

# PARENT-STUDENT HANDBOOK



SCHOOL YEAR 2016-2017

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**Casper Classical Academy:  
Excellence in everything we do!**

**VISION**

Casper Classical Academy strives to be an excelling school community that fosters physical, emotional, and social health of all students with an emphasis on classical education to create lifelong learners prepared for a successful future as responsible, service-minded citizens.

<i>By providing:</i>	<i>Resulting in:</i>
<ul style="list-style-type: none"> <li>• Trivium philosophy of education               <ul style="list-style-type: none"> <li>○ Acquiring fundamental skills</li> <li>○ Logical thinking</li> <li>○ Effective communication</li> </ul> </li> <li>• Character development</li> <li>• Safe and healthy school environment</li> <li>• A drive for excellence and individual growth</li> <li>• Varied extra-curricular activities to meet diverse interests</li> <li>• Opportunities for active family involvement</li> <li>• Instruction in technology and problem-solving skills (e.g. keyboarding, online safety, responsible research)</li> <li>• Opportunities for service towards others</li> </ul>	<ul style="list-style-type: none"> <li>• Student engagement</li> <li>• High graduation rates</li> <li>• Students prepared for college and career paths</li> <li>• High overall attendance rates</li> <li>• Academic growth</li> <li>• Responsible and contributing citizens within their community</li> <li>• Recognition in the district and state as a top performing school</li> <li>• Students exhibiting courtesy, dignity, and respect towards all</li> <li>• Love of learning and resilience; grit</li> </ul>

**MISSION**

**Mission Statement:**

Casper Classical Academy engages learners in a challenging classical education that fosters excellence, character, and independence.

*Developed Spring 2016 by parents and staff.*

# EXPECTATIONS OF STUDENTS AND PARENTS

## **STUDENT**

The student enrolled at Casper Classical Academy who will succeed:

- Is highly motivated and aspires to attain his/her potential.
- Has a parent/guardian willing to be involved and supportive of school policies and procedures.
- Exhibits positive character qualities.
- Will take the time required to accomplish his/her daily goals and to maintain standards of neatness and accuracy to produce quality work.

## **PARENT**

(Throughout this handbook, the word ‘parent’ has been used to represent ‘parent/guardian’.)

- Parental involvement is a vital aspect in the success of students and the school. A strong volunteer program is a vital aspect of Casper Classical Academy. Parent volunteers help develop an increased quality of education for our students. Parents need to seek out opportunities for volunteering in the school. It is expected that parents will attend at least two Parent Teacher Organization (PTO) meetings as a part of their volunteer commitment to the school.
- Parents are responsible for ensuring that their student completes assigned homework and arrives at school on time.
- At the annual Back to School Night, parents will be encouraged to sign up in their area of interest in helping the school.
- Parents are responsible for reading the handbook and for supporting the staff in ensuring the handbook expectations are followed.
- Read and respond to school correspondence.

## PILLARS OF A CLASSICAL EDUCATION

- **HERITAGE** - The study of Western Civilization to engender an appreciation of its traditions of liberty and self-discipline.
- **INTELLECT** - That pool of knowledge that trains the mind to think thoroughly, logically and analytically, and creatively.
- **INDIVIDUALITY** - Recognizing each other's uniqueness, freedom, and potential.
- **CHARACTER** - The inner self that struggles to choose wisely and strives for excellence.
- **TRUTH** - Recognizing moral conduct and thinking, and training the intellect in the pursuit of the good and the true.

## CHARACTER DEVELOPMENT

To develop responsible citizens and provide character education, the eight cornerstones we rely upon are:

- **RESPECT FOR SELF AND OTHERS:** Appreciating the unique qualities and inherent human dignity of others and oneself; accepting and affirming individual differences and cultural diversity, plus displaying courtesy and appreciation for others.
- **COURAGE:** Encouraging firmness of mind and will in the face of opposition, to stand by his or her convictions with value and determination.
- **COMPASSION:** Caring about others, displaying kindness and concern for others, empathizing with others, and helping others through actions.
- **RESPONSIBILITY:** Understanding and accepting the impact and consequence of personal actions and decisions; striving to fulfill personal obligations.
- **HONESTY/INTEGRITY:** Practicing truthfulness and sincerity in relationships and actions; shaping a clear set of ethics which direct thoughts and actions.
- **COMMITMENT:** Believing in one's personal capacity to make a difference; investing the hard work needed to realize goals; seeking ways to consistently improve, and persisting through setbacks.
- **VALUING FAMILIES:** Respecting one's own and others' families; affirming the need for families; and supporting families in their needs.
- **SENSE OF COMMUNITY:** Accepting the rights, responsibilities, and privileges of belonging to the community.

# CURRICULUM

**Casper Classical Academy follows a classical, college-preparatory curriculum approved by the Governing Council.** While district and state standards are adhered to closely, the curriculum is enhanced with additional content that reinforces the classical theme. Every subject area sets high expectations for CCA students. We integrate character development, the Arts and Humanities into each of our core subjects. Our curriculum is rich in Classical and Award-winning Literature. We instruct our students in Latin in grades 6, and 7, and give them the option to continue in grades 8 and 9 if they so choose.

Math classes are challenging with students typically working beyond the typical expectations. Students will be required to pass the math course they are enrolled in in order to proceed to the next level; teacher recommendation and RIT score will be used in the process for determining promotion to the next course, and a student will not be required to take the same math course more than twice unless they fail.

Technology is an integral piece to our school's curriculum as well. It will be integrated into all curriculum areas primarily through projects. Students combine technology and content area classes to produce products to meet standards within those content areas.

Students needing enrichment in language arts and math may be selected by RIT score and teacher recommendation to partake in an accelerated course. In addition to the basic course offerings, students can select from a number of Fine and Performing Arts elective courses.

## THE TRIVIUM

Casper Classical Academy's curriculum centers around the Trivium. The Trivium is a brain-based human development theory as well as a theory of knowledge. The Trivium can be defined as having three stages of human development and learning: grammar, logical-dialectic, and rhetorical.

The grammar stage involves learning the fundamental skills and knowledge that every student needs to know. This may involve memorization or facts and skills.

The logical-dialectic stage involves analyzation of the basic facts and knowledge learned in the grammar stage. This stage has been implemented into every content area as well as in our 8<sup>th</sup> grade Logic class.

The last stage of the Trivium is the rhetorical, or communication stage. It involves synthesizing and evaluating the basic facts and knowledge learned in the grammar stage, and analyzed in the logical-dialectic stage. This stage has also

been embedded into the curriculum of each content area as well as being taught in our 9<sup>th</sup> grade Political Discourse class.

### **WHOLE GROUP INSTRUCTION**

At Casper Classical Academy, students are taught by the teacher as a whole group. Whole group instruction can include (but is not limited to) direct instruction, cooperative learning activities, and projects. If a child needs extra help, this may be received before and after school, during free times, practice time in the classroom, or through tutoring when required by the teacher.

### **ACCELERATED COURSES**

Additionally, although all curriculum at CCA is designed to be rigorous and challenging, some students may be recommended for courses in English Language Arts or Math that are accelerated in pace beyond the regular curriculum. Due to the advanced nature of these classes and the accelerated pacing, students are expected to maintain a B or higher in these classes. If a student's grade in an accelerated class falls below a B, a team meeting may be set up with the student, parent, principal, classroom teacher, and grade level department chair to discuss if the class is the appropriate placement for the student.

### **CURRICULUM CONCERNS**

Casper Classical Academy has chosen high-quality curriculum materials to meet the needs of learners in accordance with the NCSB Board of Trustees' guidelines as stated in the "Learning Resources Selection Policy." The curriculum takes into consideration "varied interests and maturity levels of students," "provides resources on various sides of controversial issues," and "is representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community." If a parent has concerns regarding the chosen curriculum in place at Casper Classical Academy, the following protocol will be followed to address those concerns.

- The staff will provide accurate information regarding curriculum via the Handbook.
- A syllabus will be handed out to parents at Back to School Night detailing the curriculum students will learn during the course of the year.
- It is the parent's responsibility to address concerns directly with the teacher well in advance of the instruction.
- Parent and teacher will work together to find a solution that *may or may not* include an alternate selection of materials.

If concerns persist, parent, teacher, and principal will meet to determine the best course of action for the student's learning.



## **6<sup>th</sup> Grade**

### **Reading:**

In 6<sup>th</sup> grade Reading, students will read and discuss several historical works in detail, including *A Comedy of Errors* and *The Iliad*. We will read *Chains*, a historical novel set during the American Revolution and dealing with the slave trade. In addition, we will read *The Book of Three*, a fantasy novel by Newbery Award winning author, Lloyd Alexander, and *Colibrí*, a novel about a Mayan girl kidnapped in Guatemala.

Students will discuss the literary devices that authors use to catch and keep the reader's interest, also gaining a better understanding of the time period of the novel. The lessons are completed in a combination of group work and individual assignments, and everyone is responsible for reading the same novel. Students will have their own copy of the novel(s) and will be given reading assignments such as comprehension questions or Reading Response Journals for homework. Each novel ends with a final test or project that is based on the completed novel.

