Casper Classical Academy
CCA

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Link to NCSD Student/Parent Handbook

CCA Handbook 2026-2027
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Casper Classical Academy

Vision

Casper Classical Academy (CCA) 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.

Mission

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

By providing:	*Resulting in:*

• Trivium philosophy of education
  o Acquiring fundamental skills
  o Logical thinking
  o Effective communication
• Character development
• Safe and healthy school environment
• A drive for excellence and individual growth
• Varied extra-curricular activities to meet diverse interests
• Opportunities for active family involvement
• Instruction in technology and problem-solving skills (e.g. keyboarding, online safety, responsible research)
• Opportunities for service towards others
	• Student engagement
	• High graduation rates
	• Students prepared for college and career paths
	• High overall attendance rates
	• Academic growth
	• Responsible and contributing citizens within their community
	• Recognition in the district and state as a top performing school
	• Students exhibiting courtesy, dignity, and respect towards all
	• Love of learning and resilience; grit

Developed Spring 2016 by parents/guardians and staff.

EXPECTATIONS OF STUDENTS AND PARENTS/GUARDIANS

STUDENTS

We see students most successful at Casper Classical Academy (CCA) when they:

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

PARENTS/GUARDIANS

Parental/guardian 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/guardian volunteers help develop an increased quality of education for our students. Parents/guardians need to seek out opportunities for volunteering in the school.
- Parents/guardians are encouraged to attend at least one Parent Teacher Organization (PTO) meeting as a part of their volunteer commitment to the school.
- Parents/guardians are responsible for ensuring that their student completes assigned homework and arrives at school on time.
- At the annual Meet Your Teacher Night, parents/guardians will be encouraged to sign up in their area of interest in helping the school.
- Parents/guardians are responsible for reading the Student/Parent/Guardian Handbook and for supporting the staff in ensuring the outlined expectations are followed. A digital acknowledgement is required of parents/guardians, indicating they have received the Student/Parent/Guardian Handbook and will read and abide by it. All stakeholders (principal, teacher, parent/guardian, and student) should be fulfilling their responsibilities in order to maximize learning while at Casper Classical Academy.
- We ask that parents/guardians 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, 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 introduce Latin/Greek roots in grade 6 and students have the opportunity to take Latin as an elective in all grades.

Math classes are challenging, with students encouraged to typically work beyond the typical grade-level expectations.

Technology is an integral piece to our school's curriculum as well. It can 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 WyTOPP 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 and Career and Technical Education 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 analyzing the basic facts and knowledge learned in the grammar stage. This stage has been implemented into every content area as well as in our 8th 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 and being able to communicate out about that information. This stage has also been embedded into the curriculum of each content area.

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, or 8th grade Science 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/guardian, principal, and classroom teacher to discuss if the class is the appropriate placement for the student. Accelerated courses cover more content at a faster pace. Students in accelerated courses may be assigned homework on Fridays throughout the school year to ensure all content can be covered and to reduce the risk of gaps in student learning. This also prepares students for the rigor in high school honors courses.

CURRICULUM CONCERNS

Casper Classical Academy has chosen high-quality curriculum materials to meet the needs of learners in accordance with the NCSD 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/guardian 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 Student/Parent/Guardian Handbook.
- A syllabus may be handed out to parents/guardians at Back-to-School Night or during the first weeks of school detailing the curriculum students will learn during the course of the year.
- It is the parent/guardian's responsibility to address concerns directly with the teacher well in advance of the instruction.
- Parent/guardian and teacher will work together to find a solution that may or may not include an alternate selection of materials.
- If concerns persist, parent/guardian, teacher, and principal will meet to determine the best course of action for the student's learning.

6th Grade Curriculum

6th Grade English Language Arts (Reading & Writing):

In 6th grade language arts, students will meet twice each day with teachers in order to read, write, speak and listen, and learn about language.

To address reading skills, students will read in three ways: whole class, small groups or book clubs, and independently. Independent reading will be coached through mini-conferences with the teacher; book clubs will offer a menu of text choices and the opportunity to work through the book with others via discussion, journaling, and potential projects; and whole class reading will ensure that students read and discuss two longer works in detail. Students will also read many shorter works of fiction and informational text to help achieve reading standards.

To address writing skills, students will practice daily to build a strong foundation of writing skills that will help them be successful writers throughout their years at CCA and beyond. Students will strengthen their skills in grammar and conventions, vocabulary, and three types of writing: narrative, informational, and argumentative. Students will have opportunities to write informally, to imitate other excellent writers by analyzing their techniques, and to follow the entire writing process to achieve a well-developed final product.

