guidelines

Since Cascade Christian Schools has no busing service, carpooling is encouraged. Contact the school office for more information. 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 resulting from 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

High school 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 CCHS is in a residential neighborhood, students must use extreme caution while driving through the neighborhood and on campus. **Students who speed or drive recklessly will face severe consequences and may lose driving privileges.** It is very important that we are respectful of our neighbors.

The following rules govern student driving privileges on campus:

- All student drivers must register at the school office to receive a parking permit.
- Student parking is limited to the designated student parking area.
- Cascade Christian High School is a closed campus. Therefore, no automobiles are to leave the campus during school hours without prearranged permission from the office.
- Students may not go to cars at any time during the school day.
- Student drivers are to use the south driveway entrance when entering the campus.
- Students may not park on 21st Street.

Transporting Students – School-Sponsored Activities

Students may not drive on school-sponsored field trips.

Prior verbal or written permission obtained from both the driver's 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. Permission slips must be signed prior to events.

Other Junior High and High School Information

Personal Devices

Cell Phone Policy:

Cascade Christian Schools is a cell phone- and smart device-free environment for all junior high and high school students during school hours as of the 2024-25 school year. JH and HS students cannot have a cell phone, smart watch, or any other personal telecommunication device (iPad, tablet, etc.) with them while on campus during school hours. The only device students need with them during school hours is their school-issued device.

Why:

According to data-based research from Dr. Jonathan Haidt's *The Anxious Generation*, smart phones and social media have proven to be detrimental to the social, mental, and emotional development of youth. We have also found that telecommunication devices are an impediment to the Christ-centered learning environment we aim to create at CCS. Current data shows that removing cell phones and other personal devices from the learning environment has positive benefits for students' development and overall mental health.

How:

- Option 1 – Lock them securely in your car or simply do not bring them to campus.
- Option 2 – Check your device(s) into a locked storage container with your first period teacher before first period begins. Students can retrieve their device(s) after the school day is over. Students who arrive late, after the tardy bell, will check their device(s) in at the office.

If you have a unique condition that requires smart device monitoring, appropriate accommodations may be available.

Accountability:

If a student is found to have a device with them during the school day...

- First infraction – The device will be sent to the office for the remainder of the school day. A parent will need to come to the office by 4:00 p.m. to retrieve the device, or the device will remain locked up overnight.
- Second infraction – Student will be assigned a detention, and parents will need to retrieve the device from the office (as stated above).
- Third infraction and beyond – Discipline will be assigned, and parents will need to have a conference with school administration.

School-Provided Technology

Each student is issued a one-to-one device. Other technology includes, but is not limited to, computers and tablets, other hardware and peripherals, software, copiers, the district network, internet access, scanners, cameras, and electronic communication devices (ECDs).

View the [Student Responsible Use Policy](#) for further details.

Field Trips

At all educational levels, 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 participating in 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 a personal vehicle, that vehicle must have a current and valid registration, and the driver's personal insurance will be the primary insurance. The driver, who must have a current and valid government-issued driver's license, is responsible for the students' safety to and from the school. The driver must have a CCS background check on file before officially transporting students. The principal or designee must grant prior approval for a non-employee driver.

Lockers

Student lockers are the property of the school and are provided as a service for students to secure their belongings. School authorities may open and inspect any locker at any time, if deemed necessary, without the permission of the student. The school is not responsible for lost, stolen, or damaged goods belonging to students.

Students are expected to abide by the following rules and guidelines:

- Students must use their assigned locker and get administrative approval before switching lockers with another student. Students who violate this rule will be subject to administrative discipline.
- Students must not share their locker combinations with any other student. Combinations are distributed in confidence and are the responsibility of the student. Sharing combinations with others (even a friend) is the most common cause of loss of personal items from lockers.
- Students should only share their locker with another student if specifically assigned a shared locker.
- Lockers are to be kept clean inside and out.
- Students will not enter anyone else's locker without permission.
- Students should report any problems with the locker to the school office.

The student is responsible to pay for any damage done to his or her locker in violation of the above rules and guidelines. Violation can also result in a fine and/or temporary or permanent suspension of locker privileges.

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 not order or receive outside food deliveries.

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.

Skateboards and Other Items

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.

SECTION C: HIGH SCHOOL

High School Academic Information

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
100-93.00%	A	4.0
92.99-90.00%	A-	3.66
89.99-87.00%	B+	3.33
86.99-83.00%	B	3.0
82.99-80.00%	B-	2.66
79.99-77.00%	C+	2.33
76.99-73.00%	C	2.0
72.99-70.00%	C-	1.66
69.99-67.00%	D+	1.33
66.99-63.00%	D	1.0
62.99-0.00%	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 27 quality points. Dividing the 27 quality points by the nine credits earned indicates the student has earned a GPA of 3.0.

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. Students are each required to complete and turn in their 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 Canvas for homework assignments that they missed.*** In the event of a prolonged absence (two days or more), the parent should check Canvas for needed information. If they have any other questions, they should contact the teacher via email.

Student 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 first semester. They receive an academic recognition certificate during an academic assembly in February, and parents receive notification. 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

Each quarter we recognize students who excel in the foundational elements of the CCS 4 Pillars. These students demonstrate qualities of Academic Excellence, Leadership, Development, Personal Character Development, and Spiritual Formation.

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

End-of-year awards will be given to recognize outstanding academic performance.

IMPACT Term (I-Term)

Purpose: The purpose of Impact Term (I-Term) is to enhance student learning by providing additional spiritual, academic, personal, and servant leadership experiences outside the traditional classroom, in conjunction with the CCS curricular program.

Definition: I-Term is a unique secondary-level experience held between the third and fourth quarters. All secondary students are required to participate in I-Term locally, nationally, or internationally, as a part of their graduation requirement.

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 one-quarter credit (.25) each year for I-Term. Fees vary based on the course experience.

End-of-Semester Assessments

Near the end of each semester, each class will complete a cumulative assessment that allows students to display their mastery of the essential knowledge, skills, and learning outcomes. These assessments may be completed in a variety of ways (presentations, projects, public displays of learning, tests, and more). End-of-semester assessments will be worth at least 10 percent of a student's grade, but no more than 20 percent of the student's grade. End-of-semester grade weights are set by the department and approved by the high school principal. Failure to complete an end-of-semester assessment on time without prior communication may result in failure of the course, grade reduction, or other action determined by the teacher and school administration.

Report Cards

Report cards are prepared at the end 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)

and "F" (Fail). Students may receive an "NC" (no credit) due to excessive absences. Please see "Excessive Absences" in Section B for more information.

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

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 as a way of providing 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 – PSAT (Fall) and MAP Test (Spring)
- 10th Grade – PSAT (Fall) and MAP Test (Spring)
- 11th Grade – PSAT(Fall) and MAP Test (Spring)
- 12th Grade – SAT/ACT—College Entrance Exam (information provided for students, but students schedule tests on their own), which takes place off-site (testing fee determined by College Board).

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

Parent/Teacher or Parent/Administrator Meetings

Any parent who wishes to meet with a teacher is welcomed and encouraged to do so. The parent must call the campus office or contact the teacher by email and make an appointment; immediate access must not be expected. Should a parent desire a conference with the administrator, or with the administrator and the teacher, the parent must follow the same procedure to schedule a meeting.

Eligibility for Activities/Athletics

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 enrollment is completed 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 enrolled students and are regularly attending classes.

Category 1 Eligibility

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" at the six grade check dates.

Consequence for failure to meet Category 1 requirements:

- If participant in the above curricular activities falls below the above requirements, that student will be removed from student leadership/editor role(s) until the next grade check period.
- If participant still does not meet above requirement for two consecutive grade check periods, that student will be removed from student leadership/editor role(s) for the remainder of the school year.
- Spring Selections: In order to try out or be considered for a group or position that will begin in the next school year, the student must have met requirements on the most recent grade check.

Category 2 Eligibility

Activities: Athletics/Cheer/Worship Team

Requirements: Participants in the above curricular activities are to have no more than one failing grade and to earn at least a 2.3 grade point average for the previous grade check period.

For students enrolled in an online course(s), their current grades in those courses will be factored into their GPA calculations. Additionally, these students must be within 10 percent of the expected course completion plan at the time of the grade check.

