



A Classical Christian Education
Cultivating Wisdom, Virtue, and Eloquence

Parent/Student Handbook
2017-2018

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CCS Parent/Student Handbook

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CROSSVILLE CHRISTIAN SCHOOL **Cultivating Wisdom, Virtue, and Eloquence**

OUR VISION FOR STUDENTS

The birth of a baby is a joyful celebration for many parents. Tiny and intricate features in a newborn cause great delight, and the nurturing of that baby is not questioned because parents know the necessity of careful attention to sustain life. And if life continues in a healthy way, we expect the baby to grow into a toddler, young child, teenager, and eventually an adult. We live with a vision of the baby as an independent adult, mature in his or her affections, skills, and contributions.

In a similar manner, the board members, faculty, and staff of CCS share a vision for our students. Working alongside home and church to promote the glory of God, we labor to educate each student as a human soul that will last forever. Our greatest hope is that the children will embrace a Biblical worldview and live fruitful lives loving God and their neighbors. By God's grace this vision gives meaning and purpose to our daily task of teaching, as we seek a right ordering of our students' affections while giving them the tools to live wisely in their God-given roles in homes, vocations, and communities.

OUR PURPOSE

Our Purpose: Crossville Christian School partners with parents and churches to educate children in the Liberal Arts tradition, cultivating wisdom, virtue, and eloquence by nourishing the soul on truth, goodness, and beauty.

CCS will assist parents and churches in providing for their children a classical, Christian education. The kind of education this entails concerns the formation of a human soul on truth, goodness, and beauty.

Truth, goodness, and beauty are seen most clearly in the Creator God who is the only self-existent being. As Christians, we believe God has revealed himself and his message of redemption in the collection of writings of the Old and New Testament Scriptures. The writer of Psalm 78 exhorts the people to tell their children "the praiseworthy deeds of the LORD, his power, and the wonders he has done" so that "they would put their trust in God." While we see the attributes and works of God most clearly on display in the special revelation of the Bible, we also see God's "eternal power and divine nature" in the general revelation of all that exists (Romans 1:20). Because of these truths, we have a foundation to study a variety of disciplines across the ages of history and to show how God has been at work calling all people to declare his worth.

We believe the tradition of Western Civilization gives us a wealth of languages, stories, history, math, scientific endeavors, music, and art to pass on to our children. These disciplines are worth pursuing so that ultimately children will be able to delight more fully in the One who made them and to live wise and virtuous lives.

WHAT IS CLASSICAL EDUCATION?

Classical education is a commitment to prepare students for life. The classical educator is more concerned for the full development of students as human beings than he or she is concerned about training for a specific career. While career training holds a very important place in education, career training is too narrow a goal for a robust philosophy of education that prepares students to be wise citizens, leaders in homes and communities, and entrepreneurs. Classical educators must aim for well-rounded, clear thinking, and honorable students who are morally fit to lead others. Therefore, classical education seeks to cultivate wisdom, virtue, and eloquence by nurturing the souls of students on that which is true, good, and beautiful. The apostle Paul commends these matters to us as food for our souls and the matter of our intellectual musings when he says in Philippians 4:8-9, “Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things...and practice them.”

The primary source for cultivating wisdom and virtue is the Bible. Nevertheless, there is much a young mind must learn to be able to read God’s Word and understand it. In addition, the ability to understand man and the physical world in which we live requires knowledge of several fields of study. The ancients knew education was about producing virtuous people who understood humanity and the world, and they looked for a unity of knowledge that Christians now proclaim is revealed in Christ. Medieval teachers continued to strive for wise students, and so they forged a path for training students in virtuous living by way of the seven liberal arts.

The arts are called “liberal” from the Latin word for “free” and represent the basic knowledge needed for people to be free. The liberal arts divide into two categories: the language arts and the mathematical arts. The language arts are known as the trivium because there are three: grammar, logic, and rhetoric. They govern the communication of the mind through reading, writing, speaking, and listening. Grammar is the correct use of language, logic is correct thinking to arrive at truth, and rhetoric is clear expression in writing and speaking. While many of the deeper aspects of logic and rhetoric are pursued in the upper grades of secondary education, the groundwork for these subjects is laid in the early years through exposure to excellent literature and chronological timelines, attending to and delighting in the natural world, and studying other languages. The mathematical arts or quadrivium, because there are four, include arithmetic, harmonia (music), geometry, and astronomy. These arts include the theory and application of number as well as the theory and application of space. In younger grades, classical educators prepare students for higher math and the branches of science introduced in the secondary grades by providing many opportunities for exploring numbers and making time for scientific demonstrations and inquiry.

In addition to the seven liberal arts, three values shape our approach to education. We value teaching to mastery, growing a child’s natural wonder and curiosity, and aiding our students in seeing how all the subjects they learn are integrated to form a Christian worldview.

Teaching to mastery has many challenges in a modern classroom filled with a variety of students. Nevertheless, we accomplish this goal by remembering that we are teaching students not subjects. Rather than being enslaved to a dizzying array of objectives, we have narrowed our focus on fewer objectives in each subject area. These objectives define the curriculum so that any resources (textbooks) we purchase aid us in pursuing those objectives instead of becoming a book that we rush to get through. Classroom success is defined by actually teaching the student new ideas and skills rather than completing a textbook.

In addition, we strive to grow a natural wonder and curiosity among our students through the Socratic and Mimetic modes of instruction. The Socratic mode of teaching utilizes a series of

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questions that aid the student in exploring an idea and the connections between that idea and other ideas. We also seek to grow a desire for excellence through a mode of instruction that emphasizes imitation of great work. This mode of instruction, called mimesis, which is Greek for imitation, imparts high standards of work, technique, and knowledge to our students as they build a base of understanding in a particular discipline that will ultimately lead to greater creativity and expression.

Finally, classical education holds to the value that all knowledge is integrated. True learning is an interdisciplinary learning. Stated in the negative, classical educators do not view subjects or academic disciplines as individual silos, autonomous and cut off from one another. The unifying aspects of learning are at their best in a Christian context. Nowhere is this more clearly articulated than when the Apostle Paul explains the aims of Christian discipleship and fellowship in Colossians 2:3 as being, “to reach all the riches of full assurance of understanding and the knowledge of God's mystery, which is Christ, in whom are hidden all the treasures of wisdom and knowledge.” Jesus Christ is the unifying principle of all learning. Whether studying math, science, history, language, music, logic or rhetoric, we can see His fingerprint on His world. This conviction makes our instruction and our school, not only classical, but also Christian.

Crossville Christian School is growing in its understanding of Classical education. There are several resources we commend to you as a parent where you might join us in this learning. Classical Academic Press, Circe Institute, Memoria Press and Association of Classical Christian Schools share our love of learning and teaching in the classical tradition. Many resources for your enrichment and growth are available at their respective websites on the internet.

EDUCATIONAL PHILOSOPHY OF CROSSVILLE CHRISTIAN SCHOOL

1. Every person has a soul that will last forever and is created in the image of God. This truth is foundational to all education (Genesis 1:28, I Thessalonians 4:16-17).
2. The Bible instructs parents to nurture children in the discipline and instruction of the Lord (Deuteronomy 6:5-9, Psalm 78, Ephesians 6:1-4). The Church's commission is to spread the Gospel and train believers (Matthew 28:18-20). The State has been directed to enforce God's laws and protect the innocent (Romans 13). Parents should make use of the discipleship offered by the local Church so they and their children can grow in greater wisdom and knowledge, live in community, and serve in ways that love other people. Therefore, a school comes alongside the parents and church to provide a well-rounded education.
3. Jesus is the source of all truth (Colossians 2:3), and God's character is revealed not only in His Word, but also in every facet of the creation. Therefore, we teach that all truth is God's truth and can instruct us about God himself.
4. God commands us to love Him with our minds, as well as with our hearts, souls, and strength (Matthew 22:37). Therefore, we seek to challenge children at all levels and by teaching a variety of subjects to pursue right thinking, right emotions, and right acting toward God and all of his creation.
5. We are all called to do our work "heartily, as for the Lord" (Colossians 3:23). Therefore, we believe we should strive for academic excellence in our teaching and encourage quality academic work from students.