Students also are responsible for individual book reports, and they will present one book report from various genres per quarter to their classmates. Book reports are homework and are varied in the presentation style. Additionally, students will recite one memorized poem every six weeks in front of the class, to enhance their public speaking skills and touch on the Rhetoric stage of the Trivium.

### **Writing:**

6<sup>th</sup> grade writing is a foundation level class where students are engaged in many learning opportunities that prepare them to be successful writers throughout their years at CCA. This class is a combination of grammar, parts of speech, spelling, vocabulary, analogies, as well as many opportunities to draft, edit, and finalize selections of fiction and non-fiction. By the end of the year, students will have had many opportunities to produce samples of writing using the grammar and punctuation lessons of each unit to improve and perfect their writing assignments.

A combination of programs and curriculums will be used throughout the year with the goal that all students will be able to grow in knowledge to a new level and to reach or exceed their individual language arts growth goal on NWEA testing. The new Shurley grammar and writing course will be used at the beginning of the year and will be referred to throughout the year as needed, as well as used for tutoring students new to grammar and parts of speech. Step-up-to-Writing format and state and district rubrics will guide our editing and final drafts in Idea Development, Organization, Voice/Word Choice, and Conventions. We use spellingcity.com and spelling lessons that support and enrich the writing units

and vocabulary lists with the hope that knowing how to spell great descriptive words will encourage the use of great words naturally in their writing.

Typing properly is also very important as students advance in their education. We use typing programs to increase speed and accuracy as we prepare our writing from rough drafts to final draft. However most of their work will still be submitted in written form so legible handwriting is always encouraged.

### **Math, Course 1:**

We use a mathematics program called *Glencoe Math* in 6<sup>th</sup> grade at Casper Classical Academy.

Built around the Common Core State Standards, *Glencoe Math* Course 1 focuses on four critical areas: (1) using concepts of ratios and rate to solve problems; (2) understanding division of fractions; (3) using expressions and equations; and (4) understanding of statistical reasoning. Students will work from a workbook as well as use a variety of digital tools and interactive resources. Students will then move into either Course 2 Math or Pre-Algebra depending on their RIT scores on NWEA and teacher recommendations for 7<sup>th</sup> grade.

### **Science:**

The 6<sup>th</sup> Grade Physical Science students will develop an understanding of scientific content through inquiry and will recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Students will study the major concepts in physical science through the topics of matter, energy, motions and forces, mixtures, and compounds as well as integrating metric measurement throughout the year. Students will also conduct safe lab experiments as teams learning to use science equipment properly. Students will be required to complete a Science Fair experiment of his or her choice. Technology is also an integral part of how class is taught. There will be real life problem solving situations, guest speakers and field trips.

### **Social Studies:**

Sixth graders will see that their social studies class is divided into two distinct, broad units of study: geography of the Western Hemisphere and Ancient History.

Students will begin the year with a study of Latin America and will continue northward into North America. Basic geography concepts and skills such as making maps, learning about coordinate pairs, the function and purpose of time zones, etc. will be incorporated throughout. In addition, the way these areas were settled by early explorers will be studied.

They will also study the geography and history of the Western Hemisphere, starting with the early tribes of the Americas and tracing their development up to

the period of Spanish exploration. Students will focus on the cultural and physical aspects of North, South, and Latin America.

### **Latin:**

**Lingua Latina IA.** CCA students set sail on a journey towards learning Latin, the language of western tradition. We follow a well-known route over 2,000 years old, developing skills in reading, writing, speaking and listening. Starting on day one, students leave the safe harbors of their native language(s) and travel into uncharted waters where 95% of instruction is conducted in Latin. Fear not, for we are guided by the latest research in language acquisition, which engages all types of learners in dynamic and proven learning experiences.

Success does not depend on innate talent or some sort of language intelligence, but comes only from participation and effort. Everyone can learn Latin. At journey's end, students enjoy not only an enriched vocabulary and refined understanding of grammar but also a heightened awareness and sensitivity towards language. The skills developed through learning Latin will last students a lifetime.

In the first year, students build a foundation consisting of grammar, idioms and vocabulary. Topics include classroom objects/activities, the family, the body, the house, numbers, colors, activities and weather. By the end of the course students can fluently read and discuss basic texts, using only Latin.

## **7<sup>th</sup> Grade**

### **English:**

Students will work in the classroom and via homework to become proficient with the three language arts standards: reading, writing, and speaking/listening. Students will read and discuss several classic novels and plays in detail, which may include *The Hobbit*, *The Twelfth Night*, *The Odyssey*, and *The Diary of Anne Frank*, and selected short stories and nonfiction articles. They will discuss the literary devices that authors use to catch and keep the reader's interest, and they will carefully study the structure of each work. Every student is responsible for reading the same novel and completing the work assigned with it.

Students will create the following types of compositions: one book report per quarter, expository essays of varying lengths and for various purposes, letters, and expressive responses to literature. Students will utilize the writing process including pre-writing, writing first drafts, editing, revising, rewriting, proof-reading, and completing final drafts. Students will complete at least one multimedia assignment to be shared with the class.

Students will also be working on building vocabulary all year long by studying ACT/SAT words. These words often have Latin or Greek roots that are helpful to learning other new words, and they often contain common prefixes,

suffixes, and roots.

Finally, in order to work towards proficiency in speaking/listening, students recite one memorized poem five times a year in front of the class. Additionally, some of the writing assignments, including book reports, are shared with a small group or even the entire class.

### **Writing:**

Students will create the following types of compositions: expository, narrative, and persuasive essays of varying length for various purposes, descriptive paragraphs, a research report with one to three sources, and creative writing. Students will utilize the writing process including pre-writing, writing first drafts, editing, revising, rewriting, proof reading, and completing final drafts.

Daily Oral Language (DOL) is used to review punctuation, capitalization, and usage skills presented during previous years. DOL also introduces newer, more sophisticated skills in punctuation, capitalization, and usage. These skills are maintained by reinforcing them with daily practice. Students are tested on the concepts that they have practiced at the end of each alternating week.

### **Math, Course 2:**

We use a mathematics program called *Glencoe Math* in 7<sup>th</sup> grade at Casper Classical Academy. Built around the Common Core State Standards, *Glencoe Math* Course 2 focuses on four critical areas: (1) developing an understanding of and applying proportional relationships; (2) operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawing, geometric constructions, and surface area, and volume; and (4) drawing inferences about populations. Students will work from a workbook as well as use a variety of digital tools and interactive resources. Students will then move into Course 3 Math for 8<sup>th</sup> grade.

### **Pre-Algebra:**

For students who qualify, pre-algebra content will consist of learning ratios & proportional relationships, the number system, expressions & equations, geometry, and statistics & probability. The pre-algebra emphasis includes simplification, evaluation, solving and graphing. Classes use technology in the form of graphing calculators and computers. Students will then move into Algebra I for 8<sup>th</sup> grade.

### **Earth Science:**

The 7<sup>th</sup> Grade Earth Science is a class to help students understand the Earth's history, fossils, identification of sedimentary, igneous, metamorphic rocks

and minerals. Students will learn why there are earthquakes and volcanoes through a controlled environment, safe lab experiments and technology. Students will learn what chemical and physical weathering does to our Earth. Students will learn how the Earth recycles itself and the importance of recycling materials to save our planet. Space and astronomy will be introduced. Geologists and engineers will be guest speakers in our classroom. There will be real life problem solving situations, such as oil spills, or earthquake consequences for students to inquire about and research with a presentation to the class. Real world experiences will be offered through field trips.

### **Social Studies:**

For 7<sup>th</sup> grade social studies, the year will cover two areas of study: geography of the Eastern Hemisphere and the modern history of Western Civilization. For the geography section, students will review basic themes and concepts learned in 6<sup>th</sup> grade, such as mapping skills with a greater emphasis on longitude and latitude. They will learn about physical geography features of the hemisphere, as well as important elements of culture and demographics of the countries that make up the Eastern Hemisphere. In addition, the students will study the development of modern Western Civilization in Europe, focusing on Greek and Roman history, the Middle Ages, the Renaissance, the gradual move to democracy in Europe and the rise of Marxism and alternative modes of government during the late-19<sup>th</sup> and early-20<sup>th</sup> centuries.

### **Latin:**

**Lingua Latina IB.** CCA students set sail on a journey towards learning Latin, the language of western tradition. We follow a well-known route over 2,000 years old, developing skills in reading, writing, speaking and listening. Starting on day one, students leave the safe harbors of their native language(s) and travel into uncharted waters where 95% of instruction is conducted in Latin. Fear not, for we are guided by the latest research in language acquisition, which engages all types of learners in dynamic and proven learning experiences.

Success does not depend on innate talent or some sort of language intelligence, but comes only from participation and effort. Everyone can learn Latin. At journey's end, students enjoy not only an enriched vocabulary and refined understanding of grammar but also a heightened awareness and sensitivity towards language. The skills developed through learning Latin will last students a lifetime.

In the first years, students build a foundation consisting of grammar, idioms and vocabulary. Topics include classroom objects/activities, the family, the body, the house, numbers, colors, activities and weather. By the end of the course students can fluently read and discuss basic texts, using only Latin.