Consequence for failure to meet Category 2 requirements:

Grade Check Cycle. Grade checks occur every six weeks.

Day 1—Initial Grade Check. Grades are pulled, and students and parents are notified via email if the students are on grade check (**having more than one failing grade and/or a current GPA below 2.3**). This places students into a probationary week and urges them to seek out teachers, turn in missing work, and/or retake tests/quizzes as they are able. **Students are allowed to continue practicing or competing this week while on probation;** but it may make sense for them to miss practices and/or contests/performances in the name of catching up in a class.

Day 8—Ineligibility Date. Grades are pulled again for anyone who was placed on the initial grade check. If students have NOT worked their way off the grade check, **they will immediately be ineligible for competition/performances until they are able to restore their academic standing.** Students can continue to participate in practices during this time, but they are not permitted to participate in any athletic contests or worship team performances, and they will not be permitted to miss class time to travel to away contests/performances. They can choose to attend those contests/performances if they can provide their own transportation and attend without missing class time. Ineligible students are not allowed to suit up and give the appearance that they may be competing at an official contests/performances.

Applying for Reinstatement. Ineligible students can submit an Academic Reinstatement Application as soon as they believe they've raised their grades to meet the academic standards. It is the responsibility of the student to submit this application to the athletic director or worship team director. The eligibility committee will review the application and respond within 24 hours, potentially reinstating the student's eligibility. This application will be shared with any student who is ruled ineligible on Day 8 of grade checks.

Day 22—Follow-Through Day. All students who were declared ineligible on Day 8—even those who have since been reinstated—will have their grades pulled again. Those meeting the academic requirements will retain or regain their eligibility. **Those not meeting the academic requirements will be ineligible until the next grade check cycle begins.**

If a student failed to meet eligibility requirements at the end of the school year, that student will be ineligible for a five-week period at the beginning of the following year, as laid out in the WIAA handbook. ***Note:*** *This rule does not apply to incoming 9th graders.*

Activity: Theatre

Requirements: Participants in an after-school theatre production are to have no more than one failing grade and to earn at least a 2.3 grade point average.

Consequence for failure to meet Category 2 requirements:

Grade Check Cycle. An initial grade check will happen during audition week for each production and may impact casting and crew assignments. A final grade check will occur within the first month of rehearsal for each production and may result in students being replaced in their roles or crew positions if they do not meet the standard by Day 22 of the cycle (as detailed below). The start date for the cycle will be determined by the theatre director and the school registrar with approval from the HS principal.

Day 1—Initial Grade Check. Grades are pulled, and students and parents are notified via email if the students are on grade check (**having more than one failing grade and/or a current GPA below 2.3**). This places students into a probationary week and urges them to seek out teachers, turn in missing work, and/or retake tests/quizzes as they are able. **Students are allowed to continue participating in rehearsals this week while on probation;** but it may make sense for them to miss rehearsals in the name of catching up in a class.

Day 8—Ineligibility Date. Grades are pulled again for anyone who was placed on the initial grade check. If students have NOT worked their way off the grade check, **they will immediately be ineligible for performances until they are able to restore their academic standing.** Students can continue to participate in rehearsals during this time, but they are not permitted to participate in any performances.

Applying for Reinstatement. Ineligible students can submit an Academic Reinstatement Application as soon as they believe they've raised their grades to meet the academic standards. It is the responsibility of the student to submit this application to the theatre director. The eligibility committee will review the application and respond within 24 hours, potentially reinstating the student's eligibility. This application will be shared with any student who is ruled ineligible on Day 8 of grade checks.

Day 22—Follow-Through Day. All students who were declared ineligible on Day 8—even those who have since been reinstated—will have their grades pulled again. Those meeting the academic requirements will retain or regain their eligibility. Those not meeting the academic requirements will be ineligible for the entirety of the production and will be replaced in the production with no additional opportunity to earn back their roles or positions on crew.

Requirements Pertaining to Both CATEGORY 1 and CATEGORY 2

An ineligible student cannot participate in any contest, public appearance, or official function. While ineligible, the student is allowed and encouraged to continue attending practices and meetings, but a student cannot miss class to participate in or attend any school-related activity.

Guidance and Courses

College and Career Guidance

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 for the post-high school experience that best fulfills their goals.

Bell Schedule

You can find the bell schedule in the "[Calendars & Schedules](#)" section on the high school's webpage.

Class Schedules

A master schedule is determined on the basis of student need and interest. Before the end of spring term, students will preregister for their next year's classes. Students receive their class schedules prior to classes starting in the fall. A student who wishes to make a schedule change must email the registrar. Schedule changes are processed through the Guidance Office, and the school has final approval in class schedules.

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 math, science, and reading will be based on the demonstration of proficiency, MAP scores, and/or teacher recommendation.

Adding/Withdrawing from Classes

The master schedule is created on the basis of requests during the spring course advising process. Class changes are not possible unless they meet one of the following criteria and are completed within the first two weeks of the semester:

- A graduation requirement is missing from the student's current schedule, or
- The student has placed into a different course level, typically a higher math/English class; or
- The student has auditioned and made a performance group; or
- The student's current class conflicts with a preapproved accommodation; or
- The student requests a change to a class that has open spots, allows them to continue progressing toward graduation, and does not create an undue hardship to the class they are dropping.

Students who switch courses must complete the new class's coursework. Teachers can exempt work as they see fit.

No graded class may be added after the first two weeks of a semester. Courses dropped after two weeks are documented with a W/P (Withdraw Pass) or W/F (Withdraw Fail) on the student's transcript. Classes dropped after the mid-semester mark will be shown as an F on their transcript.

Students who request to move from an AP and/or honors course to a non-honors course must do so no later than the end of first semester. Teacher and parent approval is required. These students are still responsible for any fees already incurred.

Advanced Placement Courses and Concurrent Credit

Advanced Placement (AP) courses are rigorous college-type courses in which students take a test at the end of the school year to qualify for college credit. We offer AP courses in multiple content areas. Taking this class commits a student to taking the AP exam at the end of the school year. A test fee of approximately \$100 will be charged to the family's FACTS account at the beginning of second semester.

Cascade Christian High School's concurrent credit program partners with Northwest University. This program offers students the opportunity to receive college credit for course offerings. Concurrent courses are offered in multiple content areas. 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 session.

Referrals for Academic Assistance

When a student is demonstrating academic difficulty or could benefit from greater support, there are several options for the parent and student. Parents should first start with the teacher of the course in which the student is struggling. Once strategies have been identified and attempted for four to six weeks and progress is not shown, teachers will refer the student to our resource specialist, who will get to know the student further and suggest workable solutions to the student's learning difficulties, to potentially include the following solutions:

- Placement into the Academic Seminar course
- Placement into a Math/English/Science Lab course
- Creation of a Student Support Plan to provide accommodations if a known medical/mental health/learning disability or diagnosis is provided
- Extra tutoring to solve minor problems
- Additional assessment and evaluation when determined necessary by the Student Support Team

Incomplete Courses

An "incomplete" may be given to a student at the end of a grading period for not completing essential course assignments. Students must make up the work within an agreed-upon time frame approved by the Guidance Office and the principal.

Failing/Retaking Courses

Students who have failed a graduation requirement class are required to make up the course credit. There will be additional costs for retaking some courses. The Guidance Office must approve the program for credit recovery.

When students make up a failed course or choose to repeat a course for grade improvement, the transcript will reflect **both** courses. However, we calculate only the higher of the two grades into the student's GPA. The credits attempted and credits earned of the lower-graded course will be reported as 0.00 on the transcript. Students may not repeat a course in which they earned a "B" grade or higher.

High School Credit for Courses Taken in Junior High

Any student who passes high school-level courses in junior high will be awarded high school credit toward meeting prerequisite and graduation requirements. The courses for high school credit have been predetermined by the administration, and students must meet prerequisite requirements.

Credits will be on the student's high school transcript and calculated into the student's high school GPA. However, a student may:

- Take the credit as “pass” (no letter grade) and thus the grade would not factor into the student’s high school GPA.
- Remove the course and credit/grade altogether (cannot be reversed).