STATEMENT OF FAITH

Christianity has been such an integral part of the history and development of western civilization that anything other than an education centered on the person of Jesus Christ fails at what it claims to be. Crossville Christian School holds that all truth is God's truth. We seek to reveal in all subjects the significance of historical Christianity and the teaching of the Scriptures in ways which are natural and not contrived. Our intent is to provide a clear model of the Christian life and a Biblical worldview through our staff, board, and volunteers so that every child is encouraged to develop a genuine and meaningful relationship with God through the person of Jesus Christ. Our goal is to foster the culture and environment of a Christian community.

Doctrines of orthodox Christianity will be unapologetically taught in various ways through all grade levels. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrines or issues arise, children will be referred back to the family and local church.

1. We believe the Bible to be the only inerrant, authoritative Word of God and the only rule of faith and obedience.
2. We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit, who is infinite, eternal and unchangeable in His being, wisdom, power, holiness, justice, goodness and truth.
3. We believe that God created all things for His good pleasure and for the display of His eternal power, wisdom and goodness; having created all things, God created man in His image, male and female, sinless, and immortal and charged man (male and female together) with the care of His created world, to preserve and govern it for His glory.
4. We believe that Adam and Eve, though created sinless, did not remain in that state in which they were created, but willfully and consciously disobeyed their Creator's command. All mankind are therefore fallen and guilty.
5. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood for His chosen people, in His bodily resurrection, in His ascension to the right hand of the Father and in His personal return in power and glory.
6. We believe that salvation is by grace alone through faith alone in Jesus Christ alone. We believe that faith without works is dead.
7. We believe that Christ's Kingdom is made up of all past and present saints. We believe in the spiritual unity of all believers.
8. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
9. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life and they that are lost to the resurrection of damnation.

ASSOCIATIONS

Crossville Christian School is a Category IV school and is allowed to operate under the umbrella of The Tennessee Association of Non-Public Academic Schools, also referred to as TANAS. TANAS is an organization chartered for the purpose of serving Private Christian Education in the state of Tennessee. TANAS operates as a service organization to church-related school ministries. TANAS desires to further the proclamation of the Word of God and absolute sole authority and Lordship of Jesus Christ over such churches and Christian schools. The TANAS organization approves nursery, pre-school, kindergarten, elementary, secondary, and satellite home school programs as ministries of specific churches in accordance with the standards established in the Bible, the Word of God.

As God grants continued growth, resources, and healthy leadership, we desire to join the Association of Classical and Christian Schools. There are many requirements that must be met in order for that to be our classification. Until that time, if an upper grade student taking a high school level class wishes to transfer to a public school, he will have to take the end of course test offered by the public school in order to receive credit.

CODE OF CONDUCT

One of the aims of classical Christian education is to cultivate virtue within students. The idea of cultivating virtues means we believe children need to know what behavior or attitude is good and need examples of excellence lived out before them. The virtues that we hope to cultivate in children are only perfectly put on display through the life of Jesus, so even though we have expectations of certain behaviors and attitudes of children, we know that no one will be declared truly virtuous apart from faith in Jesus Christ. So at CCS, the adults who work with children must have a testimony of this faith in Jesus Christ, and by God's grace, though not perfectly, they will be growing in expressions of Christian virtues. It is with this understanding of our salvation, that we will point children to behaviors and attitudes that are good.

Behaviors and attitudes that will be encouraged:

- Kindness toward and love for one another
- Humility
- Consideration of others (e.g., saying "please" and "thank you," raising a hand when asking a question in a group setting, responding to adults with "Sir" and "Ma'am," opening doors for each other)
- Patience and self-control
- Engaging in encouraging conversation and refraining from foul, suggestive, or hurtful language
- Listening well (e.g., making eye contact with the person who is talking, not talking while someone else is talking)
- Serving one another
- Honesty
- Diligence
- Forgiveness
- Reverence toward the name of Jesus Christ

Our goal in having a code of conduct is to help parents and students alike know that there are behaviors that will help cultivate a virtuous life and support the teaching and learning process in a school environment. We realize that children will need many reminders of behaviors and attitudes that serve others and honor God, so we hope parents will come alongside teachers and other leaders at CCS and support the spirit of the code of conduct.

To my teachers:

- I will demonstrate respect, attentiveness, gratitude, and obedience.
- I will seek to do all the work I have been assigned with diligence and integrity.
- I will do my utmost to learn as much and achieve as much as I possibly can.
Hebrews 13:1, Ephesians 5:8-17, Philippians 4:8-9

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To my classmates:

- I will honor and respect the time, work, and feelings of my fellow students.
- I will try to model honesty, integrity, kindness and modesty in my relationships.
- I realize that disturbances affect everyone at school and I will thus strive for peace.
Romans 12:9-18, Philippians 2:3-7, Ephesians 4:1-6

To volunteers and other leaders at the school:

- I will honor and respect the time, work, and feelings of volunteers and other leaders.
- I will demonstrate respect, attentiveness, gratitude, and obedience.
Romans 12:9-18, Hebrews 13:1

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CCS DISCIPLINE POLICY

Revised July 2017

Cultivating wisdom and virtue within a human soul is a responsibility that must not be taken lightly by those who have been tasked with parenting and teaching. Therefore, when a child does not follow the code of conduct within the classroom or in a school setting, the leaders of CCS will work to discipline students in a manner that is consistent with the principles of Scripture.

Several principles that guide our discipline policy include the following: understanding the nature of the issue before administering discipline, not disciplining out of frustration or anger, administering as natural a consequence as possible, encouraging repentance, praying with the student, expressing forgiveness, and seeking restoration.

Parents and students may expect that CCS faculty will try to understand the nature of the issue:

1. Determine the kind of offense. (The following list isn't exhaustive.)
Showing defiant disrespect to authority, ignoring classroom rules, disrupting a class, expressing meanness, fighting, lying, bullying or threatening another student or adult, using obscenities, and stealing
2. Determine if other individuals have been affected or are involved in the offense.
3. Determine the seriousness or length of time or frequency of the offense.
4. Make certain the student understands the offense.
5. Make an attempt to understand the cause.
 - a. Is the offense due to tiredness, hunger, family related stress, or fear?
 - b. Is child unaware of expected behavior?
 - c. Is the offense a result of silliness or immaturity or is there a deliberate nature?
 - d. Is there an underlying sin that is evident?

Many kinds of behaviors and attitudes can be quickly addressed with a reminder of what's right in a particular occasion. **But when a child does not change, parents and students may also expect that the faculty will provide correction with appropriate consequences:**

Steps 1-6 are common principles that guide most interactions that require correction.

1. Provide a firm but gentle rebuke.
2. Explain the seriousness of the offense with a warning of negative consequences.
3. Encourage repentance. Pray with the student. Seek forgiveness.
4. Encourage appropriate apologies to others who may have been offended.
5. Complete an age appropriate, thoughtful writing assignment.
6. Remove privileges. Make the parent aware in writing by text, email, or note.