## **8<sup>th</sup> Grade**

### **English:**

The focus of the 8<sup>th</sup> Language Arts is working towards proficiency in the standards of reading, writing, and speaking/listening. In class students will read and discuss many full-length novels considered to be classical literature, and complete comprehension assignments to prove understanding of the story and the author's use of literary devices and techniques. These novels may include: *The Pearl*, *A Christmas Carol*, *Johnny Tremain*, *April Morning*, *Where the Lilies Bloom*, selected short stories by Edgar Allan Poe, selected readings in connection with the Civil War, and *A Midsummer Night's Dream*. Students will continue to read independently and complete one book report per quarter as well.

Throughout the reading curriculum, students will have many opportunities to practice and demonstrate learning of writing conventions. Students will create many essays, expressive pieces, short stories, extended responses, journal responses, and works requiring research. Additionally, students will continue the study of proper punctuation, capitalization and usage skills for the English language through a Daily Oral Language review. Students will also be working on building vocabulary all year long by studying ACT/SAT words in sets of fours. These words often have Latin or Greek roots that are helpful to learning other new words, and they often contain common prefixes, suffixes, and roots.

Finally students will recite one poem every quarter in front of the class. Other venues for speaking opportunities might include formal presentations of research or informal sharing of student writing.

### **Math, Course 3:**

We use a mathematics program called *Glencoe Math* in 8<sup>th</sup> grade at Casper Classical Academy. Built around the Common Core State Standards, *Glencoe Math* Course 3 focuses on five domains: (1) real numbers; (2) Equations in one and two variables; (3) functions (4) triangles and the Pythagorean Theorem, transformations, congruence and similarity, volume and surface area, and; (5) scatter plots and data analysis. Students will work from a workbook as well as use a variety of digital tools and interactive resources. Students will then move into Algebra I for 9<sup>th</sup> grade.

### **Algebra I:**

The course content in Algebra I includes simplification, evaluation, solving and graphing of both linear and quadratic functions. Special content areas include systems, inequalities, radicals, rational expressions and equations. Classes use technology in the form of graphing calculators and computers. Students will then move into Geometry for 9<sup>th</sup> grade.

## **Life Science:**

Life science is a class designed to give kids the knowledge to build a foundation for more in depth study when they reach the high school level. Students are taught to reason and apply their knowledge to real-life situations and to think about their ethical implications. We begin with the cell and move up from there, concentrating on the systems of the human body. Labs are a big part of all of our science classes and teach them to think about and analyze evidence and to be able to justify the conclusions that they reach. Technology is also an integral part of the how the class is taught.

## **US History I:**

This course traces the development of Americans from the first arrivals on this continent to the American Civil War. Students will study innovations in Europe that allowed for exploration of the continent, and will examine the failures and successes of the early American colonies. They will learn how we became an independent nation and use original sources to understand why our founders created this form of government. Students will engage in an in-depth study of the Constitution, and examine how the Bill of Rights affects our society even today. From there, we will discuss the Industrial Revolution, and the expansion of the West. The class will conclude with a unit on slavery and states' rights and ultimately, the Civil War.

## **Logic:**

Logic is the science and art of reason. As a science, logic identifies the rules by which we reason. As an art, it teaches how to follow those rules.

The purpose of the course is to get students started in developing the skill of thinking critically. How to develop this ability to think critically is one of the things students learn in school that will be of use to them in the real world. Evaluating the arguments of others is one of the most important and foundational skills that any person can have.

This course is an introduction to deductive logic. It covers topics such as statements and their relationships, syllogism and validity, argument in normal English, and informal fallacies.

## **Latin:**

**Lingua Latina IIA.** CCA students set sail on a journey towards learning Latin, the language of western tradition. We follow a well-known route over 2,000 years old, developing skills in reading, writing, speaking and listening. Starting on day one, students leave the safe harbors of their native language(s) and travel into uncharted waters where 95% of instruction is conducted in Latin. Fear not, for we

are guided by the latest research in language acquisition, which engages all types of learners in dynamic and proven learning experiences.

Success does not depend on innate talent or some sort of language intelligence, but comes only from participation and effort. Everyone can learn Latin. At journey's end, students enjoy not only an enriched vocabulary and refined understanding of grammar but also a heightened awareness and sensitivity towards language. The skills developed through learning Latin will last students a lifetime.

In this year, students expand their knowledge of grammar, idioms and vocabulary. Topics include the calendar, food, health, description, clothing, vacation and community. By the end of the course, students can fluently read and discuss intermediate texts, using only Latin.

### **Spanish I (option):**

Spanish I is an introduction to Spanish which covers basic vocabulary such as food, clothing, classroom objects, places, and sports. The course introduces basic grammar points such as the present, past, present progressive, command, the simple future tense, direct object and indirect pronouns. The Body of Evidence activities for proficiency in foreign language are covered during this class as well. Students will learn in a variety of ways to prepare them for the next level. The goal is to conduct class 90-95% in the target language in a total comprehensible way.

## **9<sup>th</sup> Grade**

### **English I and English I A:**

In 9<sup>th</sup> grade students are asked to read a variety of materials from short stories to drama to classic novels to autobiographies; selections often include the short stories of Nathaniel Hawthorne, "The Most Dangerous Game," *Jane Eyre*, *Romeo and Juliet*, *All Quiet on the Western Front*, *To Kill a Mockingbird*, and *Night*. Students will be required to critique and synthesize main ideas, text elements, and supporting details to predict outcomes, draw inferences, and build opinions. Students will continue to complete one independent book report per quarter.

Along with their reading assignments, students will have many opportunities to write for various purposes. The two focuses of 9th grade writing are the reflective narrative and the persuasive essay, but students will be required to write in many other formats as well. The study of grammar is continued using the Daily Oral Language component as well as pertinent mini-lessons. Students will also be working on building vocabulary all year long by studying ACT/SAT words in sets of fours. These words often have Latin or Greek roots that are helpful to learning other new words, and they often contain common prefixes, suffixes, and roots.



Students will continue to hone their presentation skills by reciting one poem per quarter and by presenting an impromptu speech. Students will also have several opportunities to give presentations both individually and in small groups.

Since the class is combined with English I and English I A students, the teacher will differentiate during the class to accelerate learning for the advanced students.

### **Pre Algebra:**

Built around the Common Core State Standards, *Pre Algebra* focuses on five domains: (1) real numbers; (2) Equations in one and two variables; (3) functions (4) triangles and the Pythagorean Theorem, transformations, congruence and similarity, volume and surface area, and; (5) scatter plots and data analysis. Students will work from a workbook as well as use a variety of digital tools and interactive resources. Students will then move into Algebra I for 10<sup>th</sup> grade.

### **Algebra I:**

The course content in Algebra I includes simplification, evaluation, solving and graphing of both linear and quadratic functions. Special content areas include systems, inequalities, radicals, rational expressions and equations. Classes use technology in the form of graphing calculators and computers.

### **Geometry A:**

This course is Euclidean Geometry. Content of this course includes proof (both informal and formal), polygons, congruent triangles, perimeter, area, surface area, volume, graphing (both two dimensional and three dimensional), similarity, circles and trigonometry. Classes use technology in the form of graphing calculators and computers.

### **Physical Science:**

This is an introduction to physics course, as well as a look at earth science from the perspective of physical science. These two sciences are integrated throughout the year. We focus on connecting foundational concepts, skills and knowledge to daily life. This is probably the most hands-on class of all of the science classes with opportunities to do one or more labs and activities every unit. Students build water rockets, design experiments, and make Rube Goldberg machines, among other things. Students will be prepared to tackle any high school science class after being a part of this class.

## **US History Comprehensive:**

This course begins with the period of reconstruction following the Civil War and moves through post-World War II America. We study a variety of topics within this time period, beginning with a unit on economics. In this unit, students will learn basic operation of supply and demand, taxes, and how individuals function as part of a real-world economy. We will study industrialization, immigration, and American involvement in both world wars. We will learn about the Civil Rights Movement, the Cold War, other worldwide military conflicts in which the United States was involved, and the creation of the United States as a superpower. We also study Wyoming history and government so that students can become more familiar with the state in which they live.

## **Latin II (option):**

**Lingua Latina IIB.** CCA students set sail on a journey towards learning Latin, the language of western tradition. We follow a well-known route over 2,000 years old, developing skills in reading, writing, speaking and listening. Starting on day one, students leave the safe harbors of their native language(s) and travel into uncharted waters where 95% of instruction is conducted in Latin. Fear not, for we are guided by the latest research in language acquisition, which engages all types of learners in dynamic and proven learning experiences.

Success does not depend on innate talent or some sort of language intelligence, but comes only from participation and effort. Everyone can learn Latin. At journey's end, students enjoy not only an enriched vocabulary and refined understanding of grammar but also a heightened awareness and sensitivity towards language. The skills developed through learning Latin will last students a lifetime.

In this year, students approach language proficiency in Latin. Topics include classical mythology, Aesop's fables, and Roman culture. By the end of the course, students can fluently read and discuss more advanced texts, using only Latin.