If a student desires one of these options, it must be requested and approved by the school registrar before the end of a student’s junior year. No changes can be made after the completion of the student’s junior year.

Complementary Education Opportunities

Students must receive permission from the Guidance Office to participate in [complementary education opportunities](#) and must coordinate their alternative course schedule to match their Cascade Christian schedule through the Guidance Office. 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 Guidance Office at the end of every quarter, semester, or session. Students are required to schedule a meeting with a member of the Guidance Office every quarter or semester to determine class selections.

Seniors taking online courses in the second semester must be at 80 percent 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.

It is our belief that core classes should be taken through Cascade Christian. The following classes are required at Cascade Christian Schools: I-Term, Advisory, Christian Beliefs, Spiritual Disciplines or Christlike Leadership, Civics, Contemporary World Problems, and a capstone presentation.

Students participating in Liberty University college-level courses must demonstrate academic excellence by having and maintaining a minimum 3.0 GPA while in the Dual Enrollment Program.

Academic Probation and Dismissal

If a student receives a failing grade in any required class or drops below a 2.0 grade point average, the student is placed on **academic probation**. Parents receive notification when their student is on academic probation for the following semester. Students will have a weekly progress meeting with the Guidance Office. The student 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 Office 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.

Graduation Requirements

Diploma Track Requirements for Graduation

We offer two main diploma track options at Cascade Christian—University and Standard:

<i>Graduation Requirements</i>	<i>University Diploma Track</i>		<i>CCS Standard Diploma Track</i>	
Subject Areas	Credits Needed	Total Credits	Credits Needed	Total Credits
SPIRITUAL FORMATION				
BIBLE		2.5		2.5
Life of Christ	.5		.5	
Life of Israel	.5		.5	
Philosophy for Theology	.5		.5	
Christian Beliefs	.5		.5	
Spiritual Disciplines	.5		.5	
LEADERSHIP DEVELOPMENT				
LEADERSHIP		1.5		1.5
Biblical Leadership	.5		.5	
Effective Communication	.5		.5	
Christlike Leadership (or ASB)	.5		.5	
PERSONAL CHARACTER DEVELOPMENT				
CHARACTER DEVELOPMENT		3.0		3.0
IMPACT Term (.25/year)	1.0		1.0	
Advisory (.25/semester)	2.0		2.0	
BEYOND CCHS		1.0		1.0
College & Career Readiness	.5		.5	
Capstone – Internship or Passion Project	.5		.5	
ARTS – Minimum of 2.0 total credits (Creative Arts + Performing Arts)		2.0		2.0
CREATIVE ARTS	.5		.5	
PERFORMING ARTS	1.0		1.0	
PE/HEALTH		2.0		2.0
Physical Education (participation in athletics equals .25 credit per season)	1.5		1.5	
Health	.5		.5	
WORLD LANGUAGES	3.0	3.0	2.0	2.0
ACADEMIC EXCELLENCE				
ENGLISH/ESL ENGLISH	4.0	4.0	4.0	4.0
MATHEMATICS	4.0	4.0	3.0	3.0
SCIENCE	4.0	4.0	3.0	3.0
SOCIAL STUDIES	3.0	3.0	3.0	3.0
ADDITIONAL CREDITS	1.0	1.0	2.0	2.0

TOTAL CREDITS		31.0		29.0
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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.

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.

If a student is in danger of not graduating, that student must meet with the Guidance Office and the principal to agree on progress needed in order to participate in all graduation-related events.

Full payment of all tuition and fines for a senior student is required prior to release of the student's diploma.

Graduation Honors

Graduation honors are granted to those seniors who have maintained a 3.0 GPA or above in their high school career. Students who graduate with a cumulative GPA of 3.0 to 3.59 will wear one gold honor cord (Honors). Students who graduate with a cumulative GPA of 3.60 to 3.99 will wear two gold cords (High Honors). Students who graduate with a cumulative GPA of 4.0 or above will wear three gold cords (Highest Honors). GPAs displayed in FACTS do not necessarily reflect current and cumulative data. The GPA used to determine graduation honors comes directly from the student's transcript provided only by the high school registrar.

Valedictorian/Salutatorian Selection

Honors level, dual enrollment/concurrent credit, and AP courses will be weighted for the purpose of determining valedictorian and salutatorian. The valedictorian is the student with the highest adjusted point value who has achieved the university track. The salutatorian is the student with the second highest adjusted point value who has achieved the university track. Because of GPA ties, there may be more than one valedictorian and/or salutatorian in any given year. 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. **Adjusted point values, used for valedictorian/salutatorian selection ONLY,** are determined by using the following chart:

Unweighted		Weighted DE/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
*DE = Dual Enrollment CC = Concurrent Credit Adjusted point values for valedictorian/salutatorian selection ONLY					

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 form may also be found on the CCHS webpage. When a transcript is needed, students and families should complete and turn in the transcript request form to the school office. Please allow up to a week for processing.

Curriculum and Other Information

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 all of our Bible classes, we aim to create age-appropriate immersive experiences for our students to engage with Scripture through the use of physical Bibles and through experiences in which students can get to know one another and their teacher. 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. As a result of these experiences, students will be encouraged to have a relationship with Jesus and to develop strong Christian character.

Combined with CCS's step-by-step Biblical Worldview Immersion process in which teachers from all subject areas immerse their students in a biblical worldview, our Bible classes offer students 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. Simply put, the Bible is the foundation and the strength of Cascade Christian Schools, setting us apart from public schools and other private schools.

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 that have been identified as being essential for a complete and Christian K–12 education.

A team of teachers and administrators evaluates and selects textbooks 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 additional digital resources
- 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

Writing Guidelines and Format

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

High School Student Life

Annual Youth Conference

During the fall, we hold a required 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.

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, athletic, creative arts, and other events that reflect the culture of Cascade Christian High School. The leadership of the Associated Student Body includes an ASB advisor and 10 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 Executive Team is organized and selected in the following manner:

The leadership team is elected by the student body. First, interested students submit their applications. Second, students who apply for positions are required to give speeches in front of the student body and must have satisfactorily completed the Advanced Leadership course. Third, applications are evaluated by our high school staff. Fourth, students vote. The leadership team is responsible for leading and being involved in planning student life activities. Activities include Youth Conference, Homecoming, Junior/Senior Banquet, individual grade-level social functions, pep assemblies, chapel, Bible studies, and more.

Students who participate in Running Start or alternative offsite programs are not eligible for executive team ASB.

Athletics/Curricular Programs

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

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Girls		
<ul style="list-style-type: none">• Volleyball• Soccer• Cheer• Cross Country	<ul style="list-style-type: none">• Basketball• Cheer	<ul style="list-style-type: none">• Softball/Fastpitch• Tennis• Track & Field• Golf
Boys		
<ul style="list-style-type: none">• Tennis• Cross Country• Football	<ul style="list-style-type: none">• Basketball• Wrestling	<ul style="list-style-type: none">• Baseball• Track & Field• Golf• Soccer

Athletics offer opportunities for our students to be Christian witnesses and examples to the community, the nation, and the world. The school's athletic director is responsible for coordinating this program and developing the program's success. Cascade Christian Schools is currently a member of the Washington Interscholastic Activities Association (WIAA). The high school participates in the Nisqually League.

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/theatre, yearbook, and forensics likewise experience opportunities to share their talents beyond the walls of the classroom through displays, competitions, and community events. Also, various clubs are offered each year at Cascade Christian Schools.

School Dances

Homecoming and Tolo are for CCS students only. Outside guests are only permitted at Junior/Senior Ball.

Special Event Attire for HOCO, Spring TOLO, & JSB:

The purpose of special event attire is to enable the student to demonstrate traits of a discerning leader by making appropriate dress and appearance choices that reflect CCS' core character values of Wisdom, Integrity, Excellence, Honor, and Community.

A student honors themselves and others by:

- Projecting a positive image that stands out as distinctly different from the secular world.
- Coming clean, neat, and well-groomed.
- Dressing modestly and tastefully.

Specifically:

- Shorts or skirts may not be shorter than two inches above fingertip length.
- Leggings/yoga pants may not be worn as pants.
- Cleavage and midriff should not be visible.

