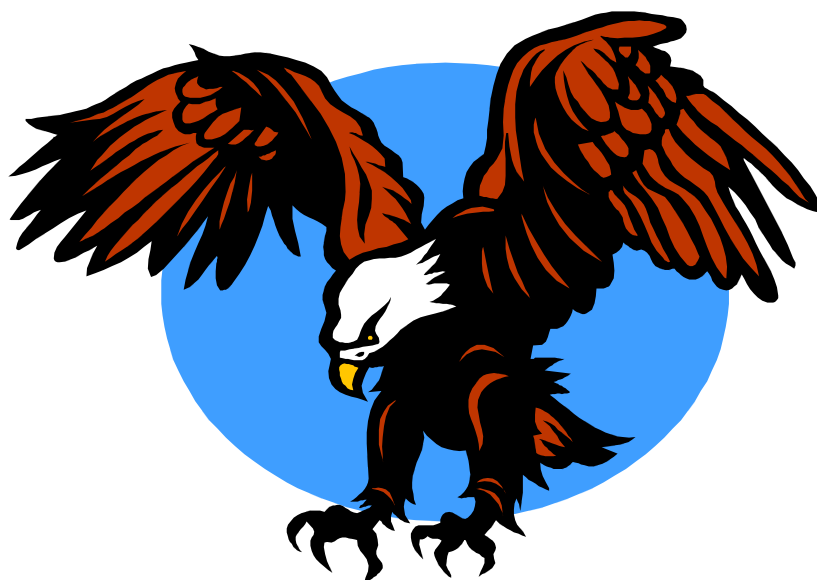


Calvin Christian Middle School



Middle School Parent Handbook

“But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.”

Isaiah 40:31

Welcome!

Welcome to Calvin Christian Middle School. We are so glad that you are partnering with our school and your church to equip your young adult as a disciple of Christ. We provide a quality education where students will learn about God and His world. My hope and prayer for you is for your family to have a great middle school experience, to see your sons and daughters grow and mature socially, emotionally, academically, and most importantly to watch them flourish in the Lord. The CCS Middle School is a steppingstone in their educational and personal growth. They will be presented with new and exciting challenges as well as different and demanding responsibilities. To help you understand what is required, the following information has been prepared. It is very important that parents and students are familiar with the following information as well as the contents at the beginning of the student planner. The middle school staff is looking forward to working with you!

In His Service,

Gary Schmidt, Principal

Calvin Christian Middle School

“Equipping for Christian Discipleship”

The middle school has a distinct philosophical approach for young people who are in transition from childhood to adulthood. It is a program focused on the learning needs and characteristics of early adolescents and is designed to provide a smooth transition from the elementary school years to the secondary school years.

Middle school students are going through a period in their lives where an incredible number of changes are taking place. Intellectually, they are maturing in their thinking as they move from concrete to more abstract reasoning. Physically, they are overwhelmed by growth so explosive that it can make them appear rather awkward. Spiritually, they are beginning to make faith decisions for themselves and relate their faith to more real life experiences. Socially and emotionally, they are developing an identity of their own, while also struggling with how to relate with peers.

Given these massive changes, the best education for students at this critical transitional stage is one tailored to their developmental needs. They need a school which links faith and learning in a program adapted to their unique learning styles. The Calvin Christian Middle School is designed around this vision. It's not merely an extension of the elementary school, nor a full blown departmentalized “junior” high school. It's a program especially for those “in the middle.”

The following characteristics describe the Calvin Christian Middle School program:

- The Calvin Christian Middle School provides a planned transition from the child-centered elementary school to the content-centered high school. Close contact between teacher and student is maintained while giving increased freedom and independence to the students.
- Teachers work closely to stress the development of the whole child and enhance the student's social, emotional, physical, and spiritual growth. The teachers regularly meet together to discuss student needs and progress.
- Teachers strive to coordinate the teaching skills and subject content. Students must see that all of learning is inter-related.
- The Calvin Christian Middle School provides an opportunity for the students to explore. This occurs within the core curriculum of math, science, language arts, social studies, and Bible and in courses such as technology education, art, music, physical education, and Spanish. In addition, several mini-courses are offered throughout the year to help students gain a better understanding of their world and their particular areas of interest.
- The Calvin Christian Middle School contains a solid academic program. Included is an emphasis on teaching students how to study, how to do research, how to be organized, and how to learn.
- The Calvin Christian Middle School provides opportunities for students to interact in group activities to foster social development, develop leadership, and learn cooperation. Teamwork and servanthood are emphasized.
- Students are provided opportunity to be involved in community projects to increase awareness of social issues and promote stewardship.

The following pages describe the curriculum of the Calvin Christian Middle School as well as the special opportunities available to the middle school students.

CCS MIDDLE SCHOOL COURSE OUTLINES

Art

We believe that we are created in the image of God who is the Supreme Creator. One of the ways we reflect his image is through the creative process which we seek to develop in art. The goal of art education is not just to produce art, but also to develop students' ability to understand and appreciate art. This involves acquiring knowledge of the theories and concepts of art and the ability to respond to as well as create art. Students will experience, learn, and use skills from the following art disciplines:

Productive - transforming an idea, image or feeling into a product.

Historical - looking at art from a variety of viewpoints.

Aesthetic - an exploration of the nature of art; viewing art and experiences in relation to their sensory, formal, technical and expressive properties.

Critical - using descriptive, interpretive, and evaluative statements as vehicle or entry into artwork.

Bible

The Bible program at Calvin Christian is intended to give young people knowledge of the Bible coupled with the skills and discipline needed to apply the Word of God to their personal lives. The Bible curriculum produced by Christian Schools International is presently being use in grades 6 - 8. Grades 7 and 8 also use the video series "That the World May Know," produced by Focus on the Family, as a primary resource for the Bible curriculum. The sixth grade curriculum is a study of Old Testament from creation to King David. The seventh grade curriculum continues from the Old Testament prophets through the inter-testament period to the ministry of Christ. The eighth grade curriculum is a study of the ministry of Christ and the growth of the early church. Memorization of scripture is also required at each grade level.

Technology/Computer

Students are taught to use the computer as a tool for communication, problem solving, and the acquisition of knowledge and information. The students build upon the keyboarding skills they have previously acquired. They are given instruction in using a word processor, database, and spread sheet. The students will learn to use computer applications such as Microsoft Word, PowerPoint, I-movie, and Garageband (used to create podcasts). These programs are tools that students can use to make multimedia presentations and to write papers. Under teacher supervision, the students will learn to use the Internet for research and the investigation of various topics. Students also investigate and critique technology's varied impact upon our society.