Removing privileges may take the form of a kind of time out to be quiet or think while class is in session. Teachers may send a student to another teacher's room if necessary. Teachers are encouraged not to take away the privilege of recess, unless absolutely necessary, as there is

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so much benefit in this activity for children.

Steps 7-11 are reserved for behaviors that have been addressed or are more serious in nature. The teachers and headmaster are encouraged to pray for and with a student concerning attitudes and behaviors. CCS will keep documentation of the following disciplinary actions.

7. Send a child to the office for a specific time to be supervised by the administrative assistant. Call the parent and notify the headmaster. Encourage taking responsibility, repentance, forgiveness, and restoration.
8. Send a child to the office for a specific time to be supervised a second time by the administrative assistant. Arrange a meeting with parent, teacher, and child. Encourage taking responsibility, repentance, forgiveness, and restoration
9. Send a child to the office for a specific time to be supervised by the administrative assistant a third time and a parent will need to take the child home for the remainder of the school day. Arrange a meeting with parent, headmaster, teacher, and child. Encourage taking responsibility, repentance, forgiveness, and restoration. Develop an action plan. Discuss the possibility of suspension. Notify the Personnel Committee Chairman.
10. If a fourth office visit is necessary in a semester, a parent will need to take the child home and the child will be suspended from school and other events after school for two days. We will encourage taking responsibility, repentance, forgiveness, and restoration. Any work will need to be made up for credit to be received. The Personnel Committee Chairman will inform the School Board members.
11. If a fifth office visit is necessary, the child will be expelled from CCS for the duration of the school year. The Personnel Committee Chairman will inform the School Board members. Restoration to the school may happen before a new school year begins.

Please note: Should a student commit an act of such a serious nature while on school property or at a school sponsored function and the headmaster deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately.

CCS headmaster and faculty will not administer a spanking to a child as discipline. We believe this form of correction should be handled in a loving and controlled manner by a parent who has been given the authority by God to discipline with grace and knows his or her child's disposition and temperament.

RESOLVING CONFLICT

We consider it a great privilege to serve families in educating their children from a classical and Christian perspective. We are committed to upholding and supporting each family's authority in the lives of their children. This kind of relationship requires clear communication. We recognize that in this relationship there lies a great temptation to talk about a specific problem or person rather than take direct action to resolve conflicts in a manner consistent with Scripture. We have outlined the proper lines of communication between home and school according to the Biblical principles found in Matthew 18 and James 3. We believe that Scripture teaches that conflicts should be handled discreetly and carefully, while believing and speaking the best about each individual involved.

Parents to Teacher: If a concern should arise regarding a teacher's rules or procedures, the parents should speak to the teacher before discussing the matter with others. Please do this before contacting the Headmaster or member of the Board.

Parents to Headmaster: If a concern should arise regarding school rules, procedures, curriculum, or anything else, the parents should speak to the Headmaster before discussing the matter with others. Parents may also present concerns about a teacher's rules or procedures if the matter was not resolved with the specific teacher.

Parents to Board of Directors: If a concern should arise regarding any policy, curriculum, program or staff member that has not been satisfactorily resolved after parents have gone through the Biblical channels, then they may ask the Headmaster to present their concerns to the Board or may ask to bring their concerns themselves at a regularly scheduled Board meeting.

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PARENT COMMUNICATION PLAN

PARENT/STUDENT HANDBOOK: This is an important resource for communicating school policies and procedures. Please review it each year. Every family should receive a revised and updated copy of the handbook at the beginning of the school year.

GOOGLE CLASSROOM: This year we are going to be implementing a schoolwide classroom forum for administrators, teachers, parents, and students to connect and improve overall communication regarding assignments, grades, and announcements. Please be on the lookout for more information!

CROSSVILLE CHRISTIAN SCHOOL WEBSITE: www.crossvillechristian.org

- Announcements: Messages from the Headmaster
- CCS Calendar: Includes the lunch menu and dates to remember
- Who's Who: Lists the PTF Officers, CCS Administrative Staff and Faculty, and members of the Board of Directors
- Join Us: Information on applying to CCS and taking part in fundraising and volunteer opportunities

PARENT TEACHER FELLOWSHIP: The purpose of PTF is to build a community culture between parents, staff, and the school family and discuss positive ways for helping the school achieve excellence. Members assist in the coordination and execution of special events such as fund raisers, work days, and the yearbook. The PTF President is elected in April for the following school year and works with an administrator on coming up with an agenda for the meetings. The President also coordinates the help of parents to implement the projects decided on by the parents and the administrator.

BOARD MEETINGS: The Board of Directors holds board meetings on the second Monday of each month. These meetings are held at the First Presbyterian Church at 2:00 p.m. The board discusses all phases of school management: future plans, budget, personnel, etc. Anyone is permitted to attend meetings and parents, with advance notice, may express concerns that they have with any aspect of CCS. The board is comprised of members of First Presbyterian Church and members of other local churches.

QUARTERLY AND MID-TERM REPORTS: Report cards are sent home every nine weeks. Midterm reports are sent at the halfway point of a nine week grading period. The purpose of the quarterly and midterm reports is to inform parents of their child's progress at school. Both academics and behavior are addressed.

WRITTEN COMMUNICATION AS NEEDED: Teachers may also use a daily or weekly reporting form to let parents know about class work and behavior on a more frequent basis if parents request it.

PARENT-TEACHER CONFERENCES: Formal parent-teacher conferences are held twice a year, but

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conferences may be held at any time upon the request of the parent or the teacher. The formal conferences are held in the fall after the first reporting period and in the spring after the third reporting period. The fall conferences are mandatory; the spring conferences are optional. Every effort is made to schedule conferences at a convenient time for parents.

TELEPHONE CALLS AND TEXTS: Teachers and parents may communicate through telephone calls and texts. Although teachers cannot talk to parents during class time, messages can be left for them for a return call at a later time and teachers should respond within 24 hours. In the event of an early dismissal, parents will be contacted by phone or text.

LETTERS HOME: Informational letters or forms are frequently sent home to parents. These letters or forms can be from classroom teachers, the Headmaster, or the administrative assistant. You can also receive information via email.

EMAIL: School closings will be communicated by 7:00 a.m. via email. Early dismissals may also be communicated this way. Anyone may email a faculty or staff member by using the individual's first initial and last name-pbarnes@crossvillechristian.org

PARENT INVOLVEMENT

Crossville Christian School seeks ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Below are just a few of the more common ways we do this. Please feel free to suggest additional ideas.

- 1 Visit the school/class at any time; please report to office first.
- 2 Assist in the classroom or on the playground. Please make arrangements prior to the visit.
- 3 Act as chaperone on field trips and at club events.
- 4 Serve as a story-reader, song-leader, guest artist; provide special help to students struggling in specific subjects; and offer your special talents.
- 5 With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
- 6 Share your experiences, trips, vacations, as they may relate to an area of study in a class.
- 7 Help to host parties.
- 8 Attend all Parent-Teacher Conferences. Informal conferences may be scheduled at the parent's request.
- 9 Be an active member of the Parent-Teacher Fellowship (PTF).
- 10 Monitor and praise your child's progress by reviewing work done in class and reading all teacher notes and blogs.