Speaking and listening skills will be addressed through many formal and informal presentations including recitations where students will be asked to recite one memorized poem from a list of options every quarter in front of the class to enhance their public speaking skills and touch on the rhetoric stage of the Trivium.

6th Grade Math:

Casper Classical Academy's math classes are built around the Wyoming State Content and Performance Standards. Natrona County School District has worked diligently to align these standards K-12 to flow in a sequential, logical manner. Therefore, Casper Classical Academy uses the Natrona County School District Priority Standards to guide instruction in each grade level. These standards can be found on the district's website at www.natronaschools.org under the "Curriculum and Development" tab.

6th Grade Science:

6th grade science students will develop an understanding of the integrated, disciplinary core ideas of physical, life, Earth and space science, as well as engineering, technology and applications of science. Students will explore components of critical cycles of matter and energy on Earth, the interaction of forces between objects on Earth and in space, and the availability of abiotic and biotic resources which leads to competition.

- The main goal of "Go with the Flow" is to teach students to apply the concept that the world is composed of small components that impact the structure and function of very large components. Energy flows through all levels of a system.
- The main goal of "May the Force (Mass x Acceleration) Be with You" is to teach students how forces interact on small and large scales.
- The main goal of "Life's Not Fair" is to teach students that abiotic and biotic resources are limited in any ecosystem which causes competition within the system. Humans can have a positive or negative impact on these resources based on our choices.

6th Grade 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.

Students 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.

6th Grade English Language Arts-Humanities (semester class):

In 6th grade ELA humanities, students will do work to support the ELA standards of reading, writing, speaking and listening. Our units also build the foundation for a classical education at CCA. Units include: reading *The Iliad* and discussing the connections of the literature with the historical facts (or lack thereof); mythology and the connections/comparisons between nature and the myths of the gods, also connected to *The Iliad*; and philosophy and the Socratic Method by studying ancient Greek philosophers and life's big questions (logic).

The ELA elective will also be an opportunity for 6th graders to improve their writing skills, grammar-parts of speech, and perform recitations. Between units, we also enjoy expressing ourselves with a bit of drama and exploring the stage with dramatic readings and plays. Throughout the semester, students will have many opportunities to speak and share ideas, think deeply, and organize our thoughts by making modern-day connections to western civilization.

7th Grade Curriculum

7th Grade English Language Arts (Reading & Writing):

In 7th grade English Language Arts, students will meet twice each day with their teacher in order to read, write, speak and listen, and learn about language. To address reading skills, students will read in three ways: whole class, small groups or book clubs, and independently. Independent reading will be coached through mini-conferences with the teacher; book clubs will offer a menu of text choices and the opportunity to work through the book with others via discussion, journaling, and potential projects; and whole class reading will ensure that students read and discuss three longer works in detail: *The Hobbit,* *The Odyssey* and *Twelfth Night*. Many shorter pieces of fiction and informational text will also be read as a whole class to strengthen skills.

To address writing standards, students will practice daily to continue to create a strong foundation of writing skills. Students will strengthen their skills in grammar and conventions, vocabulary, and three types of writing: narrative, informational, and argumentative. Students will have opportunities to write informally, to imitate other excellent writers by analyzing their techniques, and to follow the entire writing process to achieve a well-developed final product.

Speaking and Listening skills will be addressed through many formal, informal, and multimedia presentations. In part, meeting these skills will include recitations where students will be asked to recite one memorized poem from a list of options every quarter in front of the class to enhance their public speaking skills and touch on the Rhetoric stage of the Trivium.

7th Grade Math:

Casper Classical Academy's math classes are built around the Wyoming State Content and Performance Standards. Natrona County School District has worked diligently to align these standards K-12 to flow in a sequential, logical manner. Therefore, Casper Classical Academy uses the Natrona County School District Priority Standards to guide instruction in each grade level. These standards can be found on the district's website at www.natronaschools.org under the "Curriculum and Development" tab.

7th Grade Accelerated Math (Pre-Algebra):

Students must qualify (based on WyTOPP data, teacher recommendation, and other data points) to be placed in Accelerated Math (Pre-Algebra). Accelerated math content will consist of learning the 7th grade math standards along with some of the 8th grade math standards. Proficiency in all standards is expected in order for students to move into Algebra I in 8th grade. Classes use technology in the form of computer apps, calculators, and other resources.