Elective Classes

Elective Classes are offered to 7th and 8th grade students who have met their minimum music requirements by participating in band or choir during their 7th grade year. These quarter-long classes meet twice weekly during choir time. The topics of these classes are: Book Club, Ecology, Robotics, and Three- Dimensional Design and Sculpture.

Robotics:

Students who take the Robotics elective will build and program robots using the Lego NXT system. They will use the robot to complete various challenges. They will also research and make a presentation about a topic related to robotics. Some robotics students may choose to join the CCS Lego Robotics team that will compete in December.

Book Club:

Students will each choose a book and organize into book clubs. Each club will set reading timelines, direct its own book discussions, and create a presentation to promote its book other clubs in the class. (Students can then take AR tests on these books to meet their quarterly AR goals for language arts.)

3D Design and Sculpture:

Students will explore the idea of space and 3 dimensionality through the creation of several sculptures using clay, wire, fabric, metal, and mache'. Students will also become familiar with notable sculptures/sculptors from various art history eras as well as contemporary sculptors. Finally, students will discuss and critique works of art from various art eras in order to refine art criticism and aesthetic skills while relating both to their Christian worldview.

Ecology:

Students will discover the impact of human activity on the environment. They will be studying plant and animal habitat.

Exploratory Classes

Exploratory classes are offered to students in the Middle School for one week in the late winter. In the past, these classes focus on the acquisition of life skills, career exploration, and other topics outside the core curriculum. Some classes which have been offered are the following: geometric design, media studies, set design, money management, careers, journalism, etiquette and home economics, knitting, and drama.

World Language

Spanish Language Exploratory

The goal of this class is to give sixth and seventh grade students a positive introduction to the Spanish language. They will learn how to exchange common greetings, comment on the weather, share Bible verses, and other parts of the Spanish language as well.

Students in grades 6 and 7 will have the exploratory Spanish class twice per week. This will provide them with the foundation needed to take the full year of Spanish Level 1 as 8th graders.

Spanish - Level 1

In eighth grade, students will enroll in a level 1 Spanish course. They will learn to use a basic Spanish conversational vocabulary, including conjugating verbs, expressing their likes, and reciting Bible verses in Spanish. Instruction is focused on speaking, reading, and vocabulary development. The students will learn to speak correctly, enjoy experiences using the language, and develop an appreciation for another culture that God created.

Language Arts

English

The English curriculum includes the study of the eight parts of speech, studying approximately two parts each quarter. Also, students work on mechanics and usage on a continual basis throughout the year. They learn about various mechanics rules regarding punctuation, capitalization, quotations, etc. The study of grammar is used to help students improve their writing and speaking.

Literature

By reading novels in literature class, students expand their reading skills and they learn to appreciate and enjoy fine literature. Each grade level reads several novels throughout the year. In addition to the novels, the students also study short stories. Students are encouraged to read independently for the Accelerated Reading Program and quarterly book reports. The computerized Accelerated Reader Program allows students to earn points by taking comprehension tests on the books they have read. Middle school students who earn a minimum of 100 Accelerated Reading points by the end of the year get to participate in a special activity.

Composition

Students are taught to use the “6 traits of writing” during language arts. They regularly respond in journals and compose paragraphs for grammar or literature. Each quarter the students concentrate on a major writing assignment which they take from a pre-writing stage all the way to "publishing.” Major writing assignments include an essay for the sixth grade geography fair, the seventh grade science fair essay, and eighth grade history day essay. Students often share their work with their classmates.

Vocabulary

Spelling and vocabulary development are instrumental in the language arts curriculum. The spelling list contains fifteen to twenty words each week. Students must know the correct spelling as well as understand each word's meaning since they may be required to define the word or write it in the context of a sentence. Students also review frequently misspelled words taken from their own class work. Antonyms, synonyms, and word relationships are also reinforced.

Communications

Students in communications study the process we use to communicate with others. They study different types of speeches, learn how to prepare and deliver speeches, the study of theatre, current issues in society, the history of communication, and the rules of debate. This course is currently for students in grades 7 and 8 who are not taking band.

Math

Calvin Christian Middle School uses Prentice Hall Math textbooks. There are currently five levels of math that are part of the Middle School math program. The math level of a student is determined by test scores, work habits, general math aptitude, as well as teacher, parent, and student input.

Course 1

This is a review of computation, decimals, fractions and number theory. An introduction to functions, integers, areas and volumes, probability and statistics is included at this level. Algebra readiness concepts are integrated throughout the year. Problem-solving instruction is embedded in every lesson. Sixth graders who demonstrate the need for acceleration will be placed in Pre-Algebra at the beginning of their 6th grade year. Students in the standard track will take Pre-Algebra in 7th grade and Algebra in 8th grade. Those placed in the accelerated track will take Algebra in 7th grade and Geometry in 8th grade.

Pre-Algebra

Pre-algebra provides solid preparation for algebra and geometry. Integers and algebraic concepts are introduced beginning in Chapter 1 to develop students' algebraic thinking skills. Throughout the text, algebraic concepts are connected to arithmetic skills to build on what students know. Geometry concepts are integrated when appropriate to foster connections. All 7th graders take Pre-Algebra, but there are two different levels. Our goal is to have our students be challenged at their highest level of ability and to be successful in their math placement. Students will either be placed in the standard track or the advanced track. The advanced classes will cover 2-4 extra chapters during the course of a year. Additionally, homework load and test complexity will be considerably more substantial in these advanced classes. Both levels of Pre-Algebra follow state standard guidelines for content and coverage. In fact it is our goal to go beyond these standards to offer two distinct levels of instruction and maximize the growth in each student.

Algebra I

Basic concepts and properties of algebra are reviewed to prepare students for equation solving. Concepts and skills are introduced algebraically, graphically, numerically, and verbally. Interactive technology is integrated throughout the year. All 8th graders take Algebra, but there are two different levels. As with Pre-Algebra, students will either be placed in the standard track or the advanced track. The advanced classes will cover 2-4 extra chapters during the course of a year. Additionally, homework load and test complexity will be considerably more substantial in these advanced classes. As is the case with Pre-Algebra, both levels of Algebra follow state standard guidelines for content and coverage.

Music Courses

Band

CCS band is an elective. The middle school band rehearses twice each week. Students who are in band must also take private lessons. These lessons may be scheduled during the school day for an additional fee. The band performs several concerts throughout the school year. Students are responsible for practicing their instruments on a regular basis.

Jazz band is an elective offered for an additional fee. The jazz band meets after school and performs during the regular band concerts.