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Scope and Sequence CCS: Lower Grammar School			
Grade &Subject	K	1st	2nd
Bible	Old Testament and New Testament stories to show a chronological history of redemption (DGM)	<i>ABCs of God</i> (DGM) Old Testament and New Testament stories to show God's attributes	<i>Faithful to All His Promises</i> (DGM) Old Testament and New Testament promises to show God's faithfulness
Reading	<i>Phonics Museum</i> (Veritas Press) <i>Sing, Spell, Read, Write</i> Read aloud well-written children's literature	<i>Phonics Museum</i> (Veritas Press) <i>Sing, Spell, Read, Write</i> Read aloud, guided, and shared reading of well-written children's literature	<i>Phonics Museum</i> (Veritas Press) Read aloud, guided and shared reading of appropriate well-written literature
Grammar, Writing, & Spelling	<i>Phonics Museum</i> (Veritas Press)	<i>1st Language Lessons</i> (Well-trained Mind Press) Spelling lists appropriate to reading level	<i>1st Language Lessons</i> (Well-trained Mind Press) <i>Grammar of Spelling 2</i> (Logos School) <i>Classically Cursive</i> (Veritas Press)
History & Geography	Introductory timeline and map skills with Biblical and personal events	History Timeline (Classical Conversations) Use primers from <i>Phonics Museum</i> as event pegs. <i>Bede's History of ME</i> (Veritas Press)	History Timeline (Classical Conversations) Use primers from <i>Phonics Museum</i> as event pegs. <i>Bede's History of US</i> (Veritas Press)
Math	<i>Math 1</i> (Saxon)	<i>Math 2</i> (Saxon)	<i>Math 3</i> (Saxon)
Science	Wonder, Delight, & Discover – <i>Exploring Science</i> (Elemental Science)	Wonder, Delight, & Discover – <i>Intro to Science</i> (Elemental Science)	Wonder, Delight, & Discover – <i>Intro to Science</i> (Elemental Science)
Latin		<i>Song School Latin</i> (Classical Academic Press)	<i>Song School Latin</i> (Classical Academic Press)
Music	Instruction in rhythm, harmony, melody, form, and timbre <i>GamePlan</i> (Kriske & DeLelles) Hymn of the Month		

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Art	Beginning with <i>Phonics Museum</i> art cards – Grade appropriate instruction in line, color, value, perspective, design, composition, imitation of the masters, history, and appreciation
Physical Education	Grade appropriate instruction in fitness, skill development, and sportsmanship

Scope and Sequence CCS: Upper Grammar School				
Grade & Subject	3rd	4th	5th	6th
Bible	<i>God's Great Covenant</i> OT1, OT2, NT1, and NT2 (Classical Academic Press) Memory work from various Scriptures and Catechism			
Literature	Students read and discuss enduring and excellent literature appropriate to grade level as well as historical fiction or non-fiction that reflects the time period being studied in history			
Grammar, Writing, & Spelling	<i>Shurley Grammar 3 Writing & Rhetoric: Fables, Narrative 1</i> (Classical Academic Press) <i>Grammar of Spelling 3</i> (Logos School) <i>Classically Cursive</i> (Veritas Press)	<i>Shurley Grammar 4 Writing & Rhetoric: Narrative 2, Chreia & Proverb</i> (Classical Academic Press) <i>Grammar of Spelling 4</i> (Logos School) <i>Classically Cursive</i> (Veritas Press)	<i>Shurley Grammar 5 Writing & Rhetoric: Refutation & Confirmation, Commonplace</i> (Classical Academic Press) <i>Grammar of Spelling 5</i> (Logos School)	<i>Shurley Grammar 6 Writing & Rhetoric: Encomium & Vituperation, Comparison</i> (Classical Academic Press) <i>Grammar of Spelling 6</i> (Logos School)
History & Geography	Ancient Egypt, Ancient Greece and Rome (Veritas Press)	Middle Ages (Veritas Press)	Explorers to 1815 (Veritas Press)	1815 to Present (Veritas Press)
Math	5/4 (Saxon)	6/5 (Saxon)	7/6 (Saxon)	Math 7/6 or Alg 1/2 (Saxon)
Science	Life Science- Anatomy and Zoology (Elemental Science, Apologia)	Earth and Space Science (Elemental Science, Apologia)	Physical Science (Elemental Science, Apologia)	Life Science- Anatomy, Zoology, Botany (Memoria Press or Novare when released)
Latin	<i>Logos Latin 1 or Latin for Children A</i> (Logos Press, Classical Academic Press)	<i>Logos Latin 1 or Latin for Children A</i> (Logos Press, Classical Academic Press)	<i>Logos Latin 2 or Latin for Children B</i> (Logos Press, Classical Academic Press)	<i>Logos Latin 3 or Latin for Children C</i> (Logos Press, Classical Academic Press)
Music	Instruction in rhythm, harmony, melody, form, and timbre <i>GamePlan</i> (Kriske & DeLelles) Group violin lessons Hymn of month			
Art	Grade appropriate instruction in line, color, value, perspective, design, composition, imitation of the masters and appreciation connected to history period			

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Physical Education	Grade appropriate instruction in fitness, skill development, and sportsmanship
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Scope and Sequence CCS: Logic School		
Grade & Subject	7th	8th
Bible	<i>God's Great Covenant</i> OT1, OT2, NT1, and NT2 (Classical Academic Press) Memory work from various Scriptures and Catechisms	
Grammar & Writing	<i>Writing & Rhetoric</i> Comparison, Impersonation (Classical Academic Press) <i>Our Mother Tongue</i> (Canon Press)	<i>Writing & Rhetoric</i> Description, Thesis (Classical Academic Press)
History Literature Theology	(VP) Transition or Omnibus Survey or Dave Raymond's <i>American History</i> (Compass Classroom)	Omnibus I (Self-paced) <i>Biblical and Classical Civilizations</i> or Omnibus II (Self-paced) <i>Church Fathers through the Reformation</i> (Veritas Press)
Math	Algebra I/2 or Algebra I (Saxon)	Algebra I or Geometry (Saxon)
Science	<i>Earth Science</i> (Novare)	<i>Physical Science</i> (Novare)
Latin	<i>Latin Alive</i> (Classical Academic Press)	<i>Latin Alive</i> (Classical Academic Press)
Logic	Informal Logic – <i>The Art of Argument</i> (Classical Academic Press)	Deductive Logic – <i>Discovery of Deduction</i> (Classical Academic Press)
Music	Instruction in theory, performance, history, and appreciation of masters Group violin lessons Hymn of month	
Art	Grade appropriate instruction in line, color, value, perspective, design, composition, imitation of the masters and appreciation	

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Physical Education	Grade appropriate instruction in fitness, skill development, and sportsmanship
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The scope and sequence represents a goal that will be implemented with flexibility dependent upon student body composition.

LATIN AT CCS

Latin was an integral part of any good academic training prior to the 1950s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages. However, like many traditional particulars of good education lost in the name of “modern” or “progressive” education, Latin’s advantages were neglected as many schools quit requiring students to learn Latin. Thankfully, classical educators have been a part of a movement to revive the teaching of Latin because they have realized there are many benefits to studying Latin.

Benefits include the following:

1. Being able to recognize the Latin vocabulary present in the professions of law, medicine, science, music, art, philosophy, and theology.
2. Learning the Romance languages with greater ease because Spanish, French, Italian, Portuguese, and Romanian are all forms of Latin.
3. Developing concentration, analysis, and puzzle solving abilities.
4. Improving knowledge of English vocabulary since 50% of all English words and 90% of all polysyllabic words come from Latin.
5. Improving understanding how the grammar of English, and other languages, work.
6. Finding pleasure in persevering to read texts written by people centuries ago.

Students begin Latin instruction with a song method in the 1st and 2nd grades using Song School Latin from Classical Academic Press. It is an ungraded activity and allows students to delight in the new, much older language very informally. Then when students are in the 3rd grade, they begin Latin studies formally. Currently, we are making use of the curriculum resources by Logos Press and Classical Academic Press.