7th Grade Science:

7th grade Science students will deepen their understanding of the disciplinary core ideas of life science, earth and space science, and engineering, technology, and applications of science. Students will explore energy transfer, weather and climate, natural hazards, functions and processes of cells, and examine evidence used to organize and shape Earth's history. Students will apply an understanding of the process of energy transfer and its effects on our changing environment, as well as how life has responded through time.

- The main goal of "Kinetic Interactions" is to teach students how energy influences Earth's systems.
- The main goal of "Our Changing Environment" is to teach students how wave properties can be used to monitor natural disasters. Tracking natural disasters and climates help humans attempt to mitigate natural disasters based on historical events.
- The main goal of "Earth's Evolving History" is to teach students how geoscience processes have changed the Earth's surface over time and how life has responded.
- The main goal of "Life's Response to Change" is to teach students how multiple factors have allowed the progression of life from simple to complex organisms. Life continues to change both in complexity and diversity based on ecological influences.

7th grade Social Studies:

For 7th 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 6th 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-19th and early-20th centuries.

Latin (elective option for 7th graders):

Lingua Latina I & 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 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.

8th Grade Curriculum

8th Grade English Language Arts:

The focus of 8th grade English Language Arts is working towards proficiency in the standards of reading, writing, speaking/listening, and language. To address reading skills, students will read in three ways: whole class, small groups or book clubs, and independently. Independent reading will be coached through mini-conferences, summaries, and other reading assignments; book clubs will offer a menu of text choices and the opportunity to work through the book with others via discussion, journaling, and potential projects; and whole class reading will ensure that students read and discuss at least two longer works in detail, which may include *A Christmas Carol,* and *A Midsummer Night's Dream,* or another similar work. In addition, the whole class will read many shorter fiction and informational texts all year long.

To address writing skills, students will practice daily to continue to create a strong foundation of writing skills. Students will strengthen their skills in grammar and conventions, vocabulary, and three types of writing: narrative, informational, and argumentative. Students will have opportunities to write informally, to imitate other excellent writers by analyzing their techniques, and to follow the entire writing process to achieve a well-developed final product.

Speaking and Listening skills will be addressed through many formal, informal, and multimedia presentations. In part, meeting these skills will include recitations where students will be asked to recite one memorized poem from a list of options every quarter in front of the class to enhance their public speaking skills and to touch on the Rhetoric stage of the Trivium.

8th Grade Math:

Casper Classical Academy's math classes are built around the Wyoming State Content and Performance Standards. Natrona County School District has worked diligently to align these standards K-12 to flow in a sequential, logical manner. Therefore, Casper Classical Academy uses the Natrona County School District Priority Standards to guide instruction in each grade level. These standards can be

found on the district's website at www.natronaschools.org under the "Curriculum and Development" tab.

Algebra I:

The standards used in Algebra I are based on the Wyoming Content and Performance Standards. Natrona County School District has adopted an organized set of Priority Standards based off of these standards. These standards can be found on the natronaschools.org website.

The course content in Algebra I includes: equations & inequalities, Linear Functions, Systems of Equations, Statistics, Exponents, Radicals, Rationals & Polynomials, and Quadratic Functions.

Classes use technology in the form of graphing calculators and computers. Algebra is an advanced track class. Therefore the following requirements for this class. (If a student does not meet these requirements they will be placed in regular 8th grade math):

- Been on an advanced track since 6th grade.
- Score Proficient or higher in 7th grade WyTOPP.
- Maintain a B average for the entire school year.

8th Grade Science:

8th grade science students will deepen their understanding of the disciplinary core ideas of life, physical, earth and space science, and engineering, technology, and applications of science. Students will explore how energy is conserved, information is sent and received, traits are inherited, and humans impact the world.

- The main goal of "Conservation of Energy" is to teach students that energy or matter are neither created nor destroyed, only transformed.
- The main goal of "Getting from Here to There" is to teach students the application of how information is transmitted and received, as well as how electrical and magnetic forces interact.
- The main goal of "Parent to Offspring" is to teach students how traits are passed from one generation to the next. Traits are then selected based on environmental conditions leading to genetic change over time.

- The main goal of "Human Impact on the Natural World" is to teach students that humans have had both positive and negative impacts on the environment, resulting in a need for an objective analysis of how humans alter natural resources and the environment.

8th Grade 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.

8th Grade 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.