Choir

The middle school choir is a wonderful vehicle by which students learn to praise the Lord with their voices. This group learns and performs various styles of choral music. They prepare for a concert or musical two times each year. All 6th grade students are in choir. Choir is an elective for students in grades 7 and 8; however, students must take a minimum of one year of band or choir during their seventh and eighth grade years.

Students in grades 7 and 8 may also audition to participate in the *Select Ensemble* to receive experience and training as worship leaders and be given further opportunities to share their singing gifts at CCMS and outside venues. The Select Ensemble meets outside of the school day.

General Music

Music is offered as a semester course for sixth grade students who do not participate in band. The students study major composers and/or are assigned individual projects related to the study of music. Class periods are devoted to studying the elements of music: form, rhythm, melody, harmony and tone color.

Physical Education/Fitness & Health

Physical Education and Fitness

Goals of the Physical Education program include health fitness, development of skills and sportsmanship in team sports, and motor proficiency. Health fitness considers how we can be good stewards of the body the Lord has given us. Motor proficiency is learning to move our body effectively and efficiently toward a meaningful purpose. Physical Education and fitness units that are part of the middle school curriculum are softball, Frisbee, hockey, soccer, volleyball, aerobics, football, handball, basketball, fitness and track and field. Students are given instruction in skills and have opportunity to apply them in game situations.

Health

Health units taught in the CCS Middle School include:

Family Life
Drugs
Aging

First Aid
Nutrition
Dating & Relationship

Science

General Science - Grade Six

Students in sixth grade study a variety of topics in the physical, earth, and life sciences. Specific topics include: classification system, electricity, immune system, scientific method, energy, electricity, astronomy, energy, basic chemistry, and the principles of flight. Many hands-on opportunities are provided as they learn about the scientific method of investigation and reporting.

Earth Science - Grade Seven and Eight

Earth science includes a study of astronomy, rocks and minerals, tectonic plates, volcanoes and earthquakes, soil, weather, the ocean, and the environment. Students in grade seven are required to enter the CCS Science Fair. During the 2009-2010 school year, 7th and 8th graders will be taught earth science. It is taught every other year.

Life Science - Grade Seven and Eight

Life science includes the study of the five kingdoms: monorans, protists, fungi, plants and animals. Students learn the classification system and how living things function together in their environment. They also gain knowledge of the systems of the human body. Whole class and

small group discussion, activities and experiments, projects, and reading assignments are all important parts of the life science class. They also participate in several dissections to enhance their learning opportunities. Life science was taught to 7th and 8th graders during the 2008-2009 school year. It is taught every other year.

Seventh and eighth grade students participate in many labs during these two years. The students learn how, and are required, to write up detailed lab write-ups for all lab work.

Environmental Learning Center

As part of the CCMS science curriculum, sixth and seventh grade students have the opportunity to participate in a three day learning experience at an Environmental Learning Center. This is a special time for students to work and learn together- enjoying and appreciating the beauty and wonder of God's creation. Students are supervised by CCS staff members and parent volunteers. The 6th graders go to Luther Crest in Alexandria, MN for three days of environmental education. The seventh graders travel to Eagle Bluff in Lanesboro, MN for three days of group activities and team building.

Social Studies

World Geography - Grade 6

Sixth grade students learn about the world and its people. As students explore world cultures, they will discover the following: How cultures identify and govern themselves, how societies are similar and different, how people learn to live together, use of natural resources, interact with other countries, and deal with change. They are also required to learn the names and locations of many of the world's countries, match important cities with their country, and locate important physical features of the continents. Special emphasis is placed on areas of the world that are important in understanding current events.

American History - Grade 7

Seventh grade students begin the year with a study of pre-Civil War history and American Government. However, the focus of this course is a study of American history from the Civil War to the present. Topics studied include: American government, westward expansion, industrialization, the U.S. in foreign affairs, World War I, the 20's, the depression, World War II, and the post war period. As part of the class, students are required to learn the Presidents of the United States and the content of the amendments to the Constitution. Students also begin to develop the framework for a Christian study of history. Current events are discussed in relationship to their historical roots. Class discussion, small group work, and independent assignments and study are important parts of this class.

World History - Grade 8

Eighth grade students study the history of the world from the beginnings of civilizations to the present. Topics covered include: the ancient civilizations, non-western civilization, Greece, Rome, the middle ages, the renaissance, exploration, the reformation, industrialization, the French Revolution, the growth of modern nations, and the World Wars. Students use several textbooks to evaluate the basic belief structures behind each book and to develop a Christian view of history. They also study current events and link these events to their historical roots. Class and small group discussion, projects, and independent assignments are important parts of this class.

Civics – Grade 6

Civics is offered as a semester elective to sixth grade students who do not participate in band. The students explore the organization and inner workings of our government at the national, state, and local level. Some of the topics that will be discussed are: responsibilities of citizenship, the election process, and the justice system.

Other Activities

Social Events are usually scheduled several times through out the school year. Typical activities include: Roller-skating, cross-country skiing, bowling, and a Valentine’s Day breakfast.

Sixth Grade Ski Trip: As part of the 6th grade P.E. curriculum, the sixth grade students have the opportunity to spend a day learning the skill of downhill skiing. In addition, the students learn about the use of ski equipment and safety precautions.

Special Opportunities

ART SHOW - Each spring an art show is held in which the students' exemplary art work is displayed. Students enter artwork produced in art classes during the year.

BASKETBALL - Students have the opportunity to participate on the Calvin Christian Middle School Basketball Teams. The girls' and boys' teams participate in the Southside Youth League with several other private schools. The teams will compete in 12 to 14 basketball games throughout the basketball season. The practices and games are held outside of school hours. There are two levels of teams; the 5th-6th grade “cub” team and the varsity team, typically consisting of 7th and 8th graders.

C.E. NIGHT - C. E. (Creative Expression) Night is a requirement for sixth grade students. Each student is responsible for an oral presentation, in categories ranging from original monologues to humorous dialogues. Qualified judges evaluate each entry and give appropriate feedback.

CHICAGO TRIP – The eighth grade students will take a “class trip” to Chicago at the end of their eighth grade year. The students stay on the campus of Trinity Christian College and visit various museums and other points of interest in the Chicago area. This four day trip also includes a service project in the community.

CONCENTRATED STUDY - For two weeks each year, middle school students participate in CCS's concentrated study program. During this time, a country or specific region of the world is studied in depth. Students study the geography and culture of this area of this region and participate in interdisciplinary activities relating to the unit study. South Africa will be our focus for the 2009-2010 school year.