HOMEWORK GUIDELINES

Teachers may assign homework to students in age appropriate amounts. Below are the primary reasons or causes for homework being assigned:

1. Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (e.g., math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
3. Homework may also be assigned to students, who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves as a realistic consequence as well as a practical purpose.

Teachers will attempt to honor the following guidelines: No homework on Wednesday; minimal on Friday.

ASSESSMENT, GRADING, AND TESTING

At CCS, we desire to teach and assess in a way that helps children learn, and we desire for students to move toward mastery of concepts and skills appropriate to their age and abilities. We recognize that each child progresses at a different pace and that traditional grading practices using only letter grades do not accurately reflect progress or content mastered. Therefore, we will provide more descriptive feedback in our daily assessment, grading, and testing practices. Our hope is to move closer to standards-based assessment which means we desire that grades or descriptions of learning reflect more closely an actual knowledge of content. Classical educators are growing in their implementation of better assessment practices. But, because we have inherited a grading system relying on the 100 point scale and the issue of time and space is real, change to something more authentic will be slow.

Assessment of students can be formative or summative, and it should be linked to the objectives or standards in the class. Formative assessment is ongoing and has the most impact on children's achievement. It gives students the descriptive feedback they need to continue to make progress toward mastering a particular concept or skill. Formal or informal, formative assessment provides teachers the evidence they need to check for understanding and guide toward mastery. Summative assessments usually take the form of an end of unit quiz, test, or project to determine what learning has taken place. Generally formative assessment will have less weight than summative assessment on the overall grade reported.

PreK-K

Students in PreK-K have been receiving a standards-based report card and will continue to do so. Objectives or standards are listed on the report card with a way for parents to discern progress.

1st-2nd

NEW for 2017-2018: Students in 1st and 2nd grade will also be receiving a standards-based report card for reading, reading comprehension, writing, and math.

3rd-4th

CONTINUING FOR 2017-2018: Students in 3rd-4th grade will receive traditional letter grades for Language Arts (which includes literature, grammar, writing, and spelling) Math, History, and Science.

5th-8th

Students in 5th-8th grade will receive traditional letter grades for Language Arts (which includes literature, grammar, writing, and spelling) Math, History, Science, and Latin.

TRADITIONAL GRADING SCALE

100-92% (A)

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91-84%	(B)
83-75%	(C)
74-70%	(D)
69-60%	(F)

Throughout the week, students will participate in a variety of instructional times where they will receive letter grades of E (Excellent), S (Satisfactory), P (Progressing), or N (Needs Improvement) to show progress according to the objectives:

Latin (3rd-4th grade)
Penmanship (2nd-4th grade)
Logic (7th-8th grade)
Music, Art, and P.E.

The time given in the school day for reading the Bible and working on memory work such as Scripture verses, hymns, and catechism is ungraded. Our hope is that students will listen well during this time and participate actively.

Quarterly Report Cards and Midterm Reports:

Report cards are sent home every nine weeks. Midterm reports are sent at the halfway point of a nine week grading period. The purpose of the report card and midterm report is to inform parents of their child's progress at school. Both academics and behavior are addressed. Students receive age appropriate written descriptions, letter grades, and comments as deemed necessary from their teacher(s). Attendance is also included.

Teachers may also use a daily or weekly reporting form to let parents know about class work and behavior on a more frequent basis if requested by the parent.

Standardized Testing:

Most classical schools have their students participate in norm-referenced standardized testing because they believe the tests create a level of accountability to parents and because they believe students benefit from exposure to the format. While some of this may be good, current standardized achievement tests for our students do not match our curriculum objectives. This means students will have questions that they have not been prepared to answer. Therefore, the board and faculty are currently reviewing the practical implications of continuing this practice. When we know how we will proceed in the future, we will provide feedback to parents. If we continue the practice, we may require only students in the upper grammar school and logic school to be tested.

PROMOTION POLICY

Students currently in Crossville Christian School must meet all the following basic criteria for promotion:

Pre-Kindergarten to Kindergarten: Behavioral maturity and reading readiness for Kindergarten.

Kindergarten to First Grade: Behavioral maturity, math and reading readiness for First Grade.

First Grade to Second Grade: Students should be reading at or near grade level, comprehending near grade level, and making satisfactory progress in Math.

Second Grade to Third Grade: Students should be reading at or near grade level, writing in age appropriate ways, comprehending near grade level, and making satisfactory progress in Math.

Third Grade to Fourth Grade: Students should have a passing grade in 3 of the 4 classes- Language Arts, Math, History, and Science.

Fourth Grade to Fifth Grade: Students should have a passing grade in 3 of the 4 classes- Language Arts, Math, History, and Science.

Fifth Grade to Sixth Grade: Students should have a passing grade in 3 of the 4 classes- Language Arts, Math, History, and Science.

Sixth Grade to Seventh Grade: Students should have a passing grade in 3 of the 4 classes- Language Arts, Math, History, and Science.

Seventh Grade to Eighth Grade: Students should have a passing grade in 3 of the 4 classes- Language Arts, Math, History, and Science.

Eighth Grade to Ninth Grade: Students should have a passing grade in 3 of the 4 classes- Language Arts, Math, History, and Science.

DRESS CODE POLICY

Below is a list of dress code guidelines. These are simple, clear-cut guidelines to make dressing and shopping easier.

Girls

Black, navy, or khaki slacks, shorts, jumpers, or skorts.
Shorts, jumpers, and skorts should not be more than 2" above the knee.

Short or long sleeve solid polo or collared dress shirts - any color.

Solid colored sweaters.

Black, navy, black, brown or white tights.
Black, navy, black, brown or white socks.

Closed toed shoes/sneakers.
(No heels, light-up or noise making shoes.)

Boys

Black, navy, or khaki slacks or shorts.

Short or long sleeve solid polo or collared dress shirt - any color.

Black, brown, navy or white socks.

Closed toed shoes/sneakers.
(No light-up or noise making shoes.)

Black or brown belts must be worn. Shirts should be tucked in (K-8th grade).

CCS students may observe casual day on Fridays throughout the school year. While the dress code is relaxed to include the wearing of jeans and allow more variety, students are still expected to dress modestly. Boys need to be mindful of wearing belts, and girls need to be mindful that leggings are paired best with longer shirts.

In the event that a child doesn't follow the dress code, two reminder notes will be sent home. If a parent needs to be contacted a third time, he or she will need to bring a change of clothes to school.

BASIC GUIDELINES -

These are basic guidelines for grooming practices at Crossville Christian School. We are aware every contingency is not covered; however, the following principles are offered:

1. Dress and grooming that are conducive to order and learning. Be modest.
2. Avoid distracting clothing, jewelry, or hair styles to draw attention to oneself.
3. Keep hair clean, well groomed, and kept out of face.

For boys, the following are unacceptable grooming practices for school time:

1. Ornamental cuts or shaved designs in hair
2. Ponytails, top knots and unnatural hair color (e.g., blue, green, pink etc.)
3. Visible body piercing, including earrings
4. Tattoos
5. Hats

For girls, the following are unacceptable grooming practices for school time:

1. Ornamental cuts or shaved designs in hair
2. Unnatural hair color e.g. blue, green, pink etc.
3. Visible body piercing (stud earrings are permitted)
4. Tattoos
5. Hats
6. Make-up by girls in the grammar school

Financial Assistance:

Anyone who cannot financially supply the necessary clothing to meet the dress code may contact the Board of Directors. Some financial help will be available.

Donation of outgrown uniforms:

Parents are encouraged to donate the uniforms that their children outgrow to the school. There will be a designated place in the school where these items are kept, and throughout the school year parents and students will be reminded of this "closet" so that they do not throw out uniforms that no longer fit. Recycling uniforms helps to strengthen the program, ensures that all students can participate, and teaches children the value of giving.