## **Spanish I (option):**

Spanish I is an introduction to Spanish which covers basic vocabulary such as food, clothing, classroom objects, places, and sports. The course introduces basic grammar points such as the present, past, present progressive, command, the simple future tense, direct object and indirect pronouns. The Body of Evidence activities for proficiency in foreign language are covered during this class as well. Students will learn in a variety of ways to prepare them for the next level. The goal is to conduct class 90-95% in the target language in a total comprehensible way.

## **Spanish II (option):**

Spanish II is a continuation of Spanish I which continues with and expands

on basic vocabulary. The course expands on grammar points such as the present, preterite, direct and indirect object pronouns, reflective and reciprocal verbs. It also includes and expands on imperfect, imperfect progressive, present perfect, and past perfect. Students will continue to learn in a variety of ways to prepare them for the next level. The goal is to conduct class 90-95% in the target language in a total comprehensible manner.

(Any 9th grade student that has not taken Spanish I as an 8th grade student will be in Spanish I.)

### **Math Technology or Geometry – Other:**

This course helps a student look at math through technology. The course is connected to their regular math coursework and extends that course in different technological ways. This course meets every other day and will earn a half credit over the course of the year that can go towards a student's electives.

### **Political Discourse or Contemporary World Issues:**

This course helps a student develop his or her public speaking skill using theories and principles of rhetoric. We examine current political issues and use these issues to develop our speaking, thinking and debating abilities. To accomplish this task, we utilize the following activities: cross-examination debate, persuasive speaking, Lincoln-Douglas debate, extemporaneous speaking, student congress, parliamentary debate, mock trial, and speaking drills. The main goal of this course is to help students eliminate their natural fear of public speaking and to encourage them to convincingly express opinions using evidence and reason, all in the context of social events and issues. The secondary goal of the course is to improve a student's knowledge on political and social issues. This course meets every other day and will earn a half credit over the course of the year that can go towards a student's electives.

## **Curriculum for All Grade Levels**

### **Physical Education:**

The purpose of this class is to learn about sports/activities/fitness and to have fun. We will cover team sports and individual sports with a great emphasis on fitness education and sportsmanship. It is CCA's hope that students will want to use what they learn in this class to become healthier, happier, and more skilled individuals.

### **Creative Art - Comprehensive (option):**

This course strongly emphasizes art production using numerous media. Students also receive a general overview of art history. They participate in artistic criticism of their own and others' work.

### **General Band (option):**

This class is designed to accommodate all students in grades 6<sup>th</sup> -9<sup>th</sup>, who wish to further their knowledge in instrumental band literature and technique. One to four years of successful experience is required for enrollment in the band program. Any student having less than one year's successful experience needs to consult with the teacher prior to enrollment, and enroll in ongoing private lessons outside of the class. Students will perform a minimum of three concerts during the year. The 8<sup>th</sup> grade students will have the opportunity to participate in the town-wide Junior High music clinic.

### **Chorus (option):**

This is a full-year elective for 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders. This course focuses on healthy vocal technique, music theory, and ear training all related to performing. Students will participate as a group and perform a minimum of three concerts during the year. There is no prerequisite for this class; however, concert uniform polo shirt is required to be purchased. If you enjoy singing, or want to learn how, please sign up.

### **Orchestra (option):**

Orchestra provides continuing instruction in both the individual skills to play a bowed stringed instrument and the ability to perform in a larger ensemble, the string orchestra. Through a variety of styles of traditional and alternative literature, this course advances students' techniques such as rhythm, intonation, tone color, and upper positions while increasing each student's orchestral skills such as following a conductor and listening while playing to the other members of the ensemble. The 8<sup>th</sup> and 9<sup>th</sup> graders are eligible for the NCSD #1 Junior High Music Clinic, and 9<sup>th</sup> graders are eligible for high school activities such as the Wyoming State String Clinic, the Wyoming All-State Orchestra, and the All-Northwest Regional Orchestra. Students will have a minimum of three performances during the school year.

Prerequisites for 6<sup>th</sup>-9<sup>th</sup> grade orchestra include at least one year's instruction at the elementary level on the violin, viola, cello, or bass, as 6<sup>th</sup> -9<sup>th</sup> orchestra is not a beginning course. Most musical materials and some large instruments (cello and bass) are provided: Students must purchase incidental supplies, which usually are under \$20.00 per year.

# ATTENDANCE

## DAILY ATTENDANCE

Daily attendance at school is vital to student success. Please make sure your student is in school unless he/she is ill. ***If the student will not be in school, parents must notify the office before 9:00 a.m. on the day of the absence. If the office is not notified, their absence will be considered unexcused (see the unexcused absences section below to determine what constitutes this kind of absence). Homework may be picked up after school from individual teachers.***

Please send a written note with your student after an absence. If a student is absent because of a doctor's appointment, please return the student to school with the written note from the doctor so that we can count the absence as medical.

If you need to take your student out of school, please send a note with your student at the beginning of the school day. The teacher will not interrupt class time to give homework assignments for the day. The school secretary will arrange for the student to come to the office to meet his/her parent if the parents will call 5 minutes ahead of their arrival at the school. The student **must** check out with the office.

See NCS D board policy for how extensive absences will be handled.

## EXCUSED ABSENCES

An excused absence occurs with the knowledge and approval of the parent and for reason(s) acceptable to the principal or his/her designee.

- **Illnesses**

- **Absences For Personal Appointments**

If possible, doctor appointments should be made after school hours.

- **Pre-Arranged Absences**

At Casper Classical Academy, students going on vacations with parents or needing to be absent from school for other personal reasons may be considered excused if the absence has been pre-arranged with the school and for reasons acceptable to the principal. Pre-arranged means the parent or legal guardian has notified the school, in writing, and arrangements have been made for the student's homework **prior** to the time school begins on the first day of the absence. The earlier you can notify the school of an absence, the better a teacher can assist the student in keeping up with his/her school work. However, this does not necessarily mean your student will receive all assignments prior to their absence.

- **Athletic, Music and School Activities**

- **Other Excused Absences**

## **MAKE-UP WORK FOR EXCUSED ABSENCES**

- Make-up work is the responsibility of the student. Students are to contact their teachers and make arrangements for turning in their work.
- A student who has an excused absence has two (2) days for each day missed to make up homework without having a penalty, unless other arrangements are made with the teacher.
- If the student is present when a long-term assignment is given, the assignment is still due on the given date or upon the student's return to school (i.e. book reports, recitations, etc.). Two days will be given for each day missed for all other assignments due to an excused absence or school-related activity.
- Please also see the section on homework.

## **UNEXCUSED ABSENCES**

An unexcused absence occurs when the reason(s) for the absence is not acceptable to the principal or his/her designee, even if it occurs with the knowledge and approval of the parent.

- Days in which a student is serving an out of school suspension will be considered unexcused.

## **MAKE-UP WORK FOR UNEXCUSED ABSENCES**

- Make-up work is the responsibility of the student. Students are to contact their teachers and make arrangements for turning in their work.
- A student who has an unexcused absence has two (2) days for each day missed to make up homework. However, twenty percent (20%) will be deducted from the grade.
- If you are present when an assignment is given and are absent before or on the due date, the assignment is still due on the given date or upon your return to school.

## **TRUANCY**

Truancy is an unexcused absence which indicates a willful and premeditated violation of attendance regulations for students. Make-up work is the responsibility of the student. A student who has a truancy has two (2) days for each day missed to make up homework. A 20% deduction will be given on each assignment.

## **TARDIES**

Students not in their seats and prepared for class will be considered tardy. It is very important that your student be punctual to school and to each individual class. Tardiness is disruptive to the learning process. It has a negative impact on

the entire class, not just the student who is tardy. *The only excuse that will be accepted for a morning tardy is a note from a health care provider or a note or phone call from parent or guardian.*

The first bell starts the school day. The second bell, which rings five (5) minutes later, indicates that the students should be in their seats, quiet, and prepared for school. If a student arrives at school after the second bell rings, he/she must report to the office to receive a tardy slip for admittance to class. At the end of the homeroom period, the homeroom period tardy will become an absence if a student is not present in the room, unless an extenuating circumstance is present, and the principal approves it.

A three-minute passing period is given between each class. A separate tardy will be given for each class in which the student is not in his/her seat ready to work when the class begins.

## **DISCIPLINE FOR TARDIES**

After the 6<sup>th</sup> unexcused *morning* tardy in any given semester, students will be required to serve a 30-minute detention. Each additional 3<sup>rd</sup> unexcused *morning* tardy will require an additional 30-minute detention. For students with excessive tardies to any class period within the school day, a teacher may, at their discretion, assign an automatic detention. Grade levels will determine how many to-class tardies will constitute an automatic detention to ensure consistency.

## **ARRIVING AT SCHOOL IN THE MORNING**

Unless your child is attending a special, scheduled activity such as tutoring, he/she should not arrive at school earlier than 7:25 a.m. Students must go directly to the south part of the basketball court and wait, or their designated spot in the building if weather doesn't permit when they arrive at school in the morning. If students need to be anywhere other than tutoring for example, they must get a pass from the office.