GEOGRAPHY BEE - Students study information about people, cities, physical features, and countries of the world in preparation for the Geography Bee sponsored by the National Geographic Society. All students in grades 6-8 participate in the preliminary round. The school champion takes a written test to qualify for the state geography bee.

GEOGRAPHY FAIR - The Geography Fair gives students a chance to explore the world of geography through the preparation of models, posters, pictures, displays and similar projects. The local CCS Geography Fair is required for all sixth graders and optional for other CCS students. Winners of the local CCS Geography Fair may enter their projects in the state geography fair.

HISTORY DAY - Students are encouraged to explore a historical subject related to an annual theme by conducting research of primary sources. The students share their newly gained knowledge as individuals or groups through imaginative projects, original performances, media presentations, or papers. The University of Minnesota and the Minnesota Historical Society sponsor the Minnesota program. Winners may advance to the regional, state, and national levels of competition. Eighth grade students are required to participate in this program at the school level.

INTRAMURALS - Emphasis is placed on student participation of athletic activities in our intramural program. Various events and contests are held through out the school year. Intramurals are held during the noon lunch/recess period.

MATHCOUNTS - Each year two teams of four students from the seventh and eighth grades compete in a math problem-solving contest. Students earn team and individual points as they would in a track meet. Students take qualifying tests to determine who will represent Calvin Christian at the chapter competition. Practices may be held outside of school hours for the participating students. Teams and individual winners at the chapter competition may move on to state and national competitions.

MATH MASTERS - Math Masters is an academic contest for 6th grade students to promote excellence in critical thinking skills pertaining to mathematics. Students are selected to represent CCS in this annual contest. Students take qualifying tests to determine who will represent our school. Practices may be held outside of school hours for the participating students. The CCS Math Masters Team competes against other team from area public and non-public schools.

DRAMA/MUSICAL CONCERTS- A highlight of the year for the middle school students is the rehearsal, preparation and performance of a special program which often incorporates drama and/or singing. This event is an excellent opportunity for students to develop their acting and performance skills. Historically, drama has been offered as an after school activity for 7th and 8th grade students. The middle school band and choir also perform in concerts at Christmas and in the spring.

SCIENCE FAIR - Middle school students are given the opportunity to prepare and present a science project. They study the scientific method through class science projects throughout all of the middle school grades. Seventh grade students are required to participate in the Science Fair at the school level. Entries for the local Calvin Christian School Science Fair are displayed at the school and are critiqued by a panel of judges. Several students are selected to represent CCS at the Twin Cities Regional Science Fair. The winning entries at the regional fair go on to the State Science Fair.

SERVICE PROJECT - Students participate in four service projects each year. Two of these projects are group projects scheduled during the school day. The group projects expose the students to needs and volunteer opportunities in our community. The student participate in activities such as raking lawns for the elderly or disabled, working in a food shelf, and serving meals to the homeless. Two individual projects are also planned and conducted by students outside of class time; one per semester.

SOCCER - Middle School students have the opportunity to participate on the Calvin Christian Middle School Soccer Teams. The teams participate in the Southside Youth League with several other private schools. The teams will compete in eight regular season games plus an end of the season tournament. The practices and games are held outside of school hours. There are two levels: the 5-6th grade “cub” team and the varsity team, typically consisting of 7th and 8th graders.

SPELLING BEE - Students in grades five through eight have the opportunity to participate in the MN Spelling Bee. The first step is a local spelling bee at CCS. Winners can then compete in the district, regional, state and national competition.

STUDENT COUNCIL - Eighth graders may be members of student council. The purpose of this organization is to plan social activities, to provide student input into the content of middle school activities and projects, and to encourage unity among the CCS student body. The council is led by two teachers on staff.

TRACK AND FIELD - Middle school students from CCS and other Christian schools participate in a track and field meet in the spring. A meet is hosted by Calvin Christian and other Christian schools who are invited to participate. The students practice and are given instruction and assistance during physical education classes in preparation for this event.

VOLLEYBALL - Middle School girls have the opportunity to participate on the Calvin Christian Middle School Volleyball Team. The team participates in the Southside Youth League with several other private schools. The teams will compete in 12 regular season games plus an end of the season tournament. The practices and games are held outside of school hours.

CCS MIDDLE SCHOOL INFORMATION AND GUIDELINES FOR PARENTS AND STUDENTS

Calvin Christian School Attendance Policy

Regular attendance at school is of the utmost importance and students are expected to be present each day that school is in session. Each day in class, learning is taking place. These learning experiences can never be duplicated, and when a student is not in attendance, they are missing some portion of their total educational experience.

Absences will be recorded as excused or unexcused. Examples due to illness, injury, doctor or dentist appointments, and family emergencies are legitimate excused absences. All other activities should be scheduled outside of school hours or during normal holiday and vacation times. Any absences other than those caused by illness, family emergencies and medical appointments that cannot be scheduled outside of school hours will be considered unexcused.

Examples of excused absences:

- Illness/injury
- Doctor/dental/counseling appointments (**doctor's note required**)
- Family emergencies
- Death in the family
- Impassable roads due to inclement weather

Examples of unexcused absences:

- Absences without notification
- Family vacations
- Oversleeping or being tired
- Feigned illness
- Private lessons
- Missing the bus
- Suspension or expulsion from school

Regular Attendance

A student receives a full day credit if s/he is at school, ready to start the day when the final morning bell rings and stays until the dismissal bell rings at the end of the day.

Absence

A student will receive a **full day** absence if s/he attends less than 3.5 hours of a school day and will not be allowed to participate in any extracurricular activities held that same day. A student receives ½ day credit if s/he attends at least 3.5 hours of the school day. An absence will be recorded as either excused or unexcused as the situation requires.

Tardy/Early Release

A student is tardy if s/he arrives at school within 25 minutes after the final morning bell. S/he will receive an early release if s/he leaves school within 25 minutes prior to the dismissal bell. A tardy or early release will be recorded as either excused or unexcused as the situation requires.

Unexcused tardiness to school

Each quarter, habitual, unexcused tardiness will be addressed as follows:

- 4th - Student will receive a note home
- 8th - A parent conference will be scheduled
- 10th – Administrator’s discretion

Students Leaving During the School Day

A student who needs to leave, during the school day, must have a written note. Parents who wish to remove their student during the school day must go to the office to sign their student out before going to the classroom. It is the student’s responsibility to contact the teachers whose classes s/he will be missing to request work in advance. If a student is returning to school following an appointment, he or she must sign-in at the school office.