ADMISSION PROCEDURES AND REQUIREMENTS

Admission Procedures:

1. New families need to submit an application with the application fee.
2. Upon return of application and fee, the parent(s) of the student(s) will be scheduled for an interview with the Admissions Director and the Headmaster or other appropriate representatives and a placement test may be given.
3. After the interview, and after reviewing all other required materials, the Admissions Committee will make the decision whether or not to admit the student(s).
4. The Admissions Director will then notify the parents in writing with the decision regarding acceptance. If accepted, the parents will receive an acceptance letter and a Transfer of Records form if the student attended another school previously.
5. All financial arrangements between the family and the school must be understood before an admission is considered final.

Admission Requirements for the PreK3 or PreK4 Student:

A. Age: Pre-Kindergarten (K3 and K4) - Parents of children who have not reached age four by October 1st may enroll them into our K3 program, with the understanding that it may be necessary for their children to attend one or two additional semesters of Pre-Kindergarten education at CCS before entering Kindergarten. Pre-Kindergarten cannot by law, be a substitute for Kindergarten.

B. Personal Hygiene: Because the CCS Pre-K is not a daycare, and because we do not have a health care worker on staff, it is CCS policy that faculty and staff NOT handle bodily fluids (i.e. feces, urine, etc.). CCS requires all students to be fully potty-trained upon admittance. In the event of an "accident," the child will be changed and parent notified. If accidents continue, a parent will meet with the teacher to address the issue. We also strongly suggest that Pre-K children have an extra set of clothing at school.

C. Content: The Crossville Christian Pre-K program is an approved Pre-Kindergarten program by the State of Tennessee Board of Education. Furthermore, because we are a classical school, our Pre-K program involves such curricular studies as math, science, social studies, Bible, reading, phonics, and special areas. There is no homework in K3, but a K4 child may be given homework that needs the assistance of an adult.

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D. Acceptance: As necessary, the administration and the classroom teacher will test potential Pre-K students to determine school readiness and cognitive ability. Acceptance to CCS will be based upon their recommendation, in addition to other school policies and admissions criteria.

E. Space Guidelines: CCS is unable to reserve space for students who have not reached age four by October 1st. Students may be enrolled upon their fourth birthday if space is available.

F. Financial Guidelines: CCS will prorate annual tuition for Pre-K students entering after October 1st; however all book fees and supply fees must be paid in full for Pre-K students. Parents must begin paying tuition upon entrance to CCS. Months will not be prorated. If a student begins attending CCS during any portion of the month, payment must be rendered for that entire month.

Admission Requirements for Kindergarten and older grade students:

A. A child must have reached the age of five years by August 15th of the fall in which he would be entering Kindergarten, per state guidelines. There are no exceptions.

B. A child entering first grade should have reached the age of six years by August 15th of the fall in which he would enter Crossville Christian School.

C. If a child has successfully completed the previous school year and his school work and behavior compare favorably to the comparable grade at Crossville Christian School, the child will be placed in the grade for which he is applying. However, if there is evidence to show that the child may not be adequately prepared for the next sequential grade level, with the parents' compliance, he may repeat the previous grade.

D. The child should understand that his parents have delegated their authority to the school. Therefore, he is subject to the instruction and discipline of the teachers in their prescribed roles at Crossville Christian School.

E. In general practice, if the student and parents comply with the requirements outlined here, Crossville Christian School will admit students of any race to all rights, privileges, programs, and activities generally made available to all students. Crossville Christian School does not unbiblically discriminate on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletic, and other school-directed programs.

Admission Requirements for Homeschool Families:

A student who is homeschooled can enroll in CCS in order to take a specific subject or subjects. Parents should complete an application, but the application fee will be waived. Currently, the cost is \$650.00 for a full year class, plus the cost of any books needed. The tuition can be paid by semesters.

Expectations of Parents:

1. At least one parent or primary caregiver is to have placed his or her trust in the person and work of Jesus Christ alone, in order to have a right relationship with God, and be able to communicate the same verbally or in writing at the time of the admissions interview.

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2. Parents must be willing to comply with school policies and procedures.

FINANCIAL POLICIES FOR FEES AND TUITION 2017-2018 SCHOOL YEAR

SEE AND TUITION SCHEDULE (ALL FEES ARE PER CHILD):

Registration fee: \$75.00 for early registration up to April 15;
\$100.00 after April 16

Book/Materials Fee: \$150.00 for Pre-K and Kindergarten
\$250.00 for 1st grade and 2nd grade
\$300.00 for 3rd grade through 8th grade

Tuition:	Full time Pre K-3 through 8 th grade	\$4,400.00/year (\$440.00/month)
	PreK3 (four days/week)	\$3,600.00/year (\$360.00/month)
	PreK3 (three days/week)	\$2,800.00/year (\$280.00/month)
	PreK3 (two days/week)	\$2,000.00/year (\$200.00/month)

TUITION DISCOUNTS:

1. Lowest grade student in the family pays the full stated tuition.
2. Subsequent students in the family receive a progressive \$200.00 discount in tuition:
Second student pays \$200.00 less than the stated tuition.
Third student pays \$400.00 less
Fourth student pays \$600.00 less etc.
3. Church Pastor Discount: There is a significant tuition discount for the children of the pastors of our local churches. Call the school office for more information.

REGISTRATION FEE:

1. The registration fee represents an initial payment to reserve a place at CCS for the upcoming school year for existing students and for students of new families.
2. The registration fee must be received with an enrollment application for new families. An enrollment interview will not be scheduled until this fee is received.
3. The registration fee for existing families and new families is non-refundable once it is submitted.
4. The registration fee process for families applying for scholarship funding is described in the Scholarship Application.

BOOK/MATERIALS FEE:

1. This fee is to be paid before the school year starts to pay for materials to be used during the new school year.
2. The book fee is due by July 15. For new students applying after July 15, the book fee is due

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immediately.

3. Books for your child/children cannot be purchased until payment is received.
4. This fee will be refunded if the family decides their children will not attend CCS in that year, if the consumable books have not been ordered or if another student can use the books. However, in most cases, book fees are not refundable. Books fees not only pay for an individual student's tangible consumable books, but they also assist the school in updating our non-consumable classroom textbook editions throughout our curriculum on all grade levels.

TUITION:

1. Tuition payments can be made on an annual, semester, or monthly basis.
2. Tuition is due the 10th day of the month, beginning August 10th for 10 months for those paying on a monthly basis.
3. The payment is considered late if not paid by the 10th of the month, and after the 15th of the month a \$25 late fee will be charged, unless other arrangements have been made with Ms. Pat.
4. If payment is not received by the end of the month, a payment plan must be submitted to the school in writing detailing how the balance will be paid. This plan will be submitted to the **Financial Committee** for review and approval.
5. In 45 days, if there is still an outstanding balance, and no plan has been submitted for payment, parents will be sent a letter advising them of the delinquency and stating their child's/children's continued attendance at CCS is in jeopardy.
6. In 60 days, if there continues to be an outstanding balance with no approved payment plan, the child or children will be dismissed from the school. No records will be transferred until all outstanding balances are paid.
7. At the end of the school year, report cards and other records will not be distributed if a family has an outstanding balance due CCS.

PREFERENTIAL ENROLLMENT OPPORTUNITY:

1. Members of First Presbyterian Church (founders of CCS) and current school families are given the opportunity to register their child/children before enrollment opportunities are offered to the general Christian community. Existing families must re-enroll their child(ren) by March 31 in order to qualify for this preferential enrollment.
2. If you do not register your child(ren) by the prescribed preferential enrollment date, including paying the registration fee, you will lose your preferential enrollment status. If you register after this date and classes are already full, your child(ren) will be placed on a waiting list.