Curriculum Electives for All Grade Levels

note: exploratory courses are a semester in length

Latin:

Lingua Latina

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.

Physical Education (required one semester each year):

The purpose of this class is to learn about sports/activities/fitness, impart health standards, 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.

Art - Comprehensive (Art 1, 2, 3 or exploratory):

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 (Band I, II, III):

This class is designed to accommodate all students in grades 6th - 8th, who wish to further their knowledge in instrumental band literature and technique. Any student having less than one year's successful experience needs to consult with the teacher prior to enrollment. Students may perform a minimum of three concerts during the year. The 8th grade students may have the opportunity to participate in the town-wide Middle Level music clinic.

Choir (Choir I, II, II):

This is a full-year elective for 6th, 7th, and 8th graders. This course focuses on healthy vocal technique, music theory, and ear training all related to performing. Students may participate as a group and perform a minimum of three concerts during the year. There is no prerequisite for this class. If you enjoy singing, or want to learn how, please sign up.

Orchestra (Orchestra I, II, III):

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 8th graders may be eligible for the NCSD #1 Junior High Music Clinic. Students may have a minimum of three performances during the school year. 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.

Guitar (yearlong or exploratory):

This course focuses on learning the basics of guitar. This includes learning how to tune a guitar, learning to play basic notes and rhythms, picking, open chords, and learning some scales. It also includes some higher-level guitar skills, rehearsing and playing in a performance, learning the history of guitar, and performance/music theory.

Piano Lab (yearlong or exploratory):

This course is designed for students with no previous piano experience. Students will receive guidance and direction in solving problems related to playing the piano on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include correct posture, technique, note reading, aural skills, theory, singing songs, rhythmic patterns, chord study, sight reading, repertoire, melody construction, musical forms, improvisation, accompaniments, and performing experiences.

CTE (Career Technical Education I, II, III or exploratory):

For CTE, students will learn about technical proficiencies and careers. Specific units of learning include engineering, woods, manufacturing, and careers.

Computer Science (CS I, II, III or exploratory):

Have you ever wondered how your favorite apps are made, how robots follow instructions, or how websites know exactly what you're looking for? In this class, you'll get to explore all of that—and more. We'll experiment with coding, dig into digital creativity, learn how to stay safe online, and even try out robotics and website design. Whether you're already into tech or just getting started, this is a place to explore, create, and challenge yourself. Get ready to build skills that are fun and useful for the future! For this elective, students learn about Computer Science in the Physical World for semester 1 and in the Virtual World for semester 2.

- Computer Science in the Physical World - Computer Science in the Physical World takes a wide lens on computer science through physical

computing. Students create and share their own content to meet various physical design challenges, using engineering design principles, and electronics. Topics **may** include using programming languages to design and build robots as well as construct and connect sensors to codable logic controllers. Course content includes the legal and ethical issues involved with computer technology and use.

- Computer Science in the Virtual World - Computer Science in the Virtual World takes a wide lens on computer science through software by covering topics such as problem solving and programming. Students create and share their own content to meet various software design challenges. Topics **may** include building websites and apps as well as creating animations and games. Course content includes the legal and ethical issues involved with computer technology and use.

Family and Consumer Science (FACS I, II, or exploratory):

This course focuses on learning the basic skills of nutrition, food safety, teamwork, food preparation/measuring skills, and career exploration. In addition, this course will focus on money management, careers, nutrition in our lives, advanced teamwork/communication, and advanced meal planning.

ATTENDANCE

DAILY ATTENDANCE

Daily attendance at school is vital to student success. Parents/Guardians, please make sure your student is in school unless he/she is ill**.** ***If the student will not be in school, parents/guardians 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 if requested (see "Pre-Arranged Absences" section below).***

Please call in to excuse an absence, or send a written note with the 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 a parent/guardian needs to take his/her student out of school, please send a note with this student at the beginning of the school day or call the office. The teacher will not interrupt class time to give homework assignments for the day. The school office staff will arrange for the student to come to the office to meet his/her parent/guardian if the parent/guardian will call 5 minutes ahead of their arrival at the school. The student **must** check out with the office. See NCSD board policy for how extensive absences will be handled.

EXCUSED ABSENCES

An excused absence occurs with the knowledge and approval of the parent/guardian 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/guardians or who need 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/guardian or legal guardian has notified the school, in writing or by phone, 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 a parent/guardian 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 that the student will receive all assignments prior to the 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/guardian.