Reporting an Absence to the School

Should it be necessary for a student to miss school, the following procedure must be followed:

1. On the day of the absence, a parent should notify the school office before 8:40 a.m.
2. On the day the student returns to school, he/she must bring in a written excuse from a parent, providing the following information: (This is necessary even if the parent has called the school office on the day the student was absent.)
 - a. Student’s name
 - b. Brief explanation for the student’s absence
 - c. Specific days being excused
 - d. Parent signature
3. The written note, which will be kept on file, is needed when a student is absent. The note should be taken to the office at the beginning of the day the student returns. It is the student’s responsibility to make sure the office receives the note. If a written note is not turned in within two (2) school days of the student’s return, the absence will be considered unexcused. A doctor’s slip must be submitted along with the parent’s written note for all doctor visits.
4. Extended absences, six (6) or more consecutive school days or seven (7) accumulated school days within a ten (10) day period, due to illness or injury requires a doctor’s written note stating how the illness or injury prevented the student from attending school. If the written notice is not turned in within two (2) school days of the student’s return, the absences will be considered unexcused.

If a student reaches ten (10) absences in a quarter, the parents and student will be notified that the credit of the class may be forfeited. Student absences should not exceed 10% of the total number of school days. If absences exceed this number, consideration will be given to retaining the student in the current grade. In the case of extended illness or injury, as verified in writing by a doctor, these absence limits may be reconsidered. The administration and education committee will make this decision upon review of the student's academic record.

Attendance and Extra-curricular Activities

A student who is absent for more than 3.5 hours of the school day may not participate in any extracurricular activities held that same school day.

Make-Up Work for Absences

For an excused absence, a parent/student may request homework if the request is made to the office by 11:00am on the day of the excused absence. All collectable homework may be picked up in the office between 3:30pm and 4:00pm on that same day. It is the parent's responsibility to obtain any books needed from the child's locker. Students will have the same number of days to make up their work, as the number of days they were absent. The teacher will determine appropriate credit for such work.

For an unexcused absence, it is the student's responsibility to obtain any information and work missed. Teachers are not required to prepare homework in advance of the unexcused absence. Alternative assignments for class activities may be provided at the teacher's discretion. No time extensions will be given for homework, tests or quizzes that the student is aware of prior to the absence unless they make arrangements with their teacher before they leave. All homework missed must be completed within the timeframe determined by the teacher(s).

In-School Suspension

Students who serve In-School Suspension will be furnished with assignments or alternate opportunities for continued learning. S/he is expected to make up all work missed during the time of suspension and will not receive additional time to complete it. The teacher will determine appropriate credit for such work.

Truancy

Minnesota State Law states that all children must attend school until the age of 18. The law requires that parents compel their children to attend school. It is the responsibility of children ages 12-18 to make sure that they attend school everyday, every class. Excessive unexcused absences may result in a referral for truancy and/or dismissal from school.

School officials may request a meeting with parents to discuss why absences are occurring and find a solution to the problem. At that time it may be investigated to see if the student has any social, emotional or physical problems that are contributing to the absences. If truancy persists after parental notification, the school administration may make a referral to the County Attorney's Office for appropriate legal action.

Absences and Tardies

Late arrival

Students arriving at school after 8:40 a.m. must report to the office for an admission pass. Students who ride the bus and arrive after 8:35 a.m. should get a pass from the outside supervisor or from the office if the supervisor has gone inside. The student must be in class within five minutes of the time listed on the pass otherwise they will be counted tardy.

Early departure

Students leaving school before the end of the school day should notify the teachers of any classes they will miss. Parents must report to the office and get a dismissal pass. Once the parent has given the dismissal slip to the teacher, the student will be dismissed from class. Students may not be dismissed without a dismissal pass.

Classroom tardies

Students will be counted tardy if they are not seated with materials ready for use when the bell rings (including textbooks, sharpened pencils, paper).

Homework

Some of the assigned work can be completed during school if study hall and class time are used wisely. Many assignments, however, require extra time and research which will necessitate work outside of the classroom. Included would be the following: test preparation; work not finished during class time; special projects requiring research at a library, museum, zoo, etc.; preparation for special events such as science fairs, spelling bees, etc.; and independent reading requirements.

Purpose for homework:

1. Reinforce lessons taught in the classroom - reinforce newly acquired skills or knowledge.
2. Preparation Assignments – intended to provide background information. These assignments may include readings in class text, library research, collecting materials for a class demonstration, and other activities requiring the gathering or organizing information before a class discussion or demonstration. Prepare for test or quizzes.
3. Stimulate further interests in the topics taught. These assignments encourage individualized and creative learning by emphasizing student initiative and research. Frequently, long-term continuing projects parallel class work. Extension assignments require students to apply previous learning. Special projects that require extra space, time, research, etc.
4. Develop independent study skills. Students increase time management skills.

5. Prepare students for their next level of education. Ramp up to what is expected at the high school level.
6. Although it is not a direct purpose, homework is a bridge that joins schools and parents. It can keep parents informed about class activities and what is being studied in the classroom.

Why homework may vary from day to day or from student to student:

1. Teachers assign different amounts depending on what is being studied or the instructional strategy that is being used.
2. Kids have days when they are extremely productive and get a lot of work completed at school. Other days they are not productive and the work comes home. Some kids use every spare minute at school to complete their work. They take home virtually nothing. Other kids do too much socializing at school and must complete their work at home.
3. Some students enjoy working at a leisurely pace or have slower processing speed.
4. Once home, some kids take an hour just to get ready to do homework – not actually doing it. i.e. sharpening a pencil, getting the light just right, making sure the dog is in the right place, adjusting the mirror on the wall.
5. Students may not have planned properly and now must cram before a project is due.

How much Homework?

General rule of thumb is 10 minutes for each grade in school. So 1 – 1.5 hours per night for middle school students would be appropriate. If a student is putting in more than 2 hours of homework per night (intensively), then the assignments may need to be modified for that student.

Teacher's Responsibility:

1. Provides guidelines on why and how the assignment should be completed.
2. Relates homework to the content under study in the classroom and to student capacity.
3. Grades and comments on the returned homework. Discusses homework in class.
4. Ensures that the homework reflects important learning and is not mere busy work. The homework supports a purposeful learning objective.

Parent's Responsibility:

1. Establish a homework routine each evening including a time and place to study.
2. Take an interest in the homework the student is completing – be a resource and facilitator but do not do the homework for your child. Remember that the goal of homework is to help your child learn content and skills.

3. Assist your child with organization of books, papers, portfolio's, etc
4. If necessary, review your child's student planner on a regular basis.
5. Read the classroom newsletter so you are aware of projects, tests, and other assignments.