FINANCIAL AID SCHOLARSHIP:

Crossville Christian School strongly encourages all children of Christian families to receive the highest quality Christian education. CCS understands some families may have financial strains due to tuition. CCS makes every effort to assist families to provide their child(ren) the opportunity to receive this academically strong education in a Christian environment.

Limited tuition assistance may be available dependent on financial need. The Scholarship Committee will review applications for eligibility and interview the parent-applicants. Families who receive this scholarship are required to volunteer four (4) hours of service to CCS each month. If you do not fulfill

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your volunteer service hours, you will owe extra tuition (depending on the amount of scholarship given to you) for each hour not worked. This will be added to your monthly tuition payment.

FINANCIAL DISCLOSURE INFORMATION:

In the event that parents are divorced or separated and desire information regarding financial issues, Crossville Christian School can advise only if a debt has been paid, but no particulars will be given. If money is due for tuition or fees, it is one parent's responsibility to send necessary communication to the other parent.

POLICY REGARDING DISABILITIES

We recognize the God-given uniqueness and strengths and weaknesses of each person and desire to have a policy that is inclusive as much as we are able at this time.

Two federal laws, The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, provide information to shape our conversation with parents of children who have a disability. Because of these laws, public schools are required to provide services to students with disabilities.

Because Crossville Christian School is a private school, we are not obligated to provide special education services. Special education services would include providing appropriate staffing, programs, classrooms, an individual education plan, and/or a 504 Plan for all students meeting certain criteria.

Two definitions that will provide boundaries for CCS are as follows:

Modifications change *what* a child is taught or expected to do in school.
Accommodations change *how* a child learns or accesses the curriculum.

Therefore,

1. If a child has a disability that requires a special program, classroom, and/or staff and if modifications need to be made, then CCS cannot admit the child because CCS is currently not prepared financially or appropriately staffed to help in this manner.
2. If a child has a disability that does not require a special program, classroom, and/or staff but needs modifications from the regular classroom teacher, the CCS admissions committee will have to make the decision to admit or not to admit along with the headmaster and classroom teacher(s) because some modifications are more extensive. Parents will be responsible for understanding that making modifications also changes the kind of grade that can be reported.
3. If a child has a disability that only requires a minimal number of accommodations, then CCS can admit the child. Parents will be responsible for speaking with teachers regarding accommodations necessary. A list of accommodations will be provided to parents and agreed upon with the teacher(s) present. The teacher has the final right to decide what can be done realistically in the classroom with the student.

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4. Children who have been diagnosed as having a disability will be given as much individual instruction and encouragement as their classmates. Any accommodations necessary usually benefit other students as well.
5. CCS does not provide testing services for children to diagnose disabilities. If parents believe their child needs testing, then they will be responsible for pursuing that service.
6. If a child is diagnosed with a disability while already enrolled at CCS, then the school will work to provide accommodations. However, if modifications are necessary, then a meeting will need to be held with the headmaster, appropriate teachers, and parents to reevaluate needs and potential modifications. If CCS staff cannot provide the necessary modifications, parents will be told what they can expect for the remainder of the year.

STUDENT HEALTH REQUIREMENTS

1. All students attending Crossville Christian School must have on record with the school office, either a current Tennessee Immunization Certificate or an exemption statement according to Tennessee Code, before entering school. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.

For kindergarten students, this means five doses of DPT (diphtheria, tetanus, and pertussis), four doses of polio, two doses of MMR (measles, mumps, and rubella), one dose of chicken pox vaccination and three doses of hepatitis B.

2. Before the school will issue any medication to a student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol & Tums), we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student's file. **No prescription medicines will be dispensed without written parental permission per prescription.**

3. The parent, legal guardian, or other person the parent authorizes shall be notified when a child has any sign or symptom that requires exclusion from CCS. The child must be picked up from CCS immediately upon signs or symptoms of concern.

4. CCS shall temporarily exclude a child or send the child home as soon as possible if one or more of the following conditions exists:

a. The illness prevents the child from participating comfortably in activities as determined by CCS staff.

b. The illness results in a greater need for care than CCS can provide without compromising the health and safety of the other children as determined by CCS staff.

c. The child has any of the following conditions:

i. Fever, oral temperature above 100 degrees Fahrenheit, accompanied by behavior changes or other signs or symptoms of illness until medical professional evaluation finds the child able to be included at the facility. **Students should be fever free for 24 hours before returning to school.**

ii. Symptoms and signs of possible severe illness shall including lethargy that is more than expected tiredness, uncontrolled coughing, inexplicable irritability or persistent crying, difficulty breathing, wheezing or other unusual signs for the child.

iii. Diarrhea, vomiting, (two or more episodes in the previous 24 hours), persistent

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abdominal pain (continues more than two hours), or intermittent pain associated with fever or other signs or symptoms.

iv. Pink Eye (conjunctiva defined as pink or red with white or yellow eye discharge), until after treatment has been initiated.

v. Impetigo, until 24 hours after treatment has been initiated.

vi. Strep throat or other streptococcal infection until 24 hours after initial antibiotic treatment and cessation of fever.

vii. Varicella-Zoster (chicken pox), until all sores have dried and crusted (usually 6 days).

Note: Children without fever who have mild symptoms associated with the common cold, sore throat, croup, bronchitis, rhinitis (runny nose), or otitis media (ear infection) shall not be sent home unless their illness is characterized by one or more of the following conditions: the illness has a specified cause that requires exclusion (as above); the illness limits the child's comfortable participation in school activities; the illness results in a need for more care than the staff can provide without compromising the health and safety of other children.

CCS reserves the right to send an ill student home even if the child is not contagious.

ATTENDANCE REQUIREMENTS

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

Absences will be excused or unexcused. Excused absences include pre-arranged absences due to illness, surgery, funerals, or family trips. Absences may also be excused for medical and dental appointments, illness, or other unexpected events. Please send a parent note if such an absence occurs. If no communication is provided, an absence will be unexcused.

I. Short-term Absences:

If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone within 2 days upon returning to school.

II. Long-Term Absences:

If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork. Schoolwork may be done during the absence or completed and returned within 2 days for every day absent. It is the responsibility of the parent to oversee that work has been returned in a timely fashion.

III. Maximum Absences:

In the event the total number of excused absences exceeds five days in one quarter or exceeds ten days for the semester, the student may not receive credit for that time period until there is appropriate review of work completed.

In the event a student is absent from a class, or from school, for ten days during one quarter (*for any reason*), the student's parents will meet with the Headmaster (and teachers if necessary) to determine whether the student might receive an incomplete until which time the work for that quarter is successfully completed.

Five unexcused absences (no reason stated in a note or phone call) in one grading period will result in an incomplete unless all the student's work has been completed.

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A total of twenty (20) unexcused absences, without extenuating circumstances, during any school year may render a grammar or logic school student ineligible for promotion to the next grade. The teacher will send a written notice to parents of any student accruing five (5) unexcused absences and again at ten (10) and fifteen (15) absences. The Headmaster will be notified, and an attendance committee will conduct a hearing to determine if any extenuating circumstances exist or to verify that the student has met attendance requirements that will allow him/her to pass the course, be promoted, or retained.