## **GOING HOME AFTER SCHOOL**

Students are to go home directly after school. Students shall not linger on the campus unless they are staying for after-school activities. Parents providing transportation should be at the school site when school is dismissed. There is no adult supervision for students after school is dismissed.

Students should not be on campus later than 4:00 pm unless other arrangements have been made with the school.

## **PICKING UP YOUR STUDENT DURING SCHOOL**

If it is necessary for a parent to pick up a student during the school day, parents will notify the office beforehand via note or phone call. Parents must come to the school office at which time the student will be released from class by a staff member. If you pick up a student during the lunch period, the same procedure applies.

## **LEAVING SCHOOL GROUNDS**

Students are never to leave the school grounds during the school day without permission from their parent and/or the school office. The District has a closed-campus policy for middle schools. Students are only allowed to leave campus in the company of a parent, guardian, or staff member. If a student leaves without permission, it will be considered truancy. Students may not leave with another student's parent or guardian without their own parent's written permission.

## **DOCTOR APPOINTMENTS**

Doctor appointments should be made for after school hours. If that is not possible, please adhere to the following guidelines:

- Send your child to school before the appointment when at all possible. Please do not allow your student to miss all morning if, for example, the appointment is not until 10:00 in the morning.
- Students should return to school after their appointment, if at all possible.

## **TRANSPORTATION**

It is the parent's responsibility to make certain that the student arrives at and leaves school at the specified time. School district bussing is available. Parents interested in bussing should indicate so on the enrollment form.



## GENERAL INFORMATION

### ENROLLMENT

Casper Classical Academy is a school of choice within the public school system in Natrona County; as such, no tuition is required. Any student 6<sup>th</sup> - 9<sup>th</sup> grade residing in Natrona County may attend on a basis of availability of openings.

### ORIENTATION

At the beginning of each school year, each newly enrolled student and their parent must attend an orientation. At the orientation, parents and enrolled students will sign a “Contract of Mutual Responsibilities” (see sample at the end of school handbook section).

### CASPER CLASSICAL ACADEMY PARENT-TEACHER ORGANIZATION

The Casper Classical Academy Parent-Teacher Organization is a very important element of Casper Classical Academy. All parents of CCA students and certified teachers are members of the Parent-Teacher Organization (PTO) and are **expected to attend at least two Parent Teacher Organization (PTO) meetings** as a part of their volunteer commitment to the school

A Governing Council, made up of elected voting members, meets monthly throughout the school year to act on matters of policy and concern. According to the bylaws of the Casper Classical Academy Parent-Teacher Organization, the Governing Council represents the general membership and promotes the policies and stated purposes of the PTO. Meeting dates will be published in the school newsletter. Please feel free to contact members of the Governing Council at any time. Names and email addresses of Governing Council members are published on the school website.

The PTO Annual meeting, at which policy for the Student/Parent Handbook is voted on is in May every year.

### VISITS TO SCHOOL

We encourage parents to come to school frequently to visit their student’s classroom and to take an active part in the education of their student. Please check with the office for the best time to visit your student’s classroom. During the actual hours school is in session, parents and all other visitors to the school are required to stop by the school office to pick up a visitor’s badge and sign in before proceeding into other areas of the building.

## EMERGENCY PHONE NUMBERS

It is important for all parents to list a minimum of one emergency phone number on the student's registration. This emergency number can be a work number, a friend, or a neighbor who may know how to contact you in case of an emergency at school.

## LUNCH PROGRAM

Casper Classical Academy students may purchase a school lunch or they may choose to bring a sack lunch from home. We have a full service cafeteria, which serves good, wholesome food. Daily menus are posted at the entrance to the serving lines.

Students must check out with the office if they are being taken off campus for lunch with a parent or guardian. Please notify the Casper Classical Academy office in advance if you wish to take your student to lunch.

Checks should be written to Casper Classical Academy. Free and reduced lunch applications are available in the office. **The parent/guardian is responsible for breakfast/lunch charges until their free and reduced application has been approved.**

A student will be given an alternate meal if their account has a negative balance of \$10 or greater. The student/parent will be informed in writing as to the status of a student's account. CCA will abide by this regulation, but every effort will be made to make arrangements on an individual basis so that a student does not go hungry during the school day. **Students are not permitted to charge after May 1<sup>st</sup> of each school year.**

## HEALTHY SNACKS

**CCA promotes healthy and nutritious drinks and snacks. Energy drinks, drinks with color and junk food are prohibited as snacks. Plain water will be the only allowed drinks for students outside of lunch time. Glass bottles are not allowed.**

Snacks may be brought to school to be eaten during any period per teacher discretion. Only healthy snacks will be allowed. If a student brings an inappropriate snack, it will be taken away from them. Please use the following list as a guideline for these snacks (ideas taken from NCSD's Student Wellness Policy).

Best choices:

- Granola bars, whole-grain fruit bars
- Fresh fruit or vegetables of any kind
- Beef/Buffalo jerky
- String cheese
- Pretzels or Crackers
- Dried fruit
- Cheese and crackers
- Cereal and fruit bars

Good choices:

- Popcorn w/o hydrogenated fats
- Fruit in natural juices only
- Animal or graham crackers
- Dry cereal (no sugar varieties though)
- Fruit leather

## **NURSE**

A school nurse is provided for all schools in the District. The nurse is responsible for checking the general health of a student (eyes, ears, throat, and teeth). The nurse also works in the area of communicable diseases, accidents, and illnesses that occur at school. All parents are welcome to ask for assistance from the nurse with any health problem they may have with their student.

It is the district's policy that any and all medication, over the counter and prescription, be handled directly by the parent, school nurse, and/or trained office staff. For that reason, any medications that need to be taken during the school day, even a simple pain reliever such as Motrin or Tylenol, or cough drops **MUST** have a doctor's prescription on file as well as the medication in the original container in the nurse's office, and that medication must be administered in the nurse's office. Due to safety concerns, students are not allowed to have medication on their person or in their bags and are also not allowed to self-medicate for **ANY** reason. **Exception:** Students may carry inhalers or epi-pens if the proper paperwork has been filed by the parent and signed by the physician. There will be consequences for students in violation of this district policy. If there isn't a prescription on file, we always call the parent and ask them to bring medication if there seems to be a need.

## **LOST & FOUND**

Returning lost articles to rightful owners presents a problem at school. Much confusion will be eliminated if names are placed on all articles of clothing, notebooks, etc., before they are brought to school. If your student has lost an article at school, please check the lost and found box in the cafeteria.

## **TELEPHONES/CELL PHONES**

Students may use the office phone with permission from a staff member. Students may **NOT** carry cell phones with them at school. If it is necessary for a student to have a cell phone, it must remain in the student's locker, turned off for the entire day. Cell phones may not be used during lunchtime either. Cell phones may be used after school.

If a student's cell phone is confiscated for being with them during the day, or for being used during the day, it will be given to the office for pick up after school. The teacher will retain the right to use their discretion of whether the consequence is just a signature or whether or not it is an automatic detention, based on the severity of the infraction.

## **PARENT CONCERNS**

A parent who has concerns about any matter involving a student should personally speak to the staff member involved. Parents are encouraged to contact staff members during normal school hours (7:30- a.m. - 3:00 p.m.) If unable to come to a solution with that staff member, the parent should contact the school's principal. If necessary, a meeting will be held. If no resolution can be reached, the parent may request that the principal involve personnel at the District level. Appointments should be scheduled in advance.

## **PERSONAL ITEMS BROUGHT TO SCHOOL**

Please be aware that Casper Classical Academy is not liable for the loss, theft, or destruction of personal items that students bring to school such as cell phones, iPods, CD players, eReaders, tablet PCs, headphones/ear buds, etc. It is understood that these items must remain in lockers per teacher discretion for the entire day, or they will be taken away, given to the office, and released only to the parent/guardian.

Additionally, headphones and ear buds are only to be used in the classroom where permission was given. Under no circumstances are headphones and ear buds to be used or worn in the hallways or common areas due to safety concerns.

## **BOOK/LAPTOP FINES**

School District Policy states that a student shall be held responsible for damage to, loss of, or failure to return books or laptops. Students may be assessed a fine for books or laptops that have been lost, damaged by water, torn or damaged in other ways. Money will be returned if a book is found. See the policy on Laptop Usage that is an addendum to this handbook.

## **GRADING SCALE**

Letter grades are given to reflect actual achievement in the academic areas.

A - Excellent (90-100%)

B - Above Average (80-89%)

C - Average (70-79%)

D - Below Average (60-69%)

F - Unsatisfactory (Below 60%)

## HONOR ROLL

All classes attended on a daily basis count towards the honor roll. The honor roll categories are:

Principal's Honor Roll . . . . .	4.0 GPA
First Honor Roll . . . . .	3.5 - 3.99 GPA
Second Honor Roll . . . . .	3.0 - 3.49 GPA

To be on the honor roll, students may not have a D or an F.