Education Research on Homework:

1. Schools that assign homework frequently showed higher student achievement levels than did schools that made little use of homework.(Office of Educational Research and Improvement) ERIC Digest (1984)
2. Research shows that the relationship of homework with student achievement is positive for both middle school and high school students. (The Brown Center Report on American Education. 2003)

Students Staying After School

In the event a middle school student needs to remain after school in order to complete a school project, he/she must request permission from the teacher who assigned the project at least one day in advance. If a student asks permission the day he/she intends to stay after school, the request will be denied.

If a student is staying after school without permission, he/she will be enrolled in the extended day program until a ride can be arranged. The parents of the students will be charged for the extended day cost.

Study Habits

Binder/Portfolio Guidelines

At the beginning of the year, time will be spent in setting up a binder/portfolio. This will include: the MS Student Handbook, a class schedule, student planner, subject dividers, pockets for loose papers and a pocket for pens, pencils, etc. The school provides pencils and assignment books. Assignment books must be maintained daily and are checked routinely by teachers.

Students who come to class without their homework completed (including students who have left their homework at home) will have their name written down. Students who have three missing assignments within a two week time period will have their parents contacted by a teacher. A plan will be discussed to get these assignments completed. One possibility could be to have the student finish their homework with their teacher during recess or outside of the school day. Students with a habit of incomplete assignments may also lose his/her eligibility to participate in extra-curricular activities until all homework is made up.

Missing Assignments

Students will receive two “grace coupons” each quarter. These coupons may be used to receive full credit for a late assignment turned in the next day. Additional assignments not completed by the proper time can be handed in at a later time for reduced credit. Assignments will be reduced 20% for one day late, and 40% for two days late. Any assignment turned in more than two days late will be reduced 50%. All assignments need to be turned in at the end of the unit or the end of the quarter (whichever comes first) in order to receive credit. Students assume responsibility for seeing that these papers are turned in to the teachers.

Make-Up Work

Students are responsible to see that missed work and tests are made up within an appropriate time. One day will be allowed for each day absent in order to receive full credit. All work not made up within this time frame will be reflected in the student's grades. It is their responsibility to initiate a meeting with the respective teacher(s) to learn what assignments; tests, etc. have been missed during an absence.

Grading Scale

A+	99-100	B+	90-92	C+	81-83	D+	72-74
A	95-98	B	87-89	C	78-80	D	69-71
A-	93-94	B-	75-77	C-	75-77	D-	66-68
						E	65 and below

Supplies

Students are required to have the following supplies: tote bag or backpack, three ring binder, filler paper, pencils, ink pens, NIV Bible*,centimeter ruler, calculator (TI#30Xa), spiral notebook , a pencil case to fit in a three ringed binder, tennis shoes, highlighter pen, colored markers. For a complete list of supplies, please contact the middle school office.

*May be purchased from the office.

Guidelines for Success

There is a relationship between discipline in a school and the quality of education offered by that school. If students are undisciplined, their education suffers. The Christian home and school must work and pray together to develop disciplined children.

Therefore as students:

1. We will show Christian love and respect for all people in our building: staff, students, visitors, and ourselves. We will be courteous at all times. (Romans 12:10)
2. We will show respect for our school, its property, the private property of other people, and our private property.
3. Our speech will be positive. Negative attitudes about other students, their belongings, clothing, behavior, personality, etc. will not be publicly expressed. We will not make public negative comments about assignments or activities.
4. Orderliness in the school is conducive to learning - we will walk and speak quietly and in an orderly manner anywhere in the building. Disruptive behavior infringes on other's right to learn.
5. We will be prepared daily for school. We will be prompt in completing classroom assignments.
6. We will use proper language. God's name will be used with reverence. We will not curse objects, people, or circumstances. We will express ourselves without vulgarities.

Student Behavior Expectations

Classroom Conduct

1. Classrooms must be kept neat and orderly by keeping the floor free from books, papers, etc. and leaving the desks and tables in the proper place.
2. Students are not to use the teacher's desk or chair without permission.
3. Students are not to sit on desks, tables, chair tops, or heaters.
4. Students will be asked to use a reasonable sitting posture.
5. Students are not permitted to interrupt each other, shout at each other, make cutting remarks, engage in loud, disagreeable talking or noise, or do anything that interrupts the good order of the classroom, or causes the teacher to stop from teaching.
6. Students must give their full attention during lessons, discussions, or lectures and will not be allowed out of their seats during this time.
7. Cheating and plagiarism are strictly prohibited. Parents will be contacted and a detention will be served.
8. The students will be dismissed by the teacher, not by a clock or bell.
9. Students entering a class already in session (not homeroom) after the bell has rung must have a note from their last teacher (assuming reasonable cause). Late entrance should not

- cause a disturbance or distraction to the class.
10. Visits to the bathroom, sharpening pencils, using of lockers, obtaining papers or other necessary items are to be done between class periods or during break times only.
 11. Students must use the pass page of their student planner to request permission to go to their locker or to the bathroom. Students are allowed 12 passes per quarter. For requests to go to the office or other destinations, the teacher may issue a pass at their discretion.
 12. Food should always stay over desk or tabletops. Students may not walk around before their lunches are finished.
 13. Students are responsible for keeping their lockers well organized. The lockers will be inspected regularly.
 14. During the lunch break, students must be in a room under teacher supervision. Opportunity to be outside in a designated area during part of the lunch period is provided.
 15. Students will not wear hats or caps in class. Shoes must be worn at all times.
 16. Snacks may be eaten between the 2nd and 3rd period only. Snacks will not be eaten in the halls or bathrooms. Students should take only a snack and not their entire lunch to 3rd period.
 17. Cans of pop may only be consumed only during the lunch period. Open drink containers must not be stored in student lockers.
 18. Students are not allowed in the gym without permission.

Hallway/Bathroom Conduct

1. Students must walk. Running or racing is not allowed.
2. Speaking must be done softly. There is to be no yelling or shouting.
3. The hall or bathrooms are not places to visit, loiter, or waste time.
4. The hall will be kept neat by hanging up belongings and lining up boots against the wall.
5. The hall floor will be kept clean by brushing off any snow from boots or clothing and cleaning off dirty shoes or boots before entering the building.
6. P.E. equipment is not to be used in any way in the hall or stairway.
7. The hall will be cleared at the end of the day. Books left in the classroom or hallway will be confiscated at the end of the day and brought to the office. Students will need to use “bonus bucks” to redeem their books.
8. Do not touch the plants or planters that are located in the hallway.
9. Students must stay within the designated boundaries of the middle school area.