DROP-OFF/ PICK-UP PROCEDURES

SCHOOL HOURS (All Grades) 8:00 AM – 3:00 PM

All students are to be dropped off and picked up in the back parking lot by the back door. For safety purposes, the drive-thru pick-up and drop-off is one way. All parents picking up or dropping off should drive one way through the parking lot. A teacher or staff person will be waiting at the back door to oversee the drop-off and pick-up process. Please do not block the lanes if your child is not ready to get out of the car in the morning or walk to you at the end of the school day. Either pull around and park, or circle around again. **Please park in the parking area if you need to exit your vehicle for any reason.**

Parents of PreK students should take their children to their class in the morning. The children in PreK will be accompanied to their respective cars for pick-up at the end of the day.

TARDINESS AND EARLY DISMISSALS

We begin accepting students at 7:45 a.m. However, it is best to drop children off no later than 7:55 a.m., so they will have time to unpack and get ready to begin class at 8:00 a.m.

A tardy will be recorded by the teacher for any student entering after 8:00 a.m.

If a student arrives after 8:05 a.m., parents will need to sign him or her in at the main office.

Tardiness is discouraged because it prevents everyone else from getting to work on time and/or disrupts classes already in session. Tardies are recorded and documented on each report card. Five unexcused tardies within one quarter grading period will be recorded as one day unexcused absence.

Students arriving late due to early morning appointments will receive excused tardies with appropriate documentation.

Students must stay until 11:30 a.m. in order to be counted as present for a half day.

Students leaving for and returning from a mid-day appointment will not be counted as an unexcused absence with appropriate documentation.

All students arriving late or leaving early must be signed in or out in the main office. Please use the front parking lot. Do not use the back entrance. This includes Pre-K students, even though they are usually signed in and out with their teachers.

BEFORE AND AFTER CARE (BAC)

Before Care begins no earlier than 6:30 am and ends at 7:45 am.

After Care begins at 3:15 pm and ends no later than 5:00 pm.

We have a Before and After Care Coordinator who will supervise students in the program. The coordinator will make sure your children are safe and engaged when they are present for BAC services. In BAC the following activities could take place on a daily basis under the Coordinator's direction:

1. The Coordinator may allow for homework time or may assist in a limited tutorial role (BAC is not tutoring time, but the Coordinator may help students review for tests or work on areas needing improvement as needed).
2. The Coordinator may take the children out to play on the playground or school grounds.
3. The Coordinator will also provide your child with an AFTERNOON snack. There is NO charge for the afternoon snack. Breakfast will NOT be provided, but parents may send a dry morning snack or fresh fruit, easily opened, prepared and discarded by the student. The BAC Coordinator is not responsible for breakfasts.

Please see Ms. Pat for signing up for our BAC program. A form must be signed and on file in the office in order to use the Before and After Care program.

If BAC is not a part of your child's normal routine, please notify the office that your child will be staying in BAC.

LUNCH AND SNACK PROGRAM

Children will have a snack time in the morning and 30 minutes allotted for lunch daily. Recess will follow lunch if weather permits.

Parents may send lunches for their children or may order a catered hot lunch to be delivered to the school on Mondays through Thursdays. The cost of this service is \$4.50 per student. The school order form is provided monthly and should be returned with payment for the amount of lunches to be ordered. This price does not include a drink. **Please do not send lunches that must be heated up.**

Parents should send snacks with their child to have a snack during the designated snack time. Snacks are not available for purchase from CCS.

Drinks should be packed with each child's snack and lunch for the day (no sodas please). Or students can purchase milk during lunch time for \$0.50. Juices or soft drinks are not available for purchase.

Fridays are designated as "pizza days" at CCS. We will have pizza delivered for lunch at a cost of \$1.25 per slice. Parents should complete the monthly order form and return with payment if this is the lunch option desired.

Ice cream or frozen treats will be given out on Fridays. The cost is \$10.00 for the year.

IDEAS for SNACK FOODS:

Shelled hard boiled eggs
Fresh fruit
Fresh Veggies
Cheese
Salami with crackers
Yogurt
Fruit cups
Granola Bars
Graham Crackers
Popcorn

DRINKS:

Milk
Juice
Water

CELEBRATION OF LEARNING

During the school year, children will make much progress in knowledge and virtue. We will celebrate that growth at the end of the year program. Not only will students be able to display things they have learned, but students will also receive encouragement from their teachers and headmaster regarding areas in which they have shown diligence and perseverance or been an inspiration to others.

1. A certificate will be given to each child to highlight a virtue that teachers were able to observe.
2. A certificate will be given to students who have perfect attendance.
3. A certificate will be given to students who demonstrated academic excellence and pursuit of mastery in Language, Math, History, or Science that inspired others.
4. The Ambassador's Award will be given to one student who demonstrated high achievement in academics and virtue across the disciplines and throughout the school and community.

CHAPEL

Chapel is held on a regular basis for all students for the purpose of training in the importance of spiritual growth in worship. Parents are welcome to attend on Wednesdays at 8 a.m. with their children. Prayers, singing, and a message are all parts of chapel.

FIRE/TORNADO DRILLS

In accordance with the Fire Marshall's office, Crossville Christian School will have regular fire and tornado drills for the safety of our students in case of an emergency.

GIFTS AND DONATIONS

Tuition payments provide only a portion of the school's operational cost. Contributions of money and time are required to keep tuition at a reasonable rate. All donations to CCS are tax deductible. All gifts are accepted and undesignated gifts to our Annual Fund are the best way to make sure the "areas of greatest need" are addressed first. In addition, gifts can be made in memoriam or in honor of an individual and will be appropriately recognized and designated.

NON SMOKING POLICY

CCS is a non smoking facility. Tobacco and tobacco products are prohibited.

SCHOOL CLOSINGS

In case of emergency or inclement weather the school usually but not always follows the Cumberland County School System. Listen for closings or delays on 1330 AM or 102.5 FM, WBIR 10, or WATE 6. **Parents will be contacted via email by 7:00 a.m. in the event that school will be closed. Closings will also be listed on the school website by 7:00 a.m.** In the event of an early dismissal, parents will be contacted by phone.

VISITORS

We are always happy to have visitors at the school, but request that arrangements be made in advance with the classroom teacher. Class time visitation will be limited because experience indicates

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that it adversely affects the classroom teaching environment.

You may visit the school office during normal office hours, 7:30 a.m. to 3:45 p.m. We respectfully request that parents limit their time in the classroom areas of the school before or after school without appointments.

FREQUENTLY ASKED QUESTIONS

Does my child have to take Latin if he or she enters in the middle of the school year or even has no previous exposure to it?

Yes, in the grammar and upper school we will provide opportunities for a child to learn the language with appropriate assessment. We want children to enjoy learning Latin and be delighted when they actually can read phrases, sentences, and paragraphs in another language. So children enrolled in 1st and 2nd grade will begin singing Latin using *Song_School Latin*, and the activity will be ungraded. Children in 3rd and 4th grade will be evaluated for making progress using the designation of E,S, or N. Older children will earn letter grades with the understanding that they continue to be in progress.

How do you handle differences in doctrine?

Our desire will be to handle differences graciously. We recognize that there are primary doctrinal statements that most Christians agree upon such as what is expressed in the Apostles' Creed, and then there are secondary doctrinal issues about which genuine believers disagree. While we will teach and lead from a position that may be described as orthodox Christianity, we understand that students and faculty alike will hold to personal and denominational views on secondary issues that do not compromise the true message that Jesus came to save sinners. Therefore, we will be committed to valuing conversation. This approach cultivates a willingness to listen to the views of others as well expresses patience towards those who are not like us.

What version of the Bible will you use in classes and chapel?

We will primarily use the NIV and ESV. Students are free to bring their preferred version of the Bible to class and chapel.

Can students who are homeschooled attend part time to receive instruction in particular subjects?

Yes. Please contact the headmaster for more information.