## PLAGIARISM

Plagiarism will not be tolerated by any teacher in any subject. Students progress academically only by receiving comments and corrections on work they turn in and by taking these comments and corrections to heart in order to improve their performance. The entire system of assessment rests on the assumption that the work a student turns in is his own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment. Whenever a student has been caught plagiarizing, the following process will be followed:

- 1) The teacher will keep a copy of the student's assignment, and whenever possible, a copy of the plagiarized work.
- 2) The teacher will inform the parents or guardians of the plagiarism.
- 3) The student will receive a zero on the assignment, though per teacher discretion, the student may re-do the assignment.
- 4) The student will receive an automatic detention.

## CHEATING

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain unfair advantage on a test or an assignment and to avoid doing his or her own work. Whenever a teacher suspects two or more students of cheating, he should confront the students individually before speaking to them together. Otherwise, the same process outlined for plagiarism should be followed for instances of cheating. A student who allows others to copy his or her work will also be held accountable in the same fashion.

- 1) The teacher will keep a copy of the student's assignment, and whenever possible, a copy of the work the students cheated on.
- 2) The teacher will inform the parents or guardians of the cheating.
- 3) The student will receive a zero on the assignment, though per teacher discretion, the student may re-do the assignment.
- 4) The student will receive an automatic detention.

## **REPORT CARDS, WEEKLY PROGRESS REPORTS AND MID-TERM REPORTS**

Official report cards are issued every nine weeks and are given out at the first quarter parent/teacher conferences and then mailed out for the remaining quarters.

Parents may access grades, missing assignments, and attendance information through the Infinite Campus parent portal online. It is expected that parents will look at their students' grade information on a weekly basis with their student. If a parent does not have access to this through a computer or smartphone, they may ask the school to send a weekly report home in the mail. If there are concerns, it is expected that parents will communicate with teachers immediately.

Additionally, individual mid-term reports will be mailed home halfway through each.

## **WEEKLY SCHOOL NEWSLETTER**

Weekly information will be sent home to parents via email from Infinite Campus, usually on Thursdays. For those without email, we will send a paper copy home with the student. It is expected that parents will take the time needed to read this information.

## **PARENT-TEACHER CONFERENCES**

The Parent-Teacher Conference schedule will be communicated at the beginning of the school year.

## **GUEST SPEAKERS AND ASSEMBLY PROGRAMS**

All guest speakers and assemblies will be approved by the teacher and the principal. Each speaker or program must be evaluated for grade level merit.

## **TUTORING**

Before and after school tutoring is available from teachers upon request for students in need of extra help.

If a student falls behind in their work, the parent will be notified that tutoring is required, or a parent may request tutoring if they feel it is needed for the student. Additionally, if a student qualifies for extra assistance, our district tutor may pull students out during the day for specific needs.

Students enrolling mid-year may be required to attend special tutoring at school. This may be for several weeks or for several months, depending on how long it takes the student to gain the skills needed to be successful in the classroom

## **STUDENT RETENTION**

Moving automatically from one grade to the next is not always the best thing for a student. Some students have a better chance for success if they remain at a grade level for an extra year.

If the teachers think your student will benefit by staying in his or her current grade, the parent(s) will be involved in meetings with the teachers, the principal, and other staff members involved with your student's education. A mutual decision will be reached concerning retention, however the final decision lies with the principal.

## **FIELD TRIPS**

The school classroom can be enriched by taking advantage of places in and around our community. All field trips will correspond with grade level curriculum. Other trips with educational opportunities will be considered. All field trips must receive prior permission from the principal.

Written permission (kept on file in the office) from the parent/guardian is required before students are allowed to participate with the groups in these experiences, and a note will be sent home to the parent listing the event, the time and place, and the mode of transportation, prior to each event.

## **AUDIO-VISUAL**

Audio-visual aids should be used only if they relate directly to what is being taught. Films and other AV material which are primarily entertainment should be limited to two viewings per year per class. In general only "G" rated videos will be shown. On occasion, a teacher may show a "PG" rated video but only after first consulting with the principal to determine if it has instructional value. If music is played in the classroom, teachers will monitor it for school appropriateness.

## HIGH ACCESS TO COMPUTERS/iPads

Computers/iPads are a privilege and a tool for students as discussed in the student and parent training. Casper Classical Academy and the Governing Council require strict supervision of any student using the Internet. No student will be allowed to randomly use (surf) the Internet. In accordance with district policy, no student will download unauthorized software, including games, onto the computer/iPad. Additionally students will not use the computer/iPad to play any games on school property with the exception of educational games assigned by the teacher. Students cannot use the Internet without a teacher or teacher assistant present. Students are only allowed to go to certain sites that the teacher has previously designated for the project. Students will not be given access to the Internet until a permission form, signed by a parent, is on file at CCA. A copy of the school district's acceptable use policy will be given to parents when they are trained, which describes what responsible users may and may not do.

At a teachers' discretion, the use of computers/iPads can be taken away from a student during any given class period. At the Principal's (or designee's) discretion, the computers/iPads can be taken away from a student for longer periods of time, altogether, or automatic detentions or suspensions can be given for violations of the policy. Consequences will vary depending on the severity of the infraction:

Smaller Infractions	Possible Consequence
On email for social reasons	<ul style="list-style-type: none"> <li>• Teacher deals with in their own classroom (can be signature if teacher feels it is needed), then grade level team decides plan if problem continues or if it is more widespread than one classroom.</li> <li>• Password access to email can be removed if it continues to be a problem – (adults would have it so they can access student email briefly for sending/receiving email from teacher conference folders)</li> </ul>
Distractions during class (This includes streaming music, videos, games, etc.)	<ul style="list-style-type: none"> <li>• Teacher deals with it in their own classroom, then grade level team decides on plan if the problem continues or if it is more widespread than in one classroom.</li> <li>• Can be signatures.</li> <li>• Can be a Major Rule Infraction referral if it continues beyond those consequences.</li> </ul>
Things downloaded to computer (pictures, games, etc.)	<ul style="list-style-type: none"> <li>• Teacher deals with it in their own classroom, then grade level team decides on plan if the problem continues or if it is more widespread than in one classroom.</li> <li>• Can be signatures.</li> <li>• Can be a Major Rule Infraction referral if it continues beyond those consequences.</li> <li>• Computer can be “cleaned” as a last resort (things deleted off of machine) if it continues to happen.</li> </ul>



Missing/Lost computer	<ul style="list-style-type: none"> <li>• Students can receive a signature for every class that they do not have the computer. If the student accumulates 3 or more signatures for a missing computer, then detention applies according to the matrix.</li> <li>• If a student is missing a computer, they should check with the office first. If the office does not have it, then the computer is considered “lost.”</li> <li>• Found computers: Any staff that finds a computer should take/send the computer to the office first.</li> <li>• Gross lack of responsibility will result in losing the computer for 1 school week (5 school days) or more. Student services will hold the computer and notify the teachers that the computer is being held.</li> </ul>
Taking computer home without permission	<ul style="list-style-type: none"> <li>• Could be a consequence such as: computer staying in office, loss of use entirely, or subject to grade level team decision.</li> </ul>
Using a TOR browser or bypassing the network	<ul style="list-style-type: none"> <li>• If a TOR browser or other method of bypassing the network is being used on a student’s computer, the computer will be taken away immediately.</li> <li>• Computer will be cleaned and reimaged, and students may lose everything that was on the machine (such as documents they have typed for classes).</li> <li>• Computers will be taken away from the student for 1 school week (5 school days) or more.</li> </ul>
<b>Larger Infractions</b>	<b>Possible Consequences</b>
Pornography	<ul style="list-style-type: none"> <li>• Teacher collects computer immediately.</li> <li>• Automatic referral to Student services.</li> <li>• Teacher hands computer over to Student Services.</li> <li>• Possible police involvement.</li> <li>• Computer will be cleaned and reimaged, and students may lose everything that was on the machine (such as documents they have typed for classes).</li> <li>• Computers will be taken away from the student for 1 school week (5 school days) or more.</li> </ul>
Cyber-bullying	<ul style="list-style-type: none"> <li>• Teacher refers student to Student services.</li> <li>• If happening on email Student Services will address with consequences.</li> <li>• If happening out of school (Facebook, Skype, etc.) and happening at home, the school cannot discipline unless it is affecting school.</li> </ul>
Student interacting with adult inappropriately (i.e. student Skyping with stranger)	<ul style="list-style-type: none"> <li>• Auto referral to Student services.</li> </ul>

## EXTRA-CURRICULAR ACTIVITIES

Students have an opportunity to participate in a wide variety of programs. Brain Bowl, Yearbook Committee, Spelling Bee, Show Choir, etc. may be offered providing there is enough support to staff these programs and sufficient interest to hold the club. These activities occur before or after normal school hours.

## ELIGIBILITY FOR ACTIVITIES

The purpose of after school programs is to encourage good sportsmanship, to develop life long sports skills, and to encourage participation by all. For sports programs a health physical after June 1 is required before a student can participate and the student must have health insurance.