Assembly/Chapel Conduct

1. Enter and leave in a quiet and orderly manner. Line up in the room and walk in single file.
2. Be attentive and respectful to the speaker or program.
3. Do not bother or distract those around you.
4. Talking is allowed only with permission, raise your hand to ask or answer a question.
5. All classroom conduct rules apply to assemblies/chapels.

Study Hall Guidelines

1. Come prepared with subject materials to work with for entire period.
(Paper, pencils, planner, library books, textbooks.)
2. You must not return to your locker for materials.
3. First priority is to use your time to finish all uncompleted assignments.
(Remember long-term assignments.)
4. If all assignments have been completed, time should be spent reading library books.
5. All classroom conduct rules apply to the study hall.

General Conduct

1. Gum chewing is prohibited. Please do not take chewing gum to school.
2. School property must be used respectfully and utilized only for its intended purposes. Restitution will be required for intentional or careless use of property.
3. Verbal and/or physical abuse, fighting, pushing, shoving, or intimidation of any kind will not be tolerated.
4. No one is to intentionally take, use, misuse, hide, or retain the property of another person without his or her consent. Students are not permitted to go into other students' lockers without their permission.
5. I-Pods, CD players, video games, cell phones, etc. are not to be used during school hours.
6. No stickers may be used on/in desks or lockers. Keep the outside of your locker neat.

Field Trips

All field trips are a privilege. Students may be denied this privilege because of behavior, attitude, or lack of academic achievement. All bus regulations as outlined in the CCS bus safety code must be followed. On all field trips, student behavior must be exemplary and should in no way be detrimental to the reputation of the school or a hazard to the safety of all those involved.

RATIONALE FOR A CCS DRESS CODE

Personal dress and appearance offer a good opportunity to show consideration towards each other and to honor God as well as to express our own individuality. Students are asked to abide by some general guidelines in this area because the way we dress can reflect our feelings and attitudes and affect our actions and behavior. This is an area where individual preferences sometimes must be denied for the common good.

Parents and maturing students are encouraged to make *thoughtful* choices. In general, a student's appearance should not be distracting or call undue attention to him or herself. Parents and staff will be cooperatively responsible for enforcement of the dress code.

Guidelines

1. A student's grooming should be neat, clean and in good taste. Clothing should be properly repaired, manageable and appropriate for the season and activity. Clothing, accessories and hairstyles should be free from distracting, unsafe or immodest peculiarities.
2. Outdoor apparel, including hats, is not to be worn in the classroom.
3. For the safety of all students, "Heelys" or other shoes with wheels on it may not be worn on campus.
4. Shorts should be of respectable length. Tight fitting shorts, short shorts, or cut-off shorts are not allowed.
5. Dresses, shirts and tops should cover the midriff (when standing or sitting) and the top of the shoulder. No tank tops or spaghetti straps will be allowed.
6. Students must wear shoes during the school day. Loose-fitting footwear may not be worn during recess or P.E. activities.
7. Discretion must be used in wearing pictorial or slogan-bearing shirts and blouses. The staff reserves the right to judge whether or not such items are offensive.
8. The staff will make judgments regarding the appropriateness of a student's appearance. Students will be consulted privately and informed of dress code infractions. If such infractions are not rectified, parents will be notified.

Practical Considerations

1. Students are responsible for their own clothing and other belongings. Clothing, lunch boxes, tote bags, etc. should be labeled.
2. A "lost and found tub" is located in the school for items left by the students. Parents and students are encouraged to check it periodically. At the end of each year, all items left at the school are donated to a local cause.

STANDARDS of CONDUCT

Calvin Christian School

We are committed to walk faithfully with our God and to work together as a community to reflect His light in the world. It is therefore an essential part of the education at CCS to teach our students to live a life honoring to God by exercising good manners and correcting undesirable behavior.

1. Students are expected to show reverence for God by:

- respecting times of Bible readings, singing of spiritual songs and prayer;
- not using God's name in vain.

2. Students must honor those God has placed in authority over them by:

- responding quickly and courteously to a teacher's instructions;
- addressing teachers and other staff by their proper title (Mr., Mrs., Miss plus last name);
- treating teacher's desk and property as "off limits";
- respecting non-students areas such as office, staff room and supply rooms;
- being in class and ready for instruction by the designated start times at the beginning of the day and after recesses.

3. Students must treat each other the way they wish to be treated by:

- addressing each other respectfully, and not by demeaning "nicknames";
- being courteous to each other and using phrases such as "excuse me" and "thank you";
- apologizing for a wrong doing;
- looking behind them and holding the door if someone is following;
- not running or bumping into anyone in the hallway;
- talking about others in the same manner they wish to be talked about, i.e. making only complimentary remarks about other's appearance, no gossip;
- not making someone else's life miserable by teasing and "bugging."

4. Students must respect each other's property and school property by:

- asking for permission before using another student's property;
- keeping classrooms, desk, lockers and counters tidy;
- using garbage cans for litter;
- wearing clean indoor shoes inside the building;
- not writing on the buildings, furniture, books or any other school resources.

5. Students are expected to exercise self-discipline by:

- paying attention to their language and avoiding rude expressions;
- raising their hands when wanting to talk, and not interrupting their teacher or other students;
- completing assignments to the best of their ability and by the date due;-dressing modestly and appropriately for the school day.

MIDDLE SCHOOL DISCIPLINE POLICY

Discipline at Calvin Christian School is administered with the thought that the student, an image-bearer of God, has been called to a life of Christian discipleship. The teachers recognize that they are preparing vessels fit for the Master's use, and when inappropriate behavior is apparent, it is the duty of the teacher to correct the unacceptable behavior. It is the responsibility of the school to support the home (and vice-versa) in the area of discipline and to fulfill the God-given mandate to "disciple" each child.

Calvin Christian School strives to maintain a classroom and school environment where academic work and progress is taken seriously and education can occur. We also wish to teach students that they are responsible for their attitudes, actions and comments. To help us achieve these goals the following plan will be used during the coming school year.

Students who do not demonstrate acceptable behavior will have a discussion with their teacher in private regarding the issue(s) that need to be addressed. If student behavior problems persist, teachers will discuss the matter as a group and determine the next level of intervention. This will likely include a phone call home and/or conference with the teachers, parent(s), and student as well as a suitable consequence at school. Some examples of unacceptable behavior include:

- Dress code violation
- Not following instructions/rules
- littering
- Interrupting
- Gum chewing/food or pop in class
- Passing notes
- Excessive talking /Complaining
- Writing on skin, books, desks, etc.
- Intentional pushing, tripping, other aggressive behavior
- Cell phone/Ipod use during school
- Name calling/put downs
- Inappropriate language/gestures
- Distracting others during class
- In hallway without a pass

Detention Policy

If teachers the behaviors are more serious, they may confer with the principal to move more quickly up the intervention scale. Detentions are reserved for more severe behavior issues such as disruption, lying, disobedience, cheating, abusive language, bullying, or may be used as a consequence for repeated offenses of a lesser degree such as the ones listed above in the previous section.