- 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 the student is present when an assignment is given and is absent before or on the due date, the assignment is still due on the given date or upon return to school. Please see page 38 for further clarification.

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 may be accepted for a morning tardy is a note from a health care provider or a note or phone call from parent/guardian.*

The first bell starts the school day at 7:45 a.m.. The second bell, which rings five minutes later at 7:50 a.m., 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.

A four-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

The teacher marks the students who are tardy in Infinite Campus. Tardies will be counted starting from period 1 on. After the 6th unexcused tardy in any given quarter, students will be required to serve a 30 minute automatic detention. At 12 tardies in the quarter, the student may serve a day of Saturday School. Consequences will repeat for every 6th tardy per quarter.

ARRIVING AT SCHOOL IN THE MORNING

Unless a child is attending a special, scheduled activity such as tutoring, he/she should not arrive at school earlier than 7:20 a.m. Students must go directly to the patio area in front of the building and wait, or wait in 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 after school. Parents/guardians providing transportation should be at the school site when school is dismissed. For students in after school activities, students should go directly to their activity, and parents/guardians should pick up their student promptly at the end of the activity.

Students should not be on campus later than 3:20 p.m. unless other arrangements have been made with the school. **Please note, there is NO supervision at Casper Classical Academy before 7:20 a.m. and NO supervision at Casper Classical Academy after 3:20 pm.**

PICKING UP YOUR STUDENT DURING SCHOOL

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

LEAVING SCHOOL GROUNDS

Students are never to leave the school grounds during the school day once they have arrived on campus without permission from his/her parent/guardian and 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/guardian'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 the child to school before the appointment when at all possible. Please do not allow the 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.
- Please bring a medical note back to the school after the appointment so that the absence can be coded as a medical appointment.

TRANSPORTATION

It is the parent/guardian's responsibility to make certain that the student arrives at and leaves school at the specified time. School district bussing is available. Parents/guardians interested in bussing should indicate so when enrolling the student or shall call the district's transportation office to inquire.

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 6th - 8th grade residing in Natrona County may attend on a basis of availability of openings.

MEET YOUR TEACHER NIGHT

At the beginning of each school year, each student and his/her parent/guardian is encouraged to attend our Meet Your Teacher Night. During this time, parents/guardians and enrolled students will visit each classroom in schedule order to hear about the coming school year.

CCA PARENT TEACHER ORGANIZATION

The Casper Classical Academy Parent Teacher Organization is a very important element of Casper Classical Academy. All parents/guardians of CCA students and CCA staff are members of the Parent Teacher Organization (PTO) and are **expected to attend at least 1 Parent Teacher Organization (PTO) meeting** 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/Guardian Handbook is voted on, is in May every year.

VISITS TO SCHOOL

During the actual hours school is in session, all visitors are required to enter through the main doors, and stop by the school office to pick up a visitor's badge and sign in before proceeding into other areas of the building.

Please check with the office if you are interested in visiting your student's classroom. We try to limit distractions to the learning environment, therefore, an administrator will review your request.

EMERGENCY PHONE NUMBERS

It is important for all parents/guardians 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 the parent/guardian in case of an emergency at school. Parents/guardians, please keep your phone number and all other information current in Infinite Campus. You can contact the school registrar to update information.

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.

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/guardian 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**.**

HEALTHY SNACKS

CCA promotes healthy and nutritious drinks and snacks. <u>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.</u>

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 may be confiscated and turned in to the office so the student can take it home at the end of the day.

Please use the following list as a guideline for these snacks (ideas taken from NCSD's Student Wellness Policy). We prefer snacks with no nuts, as there are students with serious allergies to consider.

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 bar

Good choices:

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

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/guardians 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/guardian, 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. 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/guardian 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/guardian 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 a parent/guardian's student has lost an article at school, please check the lost and found.

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. Students may NOT use smart devices that transmit or receive data to text or communicate at school. If it is necessary for a student to have a cell phone, it must remain in the student's locker, and be turned off for the entire day. Cell phones may not be used during lunchtime. Cell phones may be used before and after school.

If a student's cell phone or other data transmitting/receiving device 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 his/her discretion of whether the consequence is just a signature or an automatic detention, based on the severity of the infraction.

PARENT/GUARDIAN CONCERNS

A parent/guardian who has concerns about any matter involving a student should personally speak to the staff member involved. Parents/guardians are encouraged to contact staff members during normal school hours (7:30 a.m. - 3:00 p.m.) by calling the office to leave a message with the teacher (so the teacher can call the parent/guardian back to schedule a meeting), or by emailing the teacher directly to request a meeting.