If you have questions about a particular costume idea, bring it to the office ahead of time for approval. *Failure to observe the above guidelines may result in dismissal from the event.*

Student Visitors at Junior/Senior Ball

Current students may invite guests to attend JSB by adhering to the following process:

- Visits 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 a form signed by their parents and themselves, no later than the last day that tickets are sold for the event (form is available in the school office).
- Visiting students must meet Cascade Christian High School's dress standards.

Tickets should not be purchased without this process being completed! Guests will not be admitted if this process has not been completed.

Please note: CCHS students and guests are expected to remain at the event for its duration and participate in its activities. During the event, visiting students are under the supervision of CCHS teachers and staff and are therefore expected to follow their authority, directives, and instruction.

Outside guests will not be permitted at Homecoming and Tolo. Students who are in the 8th grade and younger, or 20 years of age and older, will not be allowed as a guest at Junior/Senior Ball.

Cascade Christian High School Profile

View the most recent [Cascade Christian High School academic profile](#).

SECTION D: JUNIOR HIGH

Junior High Academic Information

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
100-93.00%	A	4.0
92.99-90.00%	A-	3.66
89.99-87.00%	B+	3.33
86.99-83.00%	B	3.0
82.99-80.00%	B-	2.66
79.99-77.00%	C+	2.33
76.99-73.00%	C	2.0
72.99-70.00%	C-	1.66
69.99-67.00%	D+	1.33
66.99-63.00%	D	1.0
62.99-0.00%	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 27 quality points. Dividing the 27 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 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 Canvas 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 the school office early in the day. This will help in the process of notifying teachers to provide assignments and appropriate books and materials for the parent to pick up at the end of the day.

Student Recognition

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

We recognize *honor roll* students for their grade point averages (GPA) at the end of the first 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

Each quarter we recognize students who excel in the foundational elements of the CCS 4 Pillars. These students demonstrate qualities of Academic Excellence, Leadership, Development, Personal Character Development, and Spiritual Formation.

End-of-year awards are given to recognize outstanding academic performance.

At the end-of-year awards assembly, students also receive recognition through the President's Award for Educational Excellence, the President's Award for Educational Achievement, and the 3Rs awards.

The criteria for the President's Award for Educational Excellence:

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

The criteria for the President's Award for Educational Achievement:

- Students show outstanding educational growth, improvement, commitment, and/or intellectual development in their academic subjects but do not meet the criteria for the educational excellence award
- Two teacher recommendations

The criterion for the 3Rs awards:

- Students recommended in one, two, or all three areas of the 3Rs by one or more faculty members

Academic Probation and Dismissal

If a student receives a failing grade in any core class, the student is placed on *academic probation*. 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 Office 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.

IMPACT Term (I-Term)

Objective: The objective of IMPACT Term (I-Term) is to enhance student learning by providing additional spiritual, academic, personal, and servant leadership experiences outside the traditional classroom in conjunction with the CCS curricular program.

Definition: I-Term is a unique secondary-level experience held between the third and fourth quarters each year. All secondary students are required to participate in I-Term locally, nationally, or internationally as a part of their graduation requirement.

I-Term is designed to provide opportunities outside the classroom so students can experience who God is and how He uses His people to love and serve each other (1 Peter 4:10). All I-Terms will include the following components to varying degrees: serving others, developing skills, discovering passions, building relationships. Fees vary based on the course experience.

Report Cards

Report cards are available online at the end of each semester. 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" (Fail).

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. Students must submit incomplete work within two weeks of the student's return to class.

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

Standardized Testing

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

- 7th Grade – MAP test (fall and spring)
- 8th Grade – MAP test (fall and spring)

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

Parent/Teacher or Parent/Administrator Meetings

Any parent who wishes to meet with a teacher is welcomed and encouraged to do so. The parent must call the campus office or contact the teacher by email and make an appointment; immediate access must not be expected. Should a parent desire a conference with the administrator, or with the administrator and the teacher, the parent must follow the same procedure to schedule a meeting.

Eligibility for Activities/Athletics

Athletics

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

<i>Fall</i>	<i>Winter 1</i>	<i>Winter 2</i>	<i>Spring</i>
Girls			
<ul style="list-style-type: none">• Volleyball• Cross Country• Cheer	<ul style="list-style-type: none">• Soccer• Cheer	<ul style="list-style-type: none">• Basketball• Cheer	<ul style="list-style-type: none">• Softball/Fastpitch• Track & Field• Cheer
Boys			
<ul style="list-style-type: none">• Baseball• Cross Country	<ul style="list-style-type: none">• Basketball	<ul style="list-style-type: none">• Wrestling• Soccer	<ul style="list-style-type: none">• Track & Field• Football

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 theatre/drama) promotes excellence and provides 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.

Eligibility for Activities/Athletics

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 enrollment is completed 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 enrolled students and are regularly attending classes.

Category 1 Eligibility

Activities: Junior High Leadership Class (and Yearbook Editor)

Requirements: Participants 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 student eligibility, a junior high student is eligible if the student has a 3.0 GPA with no "F's" at the grade check dates.

Consequence for failure to meet Category 1 requirements:

- If the participant falls below the above requirements, that student will be removed from student leadership until the next grade check period.
- If the participant still does not meet above requirement for two consecutive grade check periods, that student will be removed from student leadership for the remainder of the school year.

- Spring Selections: In order to be considered for a position that will begin in the next school year, the student must have met requirements on the most recent grade check.

Category 2 Eligibility

Activities: Athletics/Cheer/Theatre Productions

Requirements: Participants in the above curricular activities are to have no failing grades for the previous grade check period. For Theatre, a grade check will occur prior to casting and may impact casting.

For students enrolled in an online course(s), work completion must be within 10 percent of the expected course completion plan at the time of the grade check, and participants may not have any failing grades.

Consequence for failure to meet Category 2 requirements:

- When a student is ineligible as of posted grade check and eligibility date, that student will remain ineligible for the period of time specified:
- **Grade Check Date (Day 1)**—Students are notified that they are not meeting the academic eligibility requirements, and they have one week to improve their academic standing, or their eligibility will be compromised.
- **Ineligibility Date (Day 8)**—Students who were on the initial grade check and did not improve their academic standing to the point of meeting requirements will be declared officially ineligible. This ineligibility will last until the student raises his or her grades to meet the academic standards and presents documentation from RenWeb to the school administration—athletic director, program director, or principal—to verify academic standing. The student will become eligible immediately upon verification of satisfactory academic standing and remain eligible until the Recheck Date. Students must allow for a 24-hour turnaround response from the administration.
- **Recheck Date (Day 22)**—The grades of students who were officially declared ineligible on the Ineligibility Date (Day 8) will be pulled again. Those meeting the academic requirements will retain or regain eligibility. Those not meeting the academic requirements will become or remain ineligible until the next official grade check cycle begins.
- If a student failed to meet eligibility requirements at the end of the school year, that student will be ineligible for a five-week period at the beginning of the following year, as laid out in the WIAA handbook.

Requirements Pertaining to Both CATEGORY 1 and CATEGORY 2

An ineligible student cannot participate in any contest, public appearance, or official function. While ineligible, the student is allowed and encouraged to continue attending practices and meetings, but a student cannot miss class to participate in or attend any school-related activity.

Courses, Schedules, Classwork, and Curriculum

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 all of our Bible classes, we aim to create age-appropriate immersive experiences for our students to engage with Scripture through the use of physical Bibles and through experiences in which students can get to know one another and their teacher. 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. As a result of these experiences, students will be encouraged to have a relationship with Jesus and to develop strong Christian character.

Combined with CCS's step-by-step Biblical Worldview Immersion process in which teachers from all subject areas immerse their students in a biblical worldview, our Bible classes offer students 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. Simply put, the Bible is the foundation and the strength of Cascade Christian Schools, setting us apart from public schools and other private schools.

Class Schedules

Cascade Christian Junior High is on a traditional schedule consisting of seven 45-minute periods.