The detention notice must be taken home and signed by a parent of the student and brought back

to school the following day. The student must turn in the detention notice to the office. Failure to return the detention notice with the parent's signature may result in the student serving additional detention time.

The assigned detention will either be served Tuesday afternoons after school or Thursday mornings before school. Families may choose which detention time to serve. Students will complete various assigned tasks for 40 minutes during their detention. These detentions must be served within one week of being assigned. For serious misbehavior such as disrespect, fighting, cheating, etc., an immediate after-school detention or suspension will be assigned.

A student who receives 4 tardies in a nine-week marking period will be assigned a detention. Detentions assigned due to tardiness will be served during the noon detention period. For detentions served within the school day, the student will spend the lunch period in a separate classroom and sit quietly eating lunch, doing homework or other assigned work. This noon detention must be served the day after the detention notice is given. **If a student fails to report to the noon detention room, an after-school detention will be assigned.**

Comments:

1. Negative influences and attitudes are subject to disciplinary action as well as rule infractions.
2. Chronic behavior problems are reported to the school board.
3. Authority for suspension lies with the principal and need not follow the ordinary stages if the offense is serious or flagrant.

Suspensions

Student suspensions are reserved for severe behavior infractions such as fighting.

Calvin Christian School

Health and Wellness Policy

I. Purpose:

The purpose of this policy is to assure a school environment that promotes and protects students' health, well being, and ability to learn by supporting healthy eating and physical activity within the context of our Christian commitment.

II. General Statement of Policy

- 1) Calvin Christian School (CCS) attests in faith that we are all created by God and are called to honor that creation by honoring our bodies. We must strive to develop the discipline of healthy lifestyle choices in order to glorify God.
- 2) Calvin Christian School recognizes that nutrition education and physical education are essential components of the education process, and that good health fosters student attendance and education.
- 3) The school environment should promote and protect students' health, well being, and ability to learn by encouraging healthy eating and physical activity.
- 4) Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- 5) All students in grades K – 12 will have opportunities and encouragement to be physically active on a regular basis.
- 6) Students' lifelong eating habits are influenced by the types of food and beverages available to them. Schools have a responsibility to help students establish and maintain lifelong healthy eating patterns.

III. Guidelines

A. Nutrition Education and Promotion

- 1) Students at Calvin Christian School will receive nutrition education that provides the knowledge they need to adopt healthy lifestyles. Nutrition education will be framed in the context of what God has commanded us in His Word.
- 2) All school personnel will strive to model and reinforce positive nutritional concepts.
- 3) CCS discourages the regular use of foods, including candy/sweets, or beverages as rewards for academic performance or good behavior (unless this practice is specifically noted in a student's individual education plan or behavior intervention plan.)
- 4) Teacher's use of food as learning tools or as manipulatives should be practiced with discretion and only on a limited basis.
- 5) Classroom celebrations should encourage healthy choices and portion control.
- 6) Children wishing to celebrate their birthdays at school should limit treats to one per child. Non-food items such as pencils or stickers are encouraged. A book or a gift to the classroom in lieu of individual treats should also be considered.
- 7) Snacks served during the school day or in after-school care should make a positive contribution to children's diets and health. School personnel will assess if and when to offer snacks based on timing, children's nutritional needs and other considerations.

B. Communication with Parents

- 1) It is important that students receive consistent messages from the home and school regarding good nutrition and healthy lifestyles.
- 2) CCS recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
- 3) The school will encourage parents to pack healthy lunches, snacks, beverages, and treats for their own children.
- 4) Parents, students or volunteers who wish to bring food that will be shared among students must get permission from the classroom teacher prior to bringing this food to school.
- 5) Due to allergies as well as dietary restrictions and parental preferences, students are discouraged from sharing food, snacks, or candy with their classmates without teacher permission.
- 6) The CCS Health and Wellness Policy will be made available for parent review.

C. Additional Notes

- 1) The school will provide students' access to hand washing or hand sanitizing before they eat meals or snacks.
- 2) The school will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times of school day.
- 3) The school will discourage tutoring, class meetings, or activities during mealtimes, unless students may eat during such activities.
- 4) No alcohol, illicit drug use or smoking will be permitted on school grounds at anytime.

Calvin Christian School and Staff Commitments:

- Fulfill our school's mission and vision
- Pray for and support my students and their families, as well as fellow staff members
- Provide a safe, nurturing educational environment, consistently applying the guidelines and expectations found in the Parent/Student Handbook
- Respect students, parents, and fellow staff
- Using discretion, nurture and discipline students in a reasonable and loving manner
- Communicate consistently and regularly with parents in newsletters and meetings
- Listen to parent and student concerns and respond appropriately
- Clarify expectations and commend or correct as occasion demands, working to balance justice, mercy, and faithfulness
- Communicate respectfully with students and parents, even when conflicts arise
- Use the resources entrusted to the school wisely
- Love and laugh a lot

Calvin Christian School Parent Commitments:

- Support our school's mission and vision
- Pray for and support our school and my child's teachers
- Read and support the guidelines and expectations found in the Parent/Student Handbook
- Ensure that my child attends school regularly and arrives on time
- Respect staff, students and families
- Communicate regularly with staff, reading communications sent home and attending all pertinent meetings
- Affirm my child's calling as a student by regularly providing feedback on schoolwork
- Support the authority and discipline issued by school and staff
- Communicate respectfully, even when conflicts arise, using the following line of authority: teacher, principal, superintendent, board
- Honor our (my) financial pledge
- Provide a place and time at home for my child to complete school work
- Love and laugh a lot

Calvin Christian School Student Commitments:

- Support our school's mission and vision
- Pray for and support our school, staff, and fellow students
- Read, follow, and support the guidelines and expectations found in the Parent/Student Handbook
- Attend school regularly and arrive on time, fully prepared for class
- Honor my parents, the staff and fellow students
- Work responsibly and cooperatively, challenging myself and fellow students to further growth
- Listen to staff and fellow students, accepting correction and consequences graciously and respectfully
- Communicate respectfully with staff and fellow students, working to resolve rather than create conflicts
- Commit a place and time at home for regularly completing school work
- Be respectful of personal, school and community property
- Love and laugh a lot