The staff member may have an additional staff member sit in on the meeting. Both parties should declare who will be attending the meeting beforehand. If unable to come to a solution with that staff member, the parent/guardian should contact the school's principal. If necessary, a meeting will be held. If no resolution can be reached, the parent/guardian 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 backpacks, water bottles, cell phones, iPods, eReaders, tablets, headphones/earbuds, or any data transmitting/receiving device, etc. (This may not be an all-inclusive list)

Backpacks should remain in lockers for the entire school day. Cell phones, iPods, eReaders, or any other data transmitting/carrying device must remain in the lockers for the entire day, or they will be confiscated, given to the office, and released only at the end of the day.

Students may carry an appropriate water bottle with them throughout the day. Additionally, headphones and ear buds are only to be used in the classroom where permission was given. Headphones and ear buds are not to be used or worn in the hallways or common areas due to safety concerns.

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/her own. 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. 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.

Simply re-phrasing 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 parent/guardian of the plagiarism.
3) The student will receive a zero (0%) on the assignment, though per teacher discretion, the student may re-do the assignment for credit or proficiencies.
4) The student will receive a Major Office Referral.

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 a student of cheating, he/she should confront the student(s) individually. 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 parent/guardian of the cheating.
3) The student will receive a zero (0%) on the assignment, though per teacher discretion, the student may re-do the assignment.
4) The student will receive a Major Office Referral.

REPORT CARDS AND MID-TERM REPORTS

Official report cards are posted after the end of each quarter on Infinite Campus. A message will be sent to parents/guardians when final grades have been posted at the end of each quarter.

Parents/guardians may access grades, missing assignments, and attendance information through the Campus Parent Portal online at any time. It is expected that parents/guardians will look at their students' grade information on a regular basis with their student. Parents may also check Google Classrooms to check for missing work. If a parent/guardian does not have access to this through a computer or smartphone, the parent/guardian may ask the school to send a weekly

report home in the mail. If there are concerns, it is expected that parents/guardians will communicate with teachers immediately.

SCHOOL NEWSLETTER/INFORMATION

Information may be posted for parents/guardians in the newsletter, or on our school's website and/or app. For those without access to the internet, we can send a paper copy home with the student, if requested. It is expected that parents/guardians 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. Typically, there will be conferences at the end of Quarter 1 where parents/guardians can show up at any time during a window of time on that day and line up to speak privately with individual teachers. Then later in the year, we host Quarter 3 conferences.

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.

INTERVENTIONS FOR STUDENTS IN NEED

CCA uses the Multi-Tiered System of Support (MTSS) to help students who struggle academically and behaviorally. This means if a student is struggling on the WyTOPP and/or in class grades in the core subjects of Reading/Writing or Math, we will offer in-class help as well as possible interventions. The responsibility is still on the student to show up, work hard, and do his/her personal best to learn the content, but we can offer some help.

Tier 1 = Regular instruction using best practices offered to each student of our school

Tier 2 = In-class re-teaching and extra time to practice before a test; Intervention/Enrichment (I/E) intervention tutoring twice a week on most Thursdays and Fridays; Possible Study Skills class

Tier 3 = ELA or Math tutoring daily (instead of an elective) which are

intensive interventions for those in need

The goal is to have most students remain in Tier 1, and to graduate the Tier 2 and Tier 3 students back down to Tier 1, where they are succeeding in the grade level content without the extra support.

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.

Permission indicated on Infinite Campus (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/guardian 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" or "PG” rated videos will be shown. On occasion, a teacher may show a “PG-13” rated video, but only after first consulting with the principal to determine if it has instructional value. If a “PG 13” movie is shown in class, then the teacher will send home a note, notifying the parent/guardian of this movie and offering the parent/guardian to have the student opt out of this video without penalty.

If music is played in the classroom, teachers will monitor it for school appropriateness.

COMPUTERS/LAPTOPS

Computers are a privilege and a tool for students. Students should use laptops appropriately and treat them with respect.

Casper Classical Academy and the Governing Council require strict supervision of any student using the Internet. Students are not allowed to randomly use (surf) the Internet.

In accordance with district policy, no student will download unauthorized software, including games, onto the computer. Additionally, students will not use the computer 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 sites that the teacher has designated for the assignment.