Students in 7th grade are required to take the following classes:

- Language Arts (yearlong)
- Math 7, Accelerated Math 7, **OR** Algebra 1
- Science (yearlong)
- Washington State History and Geography (yearlong)
- Bible/Leadership (yearlong)
- Cultural and Creative Arts (yearlong)
- Quarter Electives (Digital Technology for one quarter, in either 7th or 8th grade)

Students in 8th grade are required to take the following classes:

- Language Arts 8 (yearlong)
- Math 8, Algebra 1, **OR** Geometry
- Science (yearlong)
- U.S. History (yearlong)
- Bible/Leadership (yearlong)
- Cultural and Creative Arts (yearlong)
- Quarter (Healthy Life Skills, required for all 8th graders; and Digital Technology, if not completed in 7th grade)

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.

Referrals for Academic Assistance

When a student is demonstrating academic difficulty or could benefit from greater support, there are several options for the parent and student. Parents should first start with the teacher of the course in which the student is struggling. Once strategies have been identified and attempted for four to six weeks and progress is not shown, teachers will refer the student to our resource specialist, who will get to know the student further and suggest workable solutions to the student's learning difficulties, to potentially include the following solutions:

- Placement into Academic Success elective course
- Small-group push-in or pull-out support
- Creation of a Student Support Plan to provide accommodations if a known medical/mental health/learning disability or diagnosis is provided
- Extra tutoring to solve minor problems
- Additional assessment and evaluation when determined necessary by the Student Support Team

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 that 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' student learning objectives
- Availability of additional digital resources
- 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

Writing Guidelines and Format

All written assignments will be prepared in Modern Language Association of America (MLA) format unless otherwise requested by the teacher. We utilize it at Cascade Christian Junior High 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.

SECTION E: ELEMENTARY

Elementary Student Conduct Expectations

Cougar Honor Code

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

As a Cascade Christian student, I 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. Refrain from engaging in bullying directly, indirectly or online; this includes any form of intentionally intimidating conduct or statements.
4. Be punctual and maintain regular school attendance.
5. Adhere to the Cascade Christian dress code.
6. Refrain from sending or requesting inappropriate digital messages, photos, or video, or otherwise misusing technology.
7. Participate/engage with the student body in chapel.
8. Become familiar with the guidelines as listed in the District Parent/Student Handbook and adhere to them.
9. Behave and work responsibly in the classroom, on the school campus, and at school-sponsored activities, abiding by the standards set by the school.
10. Refrain from unwholesome talk or behavior, representing myself with pure speech and behavior.
11. Have a courteous, respectful, obedient, and cooperative attitude toward administration, teachers, staff, volunteers, and all students in the school.
12. Not possess, or in any way make the impression of possessing, or threaten to use any form of weapon, including firearms and explosives.
13. Abstain from all use of tobacco, marijuana, inhalants, drugs and/or alcohol both on and off campus while a student at Cascade Christian Schools.
14. Live by biblical standards in all relationships and treat people with respect at all times.
15. Adhere to the technology expectations on the back of this form.

Elementary Technology Expectations

- Use of technology is a privilege, and it can be taken away.
- Use of technology is an opportunity to show responsibility.
- Only the apps approved and placed on devices by the school are to be used.
- Only websites that are school-related should be used on school technology.
- Original settings should be maintained (e.g., backgrounds, screensavers).
- Cameras are to be used for approved assignments and projects only.

- Educational games are to be played only at the discretion of the teacher.
- No food or drinks are allowed around the devices.
- Search engines (e.g., Safari, Bing, Google) are to be used only when assigned and supervised by the teacher.
- Reminder: All searches are filtered through the school, and notifications are sent to administration when identified key words are used.

Consequences for Misuse of Technology

- ONE reminder
- Loss for the day
- Reflection form to be signed by both student and parent
- Loss for a week and administration involvement
- Consequence to be determined by principal but may include the loss of student device

Cheating/Academic Dishonesty

Cascade Christian School students will strive to conduct themselves with honor and integrity at all times. (See more about the 3Rs and student conduct under "Other General Information (Conduct, Curriculum)" in Section A.)

Philosophy

A person's honor rests in that person's 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.

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 course grade or a grade on an individual assignment. New forms of cheating, plagiarism, and other forms of dishonesty may arise; and therefore, we expect every student to practice 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!

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, a test, an examination, a report, or an 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
Minor disturbances that prevent classroom/school order and instruction	Actions and attitudes that show lack of respect to authority and other people	Actions that seriously threaten the safety of others, or a flagrant lack of respect for property or others
Destroying another's work	Cheating/plagiarism	Arson
Disrupting class	Destroying property	Threatening physical harm
Dress code violation	Dishonesty	Fighting
Electronic device	Disrespect/disobeying adult	Harassment/intimidation/bullying
Inappropriate language	Inappropriate gestures/picture/joking	Leaving school grounds
Inappropriate use of equipment	Offensive language	Sexual language/materials/behavior
Noisy in hall/restroom	Provoking violence	Possession of a weapon
Play-fighting	Inappropriate touching	False fire alarm
Pushing/hitting	Throwing object to injure	Drug/alcohol/tobacco use
Spitting/biting	Repeated Level 1 offense	Stealing
Throwing objects	Other Level 2 offense	Racial slurs
Inappropriate use of property		Repeated Level 2 offense
Other Level 1 offense		Other Level 3 offense
Consequences	Consequences	Consequences

<p>Staff will assign consequences and write referral as warranted.</p> <p>Teacher or principal may</p> <ul style="list-style-type: none"> • Give warning • Complete Refocus Form • Counsel student • Assign detention • Contact parent 	<p>Staff member will write referral, and parents will be notified.</p> <p>Principal may</p> <ul style="list-style-type: none"> • Counsel student • Assign detention • Contact parent • Create a Positive Behavior Action Plan • Confiscate electronic device 	<p>Student will be sent directly to the office with a referral.</p> <p>Principal may</p> <ul style="list-style-type: none"> • Assign detention • Contact parent • Create a Positive Behavior Action Plan and/or Safety Plan • Suspend • Expel
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Note: The assigning of consequences is at the discretion of the teachers and administrators.

Dress and Appearance Standards

The purpose of Cascade Christian Schools' 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 the CCS core character traits of wisdom, integrity, excellence, and dignity.

Therefore, I urge you, brothers and sisters, in view of God's mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship. Do not conform to 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, NIV

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 reflects a Christian perspective
- Clean, neat, and well groomed (clothing in good repair)
- Modestly and tastefully dressed
- Not dressed in a way that would distract from the CCS 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 that their children are dressed properly when they leave for school.

A student whose dress or appearance is not honoring to Cascade Christian Schools' mission, purpose, standards, and stated expectations will be subject to the school discipline procedures stated in the discipline code. Students will be provided with a change of clothes if they are unable to address this on their own. The dress expectations apply in the classroom and building on school days and at any school-sponsored activities.

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

Some general guidelines to help define the standards are as follows:

Shirts

- Clothing is not to be extremely tight-fitting and should not show visible cleavage or bare midriff during movement.
- 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 or other clothing with inappropriate/discriminatory pictures, slogans, or text that contradict Christian values are not acceptable.

Skirts/Dresses

- Dresses and skirts are to be no shorter than two inches below fingertip length on all sides during movement.
- Slits in skirts and dresses should reflect this same guideline.
- To accommodate recess play and P.E., spandex shorts under dresses and skirts are suggested.

Shorts

- Shorts should only be worn when weather appropriate.
- Shorts must be neat, clean, and modest, with modest being defined as two inches below fingertip length.

Pants

- Neat, clean, modestly fitting pants, jeans, athletic pants, and capris are acceptable.
- No holes or tears higher than two inches below the fingertip length are allowed.
- Not permitted are pajama bottoms unless otherwise specified by school staff.
- Leggings or yoga pants must be completely and generously covered by a dress, skirt or top in the front and the back.

Hairstyles

- Hair and hair color is to be natural, moderate, reasonable, clean, and neatly groomed.

Accessories

- Accessories should not hinder safe play, draw undue attention, or be a distraction from the learning environment.
- Hats, hoodies, and sunglasses are not appropriate in the school building.
- Save makeup for junior high.

Footwear

- Wear shoes at all times.
- Sandals must be worn 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.

Special Event Attire

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

Personal Electronic Devices

Students are permitted to use electronic devices that are provided by the school. All other devices (phones, smart devices, smart watches, and earbuds) must remain at home.

First Offense – The device will be confiscated and returned to the student at the end of the school day.