At the regular issuance of a weekly progress report, grades will be checked for eligibility by the Activities and Athletic Facilitator. **Any student not maintaining a 70% average grade and/or having an “F” in any subject, will not be allowed to play in scheduled games or appear publicly in competition or travel under school auspices to such competition.** It will be the responsibility of the student to get their grade up. Any suspension from games will be in effect until the next weekly progress report. Once a weekly progress report indicates that a 70% average grade, with no “Fs”, has been reestablished, the student will be allowed to participate. In a case where a student has been absent, their participation in games will not be affected until the assignment is officially missing after the two-day grace period.

Good conduct and sportsmanship is expected of all students, parents, and coaches. Additionally, these criteria may be used for eligibility for student trips. Students who receive suspensions for major behavior infractions may be ineligible for that quarter to participate in co-curricular clubs and activities at the discretion of the club/activity sponsor.

<b>COUGAR ATHLETIC SEASONS (for 6<sup>th</sup>-8<sup>th</sup> grades)</b>	
<b>7<sup>th</sup>/8<sup>th</sup> Football</b>	Start date: August 22, 2016
<b>6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> Volleyball</b>	End date: October 15, 2016
<b>6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> Cross Country</b>	
<b>6<sup>th</sup>-8<sup>th</sup> Cheerleading</b>	Start date: August 2016 End date: End of the school year
<b>7<sup>th</sup>/8<sup>th</sup> Girls Basketball</b>	Start date: October 17, 2016
<b>6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> Wrestling</b>	End date: December 10, 2016
<b>6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> Nordic Ski</b>	Start date: December 2016 End date: February 2017
<b>7<sup>th</sup>/8<sup>th</sup> Boys Basketball</b>	Start date: December 12, 2016 End date: February 11, 2017
<b>6<sup>th</sup> Boys/Girls Basketball</b>	Start date: February 13, 2017 End date: March 25, 2017
<b>6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> Swimming</b>	Start date: February 2017 End date: April 2017
<b>6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> Track</b>	Start date: April 3, 2017 End date: May 13, 2017

## **HOMEWORK/CLASSWORK**

Homework is an essential element of an education at Casper Classical Academy. It will serve one or more of the following criteria:

- To teach personal responsibility and time management skills.
- To keep parents informed about what their students are studying.
- To provide opportunity to practice academic concepts learned in class.
- To build prior knowledge for use in class.

Practice and review of concepts is an important part of the successful learning at CCA. Homework is a big part of our students' success. Students are expected to complete their classwork each day as well as complete their homework each night and should plan on between 15-20 minutes of homework per class Monday through Thursday. Specific times per subject may vary. This reflects an average time students will spend on task. If a student consistently spends over the average amount of time per day on homework assignments, parents are expected to monitor student study habits.

If a child has difficulty with a particular concept, parents should contact the teacher via note, email or phone call. Tutoring is available before and after school.

Parents will provide a time, place, and quiet environment for their student to complete homework. It is expected that homework will be completed prior to arrival at school, with the exception of a student needing help or tutoring on a homework concept. Exceptions will be before holidays, and nights that all students are encouraged to participate in CCA activities such as Back to School Night. Students will be given an additional day to complete homework assigned on nights when they perform in a concert. In an effort to prepare 8<sup>th</sup> and 9<sup>th</sup> grade students for transition into high school, students may occasionally be assigned homework over the weekend during the 2<sup>nd</sup> semester.

Because we believe that homework should be completed in a timely manner for immediate benefit, students are required to come back to school each day with their work completed. To promote good study habits and responsibility, CCA has the following expectations:

- No discipline signatures will be given for homework as homework consequences will stand on their own; however, students should understand that some natural consequences for not completing homework could be: drastically lowered grades, their performance on tests could be negatively affected, and it could possibly result in a student not being promoted to the next level, especially in math.
- Homework that is one day late will be docked 20%. Homework that is turned in two days late will be docked 50%. Students who do not turn in

an assignment after the second day late may (per teacher discretion) be given a zero in the grade book. Additionally, students may be asked to stay after school to complete homework during an automatic 60 minute after school detention with either that teacher or in the afterschool Homeworkville. If a student chooses not to go to an assigned Homeworkville, or a parent does not agree to set it up, the grade will stand as missing. Teachers will express their expectations for homework in their syllabus at the beginning of the year. Additionally, work done in class will be treated the same as homework with late points taken and the option of the homework detention after school.

- Homeworkville is an extension of the school day and inappropriate behaviors will be handled as they are during the regular school day.

A student who has an excused absence has two (2) days for each day missed to make up homework without having a penalty, unless other arrangements are made with the teacher.

# DISCIPLINE

Casper Classical Academy is characterized by a very structured and consistent learning environment. The program operates on the concept of mutual respect between students and faculty, common courtesy, friendliness, and cheerfulness. Its purpose is to create a calm and orderly atmosphere in which to teach students the academic skills.

Parents will be given the option of finding out about detentions for minor infractions or missing homework via phone call or email, which will be determined at the beginning of the school year. For major infractions parents will receive a phone call.

## SCHOOL RULES

School rules are established by CCA parents and teachers. The following rules are posted in all classrooms and are the standard for classroom conduct (some examples of each rule are given as guidance).

1. Follow adult directions the first time they are given.
  - Use only wholesome and courteous language.
  - Do not leave the school campus without parental consent and permission from the office.
  - No sunflower seeds, or other food or candy is allowed in the classroom, hall or computer lab, unless special permission is given by the teacher.
  - Act mannerly in the cafeteria.
  - Realize that the teacher's workroom, lounge, supply rooms, faculty bathrooms, and offices are for parents and staff only. Students should be in the above-described rooms only on the invitation of an adult, and only while an adult is in the room.
2. Respect yourself and others with words, actions, and attitudes.
  - Settle disagreements without fighting or threatening to fight.
  - Show respect to adults and fellow students.
  - Tolerate and accept physical, mental and cultural differences among others.
  - Defiance towards adults and/or insubordination are not acceptable and will be considered major infractions.
3. Raise your hand to speak and wait to be called upon.
  - Always talk in a quiet voice including in the cafeteria.
  - Talk only when the teacher has given you permission.

4. Keep your hands, feet, and objects to yourself.
  - Show consideration to property and others by **not** throwing rocks, snowballs, or any other objects.
  - Respect other’s possessions and do not take items belonging to others.
  - Do not write on or deface school property.
  - Games that look to be aggressive or overly physical in nature will be stopped immediately.
5. Bring only necessary and required materials (books, notebooks, paper, & pencils, etc.) to class.
  - Do not bring personal items to school.
  - Bags, backpacks, and purses are to remain in lockers during the day.
6. Bring completed homework assignments to class on time.
7. Follow the school dress code.

## **CONSEQUENCES**

### **MINOR RULE INFRACTIONS**

We consider our discipline program as a caring stand. We believe students have a right to learn, teachers have a right to teach, and parents have a right to be parents. At no time will school personnel use corporal punishment.

There are specific consequences for minor rule infractions that will be enforced by the staff by informing the student that they have received a “discipline signature”.

The principal or designee has the discretion and may issue disciplinary measures for inappropriate conduct. In addition, the following consequences, which begin over each day, will be adhered to by all students for minor infractions:

**1<sup>st</sup> discipline signature...** A verbal warning from teacher or supervisor.

**2<sup>nd</sup> discipline signature...** A verbal warning from the teacher or supervisor.

**3<sup>rd</sup> discipline signature...** A 15-minute after school detention or community service to be served that day and parent contact will be made (if detention is skipped, another 15 minute after school detention will be added and the first detention will be served the next day).

**4<sup>th</sup> discipline signature ...** In addition to the 15-minute after school detention and call to the parent, there will be a conference with the principal or designee and another 15 minutes of detention or community service will be added, for a total of 30 minutes of detention.

**5<sup>th</sup> discipline signature...** A second 30-minute detention or community service will be given.

**Automatic detentions given by teachers...** will be 30 minutes in length.

If it is determined that a student is receiving multiple detentions for recurring minor behaviors, the staff, parent/guardians and student will talk to deal with those situations on an individual basis, as needed, and the student may incur additional consequences.

### **MAJOR RULE INFRACTIONS**

Teachers may use their discretion for major rule infractions (inappropriate behaviors such as defiance, insubordination, disruption of class, refusal to work, hurting someone, etc.) and send the student directly out of class with an office referral; regardless of the number of signatures the student has received that day. Dances and other extracurricular activities, like attendance at clubs and participating in sports, are privileges and may be taken away as a consequence, as well as automatic detentions, suspensions, or community service may be assigned for a major discipline infraction(s).

Additionally, to prevent frequent repeat offenses of major rule infractions, and to address more serious offenses, a point system will be adhered to. Students will receive a point for each automatic detention they receive due to a major rule infraction. Points will accrue over the entire year.

Consequences for receiving discipline points will be as follows:

**Three (3) points:** The parent, student, and principal or designee will have a warning conference.

**Five (5) points:** A behavior plan may be created and/or additional disciplinary measures may be taken, such as 5 days lunch detention, 5 hours community service, a day of suspension, or some other equivalent discipline measure.

**Every five points after five:** Principal or designee's discretion. Could include an additional Out of School Suspension, Community Service or other appropriate action.

(District policy: If a parent refuses to send their child to Safe Schools Suspension Lab when it is assigned, the absence will be considered a truancy.)