If a student forgets his/her computer at home, a loaner will be issued during homeroom. The student will check out the loaner computer from the library or teacher. The loaner will be returned to the library at the end of the day. If the loaner is not returned, both the loaner and student device will be disabled. A signature will be entered for not bringing required materials to class.

Before a student will be allowed to use district technology, a parent/guardian must agree to the "Technology Acceptable Use Policy Agreement" on Infinite Campus. In agreeing to the NCSD Acceptable Use policy on Infinite Campus, students are expected to follow the CCA technology use rules listed in this handbook.

At a teacher's discretion, the use of computers can be taken away from a student during any given class period and paper/pencil assignments will be provided to replace the computer assignment. At the Principal's (or designee's) discretion, the computers 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 be given as discipline signatures and/or Major Rule Infractions and will follow the process as outlined in the Discipline section of this handbook (see p. 39). Additionally, repeated minor infractions, may eventually result in a Major Office Referral.

Tech infractions include, but are not limited to:

*Using school email for social reasons

*Streaming inappropriate (explicit) music, watching videos not for school assignments, or playing games not approved by a staff member.

*Downloading games to the school computer.
*Forgetting to bring the computer or charger to school.
*Leaving the computer unattended in the hallway or other areas of the school.
*Handling the computer in a careless manner.
*Evidence of eating or drinking while using the computer.
*Using the computer bag to carry items other than the computer, charger, or earbuds.

The following technology infractions are Major Rule infractions and will result in more severe consequences as determined by the principal or designee, which may include possible involvement of law enforcement:

*Pornography
*Cyberbullying
*Student interacting with an adult inappropriately through social media or other means.
*Attempting to bypass the school network or school computer monitoring system.

FINES

NCSD's Administrative Regulation 5140 states that a student can be held responsible for damage to, loss of, or failure to return books, devices, or accessories, and they may be assessed a fine if any of these items have been lost, damaged by water, torn, or damaged in any other way. Money will be returned if a book, device or accessory is found by the end of that school year.

EXTRA-CURRICULAR ACTIVITIES

Students have an opportunity to participate in a wide variety of programs. Brain Bowl, Lego Robotics, Spelling Bee, Drama club, Homework club, 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 lifelong sports skills, and to encourage participation by all. For sports programs, a health physical after May 1 of any year is required before a student can participate in sports activities for the school year, and the student must have health insurance. A yearly sports schedule can be sent out to parent/guardians separately.

A. A middle-level school student must be passing all classes in order to maintain academic eligibility regardless of the number of subjects taken.

B. Grades for middle-level school students participating in co-curricular & extra-curricular sports & activities will be checked weekly on Wednesday after the first full week of each quarter, the beginning of a new school year and each subsequent quarter.

Good Academic Standing is a middle level student with no failing grades on the weekly Wednesday activities eligibility grade check report, or is a middle level student who improved the status of all grades to passing while on academic warning.

Academic Warning is a middle level student with a failing grade on the weekly Wednesday activities eligibility grade report. The student has from Wednesday until Friday at 3 p.m. of the same week to complete the work required to improve all grades to a passing status verified by the teacher and head principal or designee. The student may practice, participate in competitions and travel while on academic warning.

Academic Ineligibility is a middle school student with a failing grade on the weekly Wednesday activities eligibility grade report and failed to improve all grades during the same week to passing by Friday at 3 p.m. The student may practice, but not participate in competitions, sit on the bench, stand on the sideline, or travel with the team.

C. A mandatory intervention is required for students entering their third consecutive week of academic ineligibility. The coach or sponsor will initiate the intervention process with a recommendation of school staff and resources necessary to help the student regain academic eligibility.

D. A middle-level school student with one or more failing grades at the end of a quarter is ineligible the first week of the new quarter.

E. A student may practice while ineligible with permission of the sponsor or coach, but may not appear publicly in competition or travel under school auspices to such competition.

F. A middle-level school student is eligible to participate in co-curricular and extracurricular activities at the beginning of a new school year and fall sports/activities season if the student meets the activities eligibility rules of Natrona County School District.

G. Special education students will be expected to meet the same activity eligibility requirements as regular education students since each student, through child study committee action, is placed into an individualized educational program that is designed for academic success.

H. Poor conduct, code of conduct violations, poor attendance, or inappropriate behavior, as determined by the school administrator, shall be grounds for ineligibility. This statement pertains to general conduct, not just the particular activity in which the student is involved.