Second Offense – The parent/guardian will need to pick up the device from the office at the end of the school day.

Third Offense – The consequence will be addressed by the administration.

The school will not assume responsibility if electronic devices are lost or stolen at any time.

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 are for all individuals to demonstrate Cascade Christian Schools' 3Rs (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 a student.

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 repeated, targeted, intentional, written, electronic, 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, verbal, or physical action(s). "Intentional act" 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 harassment, threats, intimidation, or bullying.

Students, faculty, or staff members 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*:
<ul style="list-style-type: none">• Between friends/equals/peers• Spontaneous/occasional• Accidental/not planned• No serious, lasting harm• Equal emotional reaction• Not for domination/control• Often a sense of remorse• May try to solve problem	<ul style="list-style-type: none">• Not friends/imbalance of power• Repeated over time• Intentional/targeted• Physical/emotional harm• Unequal emotional reaction• Seeking control/possession• No remorse/blames target• No effort to solve problem

*Please remember that specifics will vary with each incident.

Positive Behavior Action Plan

Most students have a positive attitude toward school and their Christian responsibilities regarding conduct. However, a minority of students, for one reason or another, fails to accept the responsibility.

Therefore, it is the policy of Cascade Christian elementary schools that the parties may take the following actions after parents, teachers, and the principal have exhausted all reasonable avenues of correcting the problem:

- The student goes on a positive behavior action plan (PBAP).
- The student may not participate in any cocurricular 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 PBAP time frame will continue until the student demonstrates a positive behavior change in the area of deficiency.
- If the PBAP results in no positive changes, the student may, at the principal’s discretion, be subject to further disciplinary action such as suspension or dismissal.

Suspension and Expulsion

The principal or director 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 as follows:

- 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

Suggested Withdrawal

Withdrawal is suggested if parents fail to get recommended professional help for specialized education needs.

Elementary Academic Information

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 update student's grades weekly online. 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.

Elementary Field Trips

Field trips are a rewarding and interesting complement to classroom study, designed to enhance classroom instruction. Each teacher will plan field trips that are suitable to the grade level and curriculum. Students are required to have a Field Trip Permission Form on file with the school office before participating in a field trip. 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 can focus completely on the children assigned to them, siblings are not allowed to attend field trips.

If a non-CCS employee provides transportation for students in a personal vehicle, that vehicle must have a current and valid registration, and the driver's personal insurance will be the primary insurance. The driver, who must have a current and valid government-issued driver's license, is responsible for the students' safety to and from the school. The driver must have a copy of the vehicle insurance in the school office before officially transporting students. The principal or designee must grant prior approval for a non-employee driver.

Other Programs

Cascade Christian Schools believes in the development of the whole child. Art, music, drama, physical education, computer, and athletics are part of the curricular process, both during and after regular school hours. We offer a variety of programs from year to year. Each elementary campus performs music/drama programs during the Christmas and spring seasons and sponsors other on-campus events.

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. A variety of athletic programs are currently offered, and other athletic training is included in the physical education program.

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 expected to attend a parent/teacher conference at the end of the first nine-week grading period. For grades three through six, these conferences are student led.
- Parents or teachers 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 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 a background check on file in the District Office prior to volunteering.

Spiritual Emphasis

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, setting us apart from all public schools and many private ones. 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, with discovery of one's giftedness, outreach, and ministry.

Student Progress/Academic Probation

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

Testing

Cascade Christian Schools uses 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.

Elementary Attendance and Pickup Policies

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 notify the school through our online attendance system or by calling the office.

Excessive Absences

State law (RCW 28.255) requires student absences be reported to the school and documented in the student record. Notify the teacher of planned absences at least two weeks prior to arrange for make-up work. Also notify the school office personnel of your student's absence by telephone, email, or written note, or through FACTS (our student information management system). The notice must include the date, name of parent or legal guardian, and the reason for the absence.

Please schedule doctor, dental, music, and other appointments outside of school hours whenever possible. Students are expected to complete any work missed resulting from their absence.

Tardiness/Early Dismissal

It is important that children be in school the entire day to maximize their success at school. Coming to school late or leaving early disrupts both 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 throughout life.

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 from the school office.

Authorized Pickup/Custody

We release children only to persons authorized by the parent or guardian. An authorized person is an emergency contact noted on the enrollment form or updated Student Pick Up List, or one who has written authorization from the parent or guardian. Parents or authorized persons are required to sign in children who arrive at any time other than on time for the school day, and to sign out children who leave at any time before the end of the school day. Parents should use a pickup form to release their child to individuals not previously authorized by them. We will check for proper identification of any individual whom 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.

Custody

Cascade Christian Schools' Elementary and Cougar Club Childcare 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 pickup rights unless we have a court order on file regarding those rights. Please notify us immediately of any custody changes.

SECTION F: EARLY LEARNING CENTERS

The following information applies to all students at CCS Early Learning Centers, including licensed childcare (infants to age 5) and part-day programs (ages 3 to 5).

Early Learning Academics

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 his or her 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 develop godly attitudes and character traits through our positive behavior training based on the 3Rs (Respect, Responsibility, 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 in 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 a desire in them to explore and learn.

All lead teaching staff will be trained in our facility curriculum within 30 days of hire.

Developmental Screening

An Ages & Stages Questionnaire (ASQ) will be conducted by the parent upon enrollment date. The results will be shared with the families within 30 days of completion.

Ongoing Assessment (Formal and Informal)

Continuing assessments of all children will be done using Teaching Strategies Gold assessment tools. Each family will receive a formal assessment three times a year—fall/winter/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

Parents are given an information folder when their child starts at the early learning center. 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. Included during this time is information about touring the elementary campuses 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 and 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 multisensory experiences.

At our early learning centers, 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 “merely 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 they develop interest, concentration, creativity, and problem-solving skills.

Bible Curriculum

We teach Bible curriculum regularly, 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 be more like Christ in what we do and say. We use Bible stories, puppet stories, practical living stories, prayer, and music. Our goal is for our children to each have a personal knowledge of God and the Lord Jesus. We also want them to know that God loves us and 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.

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work.

—2 Timothy 3:16–17 (NIV)

KPrep Developmental Goals (Ages 3 to 5 Years)

3s/4s KPrep Goals

- Knows the letters in name
- Knows colors
- Identifies numbers 1 to 5
- Can trace numbers 1 to 10
- Identifies printed name
- Can rhyme
- Can dress without assistance
- Knows birthday
- Can listen to a story
- Can count and tell how many (1 to 5)
- Can name 2D shapes
- Can complete a pattern
- Seeks help when solving problems
- Can follow two-step directions
- Is responsible for own items
- Can be a kind friend
- Can independently use the restroom
- Can illustrate a picture and tell a story

4s/5s KPrep Goals

- Can write first name (starting with a capital and the rest lowercase)
- Knows all 26 CAPITAL letters
- Knows all 26 lowercase letters
- Knows colors
- Can count to 20 (and name numbers 1 to 20)
- Can write numbers 1 to 10
- Knows birthday
- Can listen to a story and retell what it was about
- Can count and tell how many (1 to 10)
- Can name 2D shapes
- Can complete a pattern
- Can create a pattern
- Knows letter sounds

- Can clap and count syllables
- Can rhyme
- Can read 10 sight words

- Can orally combine phonemes to make a word
- Can identify the first sound of a word
- Can illustrate a picture and orally tell a story

Early Learning Student Conduct Expectations

Positive Behavior System

Since we see our centers as an extension of home, we reinforce positive attitudes and behavior patterns that will benefit each child for the child's entire life, on the basis of an understanding of the child's needs and stage of development. Our positive behavior system reinforces good behavior, citizenship, and an understanding of the moral why. 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 that children do, and it minimizes mimicking activity by other children.

Positive Behavior Plan

When a child has many documented incidents of challenging behavior in which the child is harming himself or herself, teachers, or other children, and is not responding to the program and family's initial, coordinated attempts to modify the behavior, an appointment will be set to discuss the implementation or update of a Positive Behavior Plan. This plan will include types of redirections, consequences, and skills the child needs to work on. If behaviors have not improved after a predetermined period (e.g., three weeks), the director/supervisor will reevaluate the situation and go over the next steps for the child. In most cases, the result will be a revised behavior plan.