Casper Classical Academy strives to provide an atmosphere for students which is safe and non-offensive. We expect students to show respect to each other as well as the teachers and staff. To promote this type of environment, additional consequences apply to the following areas:

### **PUBLIC DISPLAY OF AFFECTION**

Because CCA strives to maintain an academic environment, public displays of affection such as kissing, hand holding, or inappropriate contact will not be permitted at any time while on campus or under the supervision of a staff member off campus. Failure to comply with this policy shall result in an automatic detention.

### **NOTE WRITING**

Due to the fact that it detracts from the learning process and academic environment at CCA, note writing will not be permitted. Students will not be allowed to write, pass, or read notes; students engaged in these actions will receive an automatic detention. This also includes email messages being used as notes.

### **INSUBORDINATION**

Casper Classical Academy has a NO TOLERANCE policy for any insubordination from a student directed to a teacher, staff member, or any adult.

### **FIGHTING, PROFANITY, HARASSMENT, BULLYING, ETC.**

See the district policies and protocol in the back of this handbook for the Student Conduct Secondary section which addresses areas like fighting, profanity, harassment, bullying, etc. These infractions will be dealt with as Major Rule Infractions.



## DRESS CODE

\*\*\*NCS D is implemented new Administrative Regulations around student dress code during summer 2015. Our policies follow the district policies, or are more rigorous.

CCA has demonstrated by observation that a student's performance and self-esteem are greatly enhanced when their clothing is neat, clean and modest. Therefore, it is expected that the students of Casper Classical Academy shall maintain their appearance and clothing in a manner consistent with the dress code policy established by our parents and compatible with the high standards of our educational program. Parents may be required to bring appropriate attire if the student does not adhere to the dress code. The faculty, staff and administration are expected to set good examples of appropriate dress.

**In order to ensure that proper appearance of students is maintained, the principal or principal's designee will make the final determination as to appropriate apparel and appearance in a questionable circumstance. The principal or designee also has the right to modify the dress code.**

### **The dress code is as follows:**

All students are expected to maintain their appearance and will wear clothing that is neat, clean and conservative so as not to attract undue attention. Students are expected to follow the dress code while under the supervision of any staff member, including in off-campus locations and before or after school while still on campus while waiting for rides home.

### **Styles and specifications:**

- All shirts/tops will be appropriately sized, not too baggy, not too tight. Sleeveless shirts/tank tops must have straps that cover the majority of the shoulder and cover all undergarments; sleeves should not be cut off nor show excess skin under the arm. Shirts cut too low or exposing midriff and cleavage will not be permitted. When arms are held up, no midriff may show. If in question, policy compliance will be determined by office personnel.
- Shirts, clothing, jewelry/accessories or attire with suggestive words or phrases, pictures and advertisements of cigarettes, narcotics, alcoholic beverages, violence (weapons, bullets, etc.), any sort of emblems, pictures or writing that is not appropriate for school. Shirts displaying concert or music logos are acceptable only if they are not distracting, immodest, obscene, suggestive, or lewd.

- All garments will have a hem. Normal wear and tear on hems of pants is acceptable.
- Clothing may have small holes from normal wear and tear. Pants, shorts, and skirts will not have any holes above mid-thigh. Clothes that are stylishly tattered, torn, or frayed will not have holes nor show skin or undergarments. Excessive amounts of holes will not be allowed.
- Pants, shorts and skirts are to be normal fitting, neither sagging below the waist, nor being over or under sized. The office will provide zip ties through two adjoining belt loops to correct the fit of sagging pants. Shorts are to be mid-thigh length or longer. Skorts (shorts with a skirt front) are to be mid-thigh length. Skirts and dresses are to be  $\frac{3}{4}$  thigh length or longer. Tights or leggings must be worn with a shirt, blouse, or tunic that is long enough to cover one's behind. (Transparent-type or see through leggings, nylons and tights must be covered by  $\frac{3}{4}$  length tops, dresses, or skirts.)
- Appropriate shoes are to be worn at all times; they must have a sturdy sole and be appropriate for outdoor use. Slippers are not to be worn at school.
- All caps, hats, visors, bandanas, and scarves must be removed while in the building. The hood on any garment may not be worn on the head. Tiaras may not be worn at school, nor any other distracting head adornment. Barrettes and headbands are acceptable to be worn on the head.
- Coats and outdoor jackets will be removed and put in lockers during school hours with the exception of lunch. NORMAL FITTING jean and outfit jackets, hoodies, and polarfleece jackets are permitted.
- Natural hair color and style are expected; for example, colors like blues, greens, pinks and fire engine red are not naturally occurring hair colors, but a shade of auburn would be considered acceptable. Styles will not be distracting (e.g. Mohawks). The length of hair will not impair vision, including bangs hanging in the eyes.
- Writing on oneself or others (skin or clothing) is not permitted. This includes wearing clothes that have been written on, drawn on, or illustrated in a distracting manner. Sharpies and white-out are not to be used on oneself either.
- Makeup will be moderate and not distracting.

### **The following items are not allowed:**

- Shirts or clothing with suggestive words or phrases, pictures and advertisements of cigarettes, narcotics, alcoholic beverages, or any type emblems, pictures or writing that is not appropriate for school. Shirts displaying concert or music logos are acceptable only if they are not distracting, immodest, obscene, suggestive, or lewd.
- When students attend school field trips where swimming is allowed, suits must be modest; no bikinis allowed.
- No objects worn in body piercings are allowed other than earrings in ears. Gauges are not considered earrings.

### **The following items are totally unacceptable:**

- see-through garments
- fishnet tops
- undergarment tee shirts
- any clothing that does not cover the shoulders, such as: tube tops, spaghetti straps, tank tops and strapless dresses
- visible undergarments
- shirts or pants exposing undergarments, midriff and/or cleavage

### **DRESS CODE ENFORCEMENT:**

The dress code applies to all students in CCA and it is understood that there will be disciplinary consequences for students who do not comply with the dress code, **which may include wearing an alternate shirt, or belt for the day provided by the school.** All school staff members are authorized to enforce the dress code. Violation of the dress code will result in the following consequences:

- For every second dress code violation an automatic detention will be earned, with the first violation being a warning.
- After 3 detentions over the course of a semester, a conference with the principal and parents will occur, and additional disciplinary action may be determined by the principal, which may include: a written plan detailing the corrective action, after school detention, out of school suspension, automatic community service, or other actions deemed appropriate by the principal.

**If students wish to wear clothing that is questionable, they will bring it in for approval by the principal before they wear it to school.**

# **CASPER CLASSICAL ACADEMY**

## **Contract of Mutual Responsibilities**

### **Student**

#### **As a student at Casper Classical Academy, I agree to:**

1. Support the school community by setting an example of good citizenship for myself by exhibiting positive character qualities and encouraging my fellow students to do the same.
2. Arrive at school on time and attend all my classes prepared to work.
3. Remain highly motivated and aspire to reach beyond my potential while participating in class discussions and school activities.
4. Complete my homework assignments thoroughly and turn them in on time.
5. Seek help when I do not understand what is taught or what is required of me.
6. Progress report will be available on Infinite Campus and the weekly newsletter will be sent home electronically.
7. Read and abide by the guidelines and regulations listed in the Parent/Student Handbook.
8. Behave appropriately in school.
9. Be held accountable as a student at the school by accepting responsibility for my actions.

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Signature

### **Parent**

#### **As a parent at Casper Classical Academy, I agree to:**

1. Recognize that as a parent at Casper Classical Academy, it is my responsibility to be actively involved in my student's school and their education. This includes reading and responding to any school correspondence. I will attend at least two PTO meetings (only one representative needed per family).
2. Partner with the school by instilling in my child a lifelong understanding of the importance of education.
3. Maintain high standards of academic excellence and expectations for my child and communicate them to my child on a regular basis.
4. Make sure my child arrives at and is picked up from school on time and attends all classes prepared to work.
5. Take an active role in my child's education by ensuring that homework assignments are completed and turned in on time.
6. Communicate regularly with my student's teachers regarding their academic and behavioral performance.
7. Progress report will be available on Infinite Campus and the weekly newsletter will be sent home electronically.
8. Attend the fall Parent Orientation/Back-to-School Night, parent/teacher conferences, and other scheduled conferences.
9. Read and abide by the guidelines and regulations listed in the Parent/Student Handbook.

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Signature

### **Teacher (Signatures are on file in the office.)**

#### **As a teacher at Casper Classical Academy, I agree to:**

1. Model and teach character development as outlined in the Parent/Student Handbook.
2. Inspire my students to have a knowledge and appreciation for the various disciplines.
3. Convey to my students the importance of education.
4. Provide an academically rigorous learning environment which appropriately challenges the students.
5. Assess regularly, fairly, and constructively the efforts and work of my students.
6. Communicate regularly with parents regarding student's academic and behavioral performance.

### **Administrator (Signature is on file in the office.)**

#### **As an administrator at Casper Classical Academy, I agree to:**

1. Uphold the guidelines and policies as set forth in the Parent/Teacher/Student Handbook.
2. Encourage parents, students, and teachers to fulfill their respective commitments.