Referrals

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

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

Biting in Early Learning

Children may bite for a variety of reasons, but rarely with the intent to hurt another child. It is normal for infants and toddlers to put their mouths on people and toys, and for many one- and two-year-old children to try biting, but most children do not continue to bite after the age of three. Biting tends to be more common when children undergo schedule changes at home or school, or when children are going through developmental transitions. We recognize how upset parents may be when they learn their child has been bitten; however, we also recognize that biting is a normal component of child development. Despite our determined efforts to prevent biting incidents, they are likely to occasionally occur. If your child is bitten or bites, we will work diligently with you and your child to teach the child more positive ways to cope than biting. The following action will be taken after a biting incident:

1. Staff members will separate the children involved and provide immediate attention (including first aid if needed) to the child or staff member who was bitten. Staff will provide corrective direction to the biter in a calm manner. The corrective direction may include telling the child in a firm yet loving manner that "biting hurts," and/or having the child help comfort the bitten child.
2. An ouch report and a biting form will be filled out. Parents of both the biter and the child that was bitten will be called and informed of the incident. For confidentiality reasons, parents are not told the names of the other children involved in the incident.
3. Children bite for many different reasons; careful observation will often provide insight as to how to prevent and/or manage such behavior. Staff members will document when and where biting happens, who is involved, what the child experiences, and what happens before and after. Staff members will then make changes to classroom environments and/or activities as determined necessary.
4. Administration will schedule a meeting with the parents of a child who demonstrates a pattern of biting for longer than two weeks. They will discuss possible reasons for the biting and plan together to change the biting behavior. There will be a follow-up meeting within two weeks.
5. If there is no noticeable improvement and the child continues to bite, the child will be asked to take a two-week break from childcare, during which the parent will not be charged.
6. If the child continues to bite even after a two-week absence, we may request the parent/guardian to explore the possibility that the child needs a different type of childcare setting.

Early Learning Guidelines and Information for Parents

After-Hours Disclaimer

Although Cascade Christian Schools discourages this practice, 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 the employee's normal work hours.

Arrival Time for Part-day KPrep (Ages 3 to 5)

Children may be dropped off **no earlier than five minutes before class begins**, to allow for the teacher's class preparation time. Parents will be charged a fee of \$1 per minute for students who are picked up late, starting 10 minutes after end of class (see "Part-day KPrep Late Pickup Fee" in Section A).

Birthdays

Every child will have an opportunity to celebrate his or her birthday. Each class may celebrate or observe birthdays differently. Your child's teacher will share with you how the class celebrates birthdays. Arrange with your child's teacher at least one week before the celebration day.

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 clothing tips to remember:

- Have 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.

Helping your child choose clothes for school is a great opportunity to begin lessons in modesty and the appropriateness or inappropriateness of some clothing styles. It is expected that children will come to school dressed in a way that is not distracting or disrupting to our school environment and that aligns with the biblical worldview of CCS and their God-given gender. Speak to your director or program supervisor if you have questions about our dress policies.

Communication

The teacher will send home a monthly newsletter and calendar. We ask parents to check their email and SchoolStatus Connect *daily* for teacher correspondence, monthly newsletters, and calendars. District events are also on our [website](#). There are staff boxes for your notes to the teacher.

Pickup Procedure/Safety

All persons who pick up your child must be on the approved list of people on your child's record. We ask for identification of all people we do not personally know. Parents have the responsibility of notifying the center in writing of any changes in the approved list of people who may pick up the child.

If someone other than you will be picking up your child, please leave the authorized person's name with the front desk prior to class time.

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 pickup rights unless we have a court order on file about those rights. Please notify us immediately of any changes in custody orders.

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 Screening and Training

Cascade Christian Schools' early learning centers put their staff members through a thorough screening process, including several interviews, reference checks, and Washington State and national criminal background checks. Staff members 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 members, 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 special toys on "show and tell" days or toys needed on opening days of school to help ease your child's transition from home to school, we ask that toys not be brought to school.

Children are not to bring toys from home that represent violence or sorcery (magical, supernatural powers, potions, and wishing) or that contradict Christian beliefs. Please do not bring these types of toys for "show and tell." 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 part-day classrooms at any time if they have a passed CCS background check on file. Childcare classroom visits must be approved by the director because of Washington State licensing requirements. We do have an open-door policy. We encourage parents to visit their child's classroom at least once a year. For safety reasons, a visitor's pass is required from the office each time you visit.

Early Learning Health and Safety

Allergies/Special Medical Concerns

If your child has allergies or special medical concerns, please alert the center to what your child's needs are so we can make the necessary arrangements to protect your child. We must record this information on your child's enrollment form. All allergies and special medical concerns require an Individual Health Care Plan.

Diapering (Infants and Toddlers Only)

All children in our infant rooms and most toddler rooms will require diaper changing throughout the day. Parents will be able to review a daily care card detailing diapering times and results.

Parents supply the diapers, wipes, and any ointment needed. To apply ointment, we must have a completed medical authorization form. Staff will place a note in your box when your supplies are running low.

Health Care Policy

Please do not send your child to school with a suspected illness. If your child is out of school for more than one day, please contact the school office to inform us as to the nature of your child's absence (e.g., chicken pox, measles, lice).

We do not permit children at the center if any of the following exist:

1. Fever of 100.4°F or higher (axillary; before returning to school, child must be fever-free for a minimum of 24 hours without the use of fever-reducing medication)
2. Sore throat, signs of irritability or confusion, earache, headache, or fatigue that limits participation in daily activities
3. Vomiting on two or more occasions within the past 24 hours
4. Diarrhea – three or more watery stools within the past 24 hours
5. Rash, especially with fever or itching
6. Eye discharge or conjunctivitis until clear or until 24 hours has passed since starting antibiotic treatment
7. Sick appearance, not feeling well, and/or not able to keep up with program activities
8. Open or oozing sore, unless properly covered and 24 hours has passed since starting antibiotic treatment, if necessary
9. Lice or scabies
 - Head Lice – until after 24 hours of treatment has occurred
 - Scabies – until after treatment has begun
10. COVID-19 information on our website

Illness Report

Sick children may not be brought to the center. It is advisable to have an advanced plan for alternative care in case of illness. When your child gets sick at the center, we will call you to arrange to pick up your child immediately. Center staff will complete an illness form, which a parent must sign.

Immunization Information

To protect students from infectious childhood diseases, Washington State law requires that every student enrolled in preschool and childcare in the state have documentation of the required immunizations or a certificate of exemption to attend school. Students may not attend school until valid documentation has been turned in to

the school office. **Valid documentation includes medical records showing vaccination from your healthcare provider, evidence of immunity to the disease the vaccine prevents, or a completed Certificate of Exemption (COE) form.** New students to the school must include valid documentation with the application materials prior to admission.

We follow the health department's guidelines for immunizations. In the event of an outbreak, children without immunizations may be excluded.

Snacks/Lunches (Licensed Childcare Only)

Every day we serve a nutritious lunch that will meet your child's nutritional needs. We post a monthly snack/lunch menu that is available for you to monitor. Parents of infants must provide food for their child until they are able to eat table food. Please note that we are not able to make substitutions based on child or parent preferences. Lunches and snacks served will meet one-third of the daily minimum nutritional requirements.

If your child has a food allergy or special menu requirements due to a **health condition**, we must "receive written directions from your child's health care provider and you to provide nutritional supplements (such as iron), a medically modified diet (such as a diabetic or allergy diet). For allergy diets, the parent and child's health care provider must identify the foods the child is allergic to" (WAC [Washington Action Code] 170-295-3160 #7).

Please talk to our office staff to obtain the needed forms for you and your child's health care provider to complete.

We feed infants in our program according to their need or "on demand" rather than according to an adult-prescribed time schedule. If an infant is required to be fed on a specific schedule (because of reflux for example), a note from your child's physician will be required, laying out the child's feeding schedule and the reason for such a schedule.

We serve a mid-morning, mid-afternoon, and late-afternoon snack. Because of an increased incidence of severe nut allergies in young children, we do not allow foods that contain nuts or nut oils.

Birthdays are celebrated during snack times, allowing for "special" snacks. Please reserve bringing cookies, cupcakes, and other high-sugar foods for birthdays or special celebrations.

Children with nutritional exclusions will not be served from our snack or lunch menu. Parents must provide all snack and lunch items in an identified lunch bag daily.

Medication

Medication forms are available in the office. Please note that over-the-counter medications that do not indicate proper dosage information on the container for your child's age require a doctor's signature on the authorization form. Please **personally deliver** any medication, along with the required authorization, to the front office staff person in charge, with instructions to place it in the refrigerator or medicine cabinet.

Rest Time (Licensed Childcare Only)

There will be a rest time each afternoon. Children are expected to rest for at least a portion of this time. Those not resting the entire time may engage in quiet activities. The state requires a supervised rest period for all children five years of age and under who attend the center.

Snacks (Part-day KPrep Only)

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 (preferably real fruit juice) or milk (unless you prefer water), 5-ounce 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. All snacks must be store purchased.

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.

Because of an increased incidence of severe nut allergies in young children, snacks must be free of nuts and nut products. Your teacher will notify you if someone in your child's classroom has a severe nut allergy.

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. Listed below are suggested appropriate snacks:

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	Jell-O cups 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	Granola bars	Celery with cream cheese
Graham crackers	Vegetables with dip	

Toilet Training

Puyallup ELC Childcare Only

Toilet training should be a positive experience for a child. We initiate toilet training when the child exhibits signs that he or she is ready. We will communicate with parents, go over our toilet training policy, and have a toilet training plan signed by parents and the center.

Parents will need to provide three pairs of the following: elastic-waist pants, thick training pants, plastic pants, and socks. They should also include one extra pair of shoes, if possible. A supply of diapers or pull-ups for especially challenging days and nap times is also required. Children should be dressed in loose-fitting clothing with no snaps or buttons and no overalls or zipping pants.

All Part-day KPrep and Frederickson ELC Childcare

Our entire KPrep program ages 3 and up requires that your child be fully potty trained.

The children can and do:

- Verbalize, using common language, when they need to go potty
- Go independently
- Pull pants up and down independently
- Wash their hands

Children who come in pull-ups or diapers are not considered fully potty trained. All CCS staff do not assist in wiping; children must be able to wipe on their own.

Licensed Childcare (Only)

This information is specific to our licensed childcare program at the Puyallup and Frederickson campuses.

Licensing

Cascade Christian Schools' early learning centers are licensed by the Washington State Department of Children, Youth, and Families, and operate within the requirements set by that department.

Childcare KPrep Academic Time

The childcare KPrep academic class time, between the hours of 8:30 a.m. and 11:30 a.m. daily, provides concentrated learning experiences for the children. Learning experiences are also planned throughout the remainder of each day. Though designed as "play," all areas of a quality early childhood program curriculum exist throughout each day, with a balance of teacher-directed and student-directed activities. These activities foster a healthy child who has a positive self-image and enjoys learning. We will provide materials that produce an atmosphere conducive to each child's own creativity and development level on an individual and group basis. We do progress evaluations for children throughout the year. Parents receive a written report in February.

Typical Childcare KPrep Classroom Schedule

Arrival–8:30 a.m.	Combined with Other Classes
8:00 a.m.	Morning Snack
8:30–11:30 a.m.	Classroom Time
11:30 a.m.	Lunch
12:15 p.m.	Nap Time
2:45 p.m.	Afternoon Snack
3:30 p.m.–Departure	(Puyallup ELC) Outside/Gym
3:30–5:00 p.m.	(Frederickson ELC) Outside/Gym
5:00–6:00 p.m.	(Frederickson ELC) Combined with Other Classes

Items to Bring

- Backpack (optional)
- Complete change of clothes daily (including a pair of shoes)
- Small blanket (for rest time)
- Crib sheet (to cover mat during rest time)

Note: *All personal items must be clearly marked with your child's name.*

Daily Sign-in and Sign-out

It is a state requirement that children be signed in and out upon drop-off and pickup from childcare. The sign-in process provides proof that drop-off occurred and that responsibility for the child transferred from the parent to the school.

Parents or authorized persons are responsible for escorting children to class and for informing the teacher that the child has arrived. Children *must* be properly signed in and out with the parent's or authorized

person's *full* signature. Only persons noted on the registration form, or persons with written authorization from the parent, are individuals authorized to remove children from the center.

Center Hours

The Puyallup Early Learning Center is open Monday through Friday from 7:00 a.m. to 5:00 p.m., and the Frederickson Early Learning Center is open Monday through Friday from 6:00 a.m. to 6:00 p.m.

Inclement Weather Emergency Communication and Procedures

Please see "Emergency and Inclement Weather" in Section A of this handbook for information about center hours during inclement weather.

After-Hours Disclaimer

Although Cascade Christian Schools discourages this practice, 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 the employee's normal work hours.

Early Learning Center Schedule

The center closes on the following holidays:

September	Labor Day
November	Thanksgiving, Wednesday before and Friday after
December	Christmas Eve, Christmas Day
January	New Year's Eve, New Year's Day
May	Memorial Day
July	Independence Day
Varying	Professional Development Days*

*Check the center calendar for days closed for teacher professional development days.

Early Learning Summer Thrive Camp

Summer Thrive Camp provides an exciting, fun, and more-relaxed atmosphere from mid-June through August. All childcare KPrep 3s/4s and KPrep 4s/5s children enrolled at the center during the summer months participate in Summer Thrive Camp and are required to pay a camp fee covering field trips, bus transportation, summer camp shirts, and special activities. We switch from KPrep classes to Summer Thrive Camp, with special guests, scheduled field trips, themes, and special activities.

Licensed Childcare Financial Policies

Please see also “Financial Policies and Procedures” in Section A of this handbook.

Childcare Rates

The childcare rate is a pre-established monthly rate that is determined upon registration. **This rate does not fluctuate with holidays. Monthly rates are determined by the number of days the facility is in operation each year.** Annual rates are updated each September. Rate information is available in the school office or online.

Childcare Billing

Tuition Payment by Automatic Bank Payment (ACH) or Credit Card: Payments are due on the 20th day of each month, depending on the plan selected per your FACTS Agreement. A \$30 late fee accrues to the FACTS account if a payment fails for nonsufficient funds (NSF).

Childcare Illness Credit

One week of contracted tuition credit is issued if

1. The center is notified on the first day of illness by a phone call.
2. The child is absent for the number of contracted days that week. There is no credit for a few days missed at a time; tuition will remain the same.
3. More than one week of credit is given only with a doctor’s signed statement that the child was too sick to be at the center or that the child’s presence at the center would have been potentially harmful to the other children. Illness credit is for a full contracted week missed, not a few days, and is received for a maximum of two weeks per year. Special circumstances should be discussed with the ELC director.

Late Pickup Charge

Parents arriving after 5:00 p.m. at Puyallup Early Learning Center, and after 6:00 p.m. at Frederickson Early Learning Center, to pick up children be charged a late fee of \$1 for each minute they are late, for each child. This fee appears on your next statement.

Registration

A nonrefundable \$75 annual contract renewal fee is noted on the September annual childcare contract, which states that your FACTS account will be billed.

Childcare KPrep Summer Fee

For children attending during the summer, a Summer Thrive Camp activity fee is billed each June, covering all bus expenses, field trip entrance fees, camp T-shirts, and special crafts and activity costs associated with camp. This fee is the same regardless of days attended. All KPrep students are a part of the Summer Thrive Camp program during the summer. (There is no sibling discount on the activity fee.)

Contract Termination/Withdrawal

A two-weeks’ (ten business days’) advance written notice is **required** for termination of your child’s enrollment in childcare at the center. Two additional weeks of tuition will be charged if the termination notice is not received.

Vacation

Vacation credit can be issued to full-time children who attend the center at least four days each week. Vacation time is earned and based on the date of enrollment. One week will be issued after each six months of enrollment in the program. This credit amounts to two weeks per year. You may schedule your vacation at any time and apply for a credit. However, the credit will not be reflected on your account until the six months have expired. Vacation from childcare must be taken in a full-week increment, or five consecutive days, and a one-week's advance *written* notice must be submitted to the ELC office to receive the vacation credit. Vacation credit must be used each year and will not be carried over into your next year.