I. Extenuating circumstances may be appealed to the head principal.

J. It is up to each school's head principal to add to the minimum standards as long as they are clearly defined by the head principal-and the students are given those standards in writing. The new eligibility standard must be consistently monitored and applied to the students participating in all NCSD co-curricular and extra-curricular activities and sports offered at the school.

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/guardians 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 to 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/guardians are expected to monitor student study habits and work with teachers to address this.

If a child has difficulty with a particular concept, parents/guardians should contact the teacher via note, e-mail, or phone call. Tutoring may be available before, during, or after school.

Parents/guardians 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 asked to participate in CCA activities such as Open Houses. Students will be given an additional day to complete homework assigned on nights when they participate in a concert or performance. Students participating in during-the-day school related activities like a track meet or music festivals will be given two days to turn in newly assigned assignments after they return to school and receive the assignment.

In an effort to prepare 8th grade students for transition into high school, students may occasionally be assigned homework over the weekend during the 2nd

semester. Additionally, accelerated courses cover more content at a faster pace. Students in accelerated courses may be assigned homework on Fridays throughout the school year to ensure all content can be covered and to reduce the risk of gaps in student learning and prepare students for the rigor in high school honors courses.

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 may 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.

- 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 if not turned in on time.

- Teachers will mark assignments as being turned in, late, or missing in Infinite Campus to better communicate with parents/guardians.

- 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 academic skills.

Parents/guardians will be informed about student detentions as well as behaviors occurring during the school day for minor infractions, missing homework, or major infractions via phone call or email.

SCHOOL RULES

School rules are established by CCA parents/guardians and teachers. The following rules are posted in all classrooms and are the standard for classroom and school 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/guardian consent and permission from the office.
    - No sunflower seeds or candy is allowed in the classroom, hall, or around computers, unless special permission is given by the teacher. Only approved snacks are allowed.
    - Act appropriately in the cafeteria.
    - Realize that the teacher's workroom, lounge, supply rooms, and offices are for parents/guardians 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. Only parents/guardians and staff should use faculty bathrooms.

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 others' 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

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, we take a caring stand with our discipline program. We believe students have a right to learn, teachers have a right to teach, and parents/guardians have a right to be parents/guardians. 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". More severe or frequent behavior infractions may result in a Major Office Referral. The principal or designee has the discretion and may issue disciplinary measures for inappropriate conduct.

Administration will follow the school's Behavior Magnitude Chart, which will define how referrals are addressed; within the classroom setting by the teacher, or if they are escalated to be addressed by administration, or by using the NCSD's Extreme Discipline Matrix. All parents/guardians will be called or emailed on all Major Office Referrals.

The Behavior Magnitude Chart will outline the following:

Level 1 behaviors - Annoying or Irritating behaviors that can be addressed in the classroom, with possible interventions a teacher can use to help redirect. Behavior is confined to the observed individual. Without frequency and duration, this level does not warrant a Signature.

Level 2 behaviors - Mildly Disruptive behaviors that can be addressed in the classroom, with possible interventions a teacher can use to help redirect. Behavior disrupts others in the individual's immediate area. This level could warrant a Signature and will be dealt with in the classroom.

Level 3 behaviors - Disruptive behaviors can be addressed either in the classroom or in a reteaching situation in our Student Support Services area. Behavior disrupts everyone in the environment, interrupting instruction. With

frequency and duration, this level will warrant a Signature or be referred as a Major Office Referral.

Level 4 behaviors - Serious/Mildly Dangerous/Excessively Disruptive behaviors that put self/others in potential danger. There is an intent to, or the behavior results in harm to others, self, or objects. Instruction cannot occur. Behavior impacts learning in multiple settings/environments. This will result in a Major Office Referral.

Level 5 behaviors - Dangerous/Illegal Activities are behaviors that put self/others in danger. Behavior causes or threatens to cause injury to self/others. This will result in a Major Office Referral.

MINOR RULE INFRACTIONS (SIGNATURES)

Levels 1, 2, and occasionally 3.

Teachers will issue signatures for Minor Rule Infractions as per the Behavior Magnitude Chart. Signatures will be tracked, and the following consequences, which begin over each day, will be adhered to by all students for Minor Rule Infractions, which could include, but is not limited to talking out during class, not bringing materials to class, passing notes, etc.:

- Signatures 1-3 within the day are reminders to students
- Signatures 4-6 within the day earn a 30 minute lunch or after school detention (parents/guardians are called/emailed)
- Signature 7+ within the day earn In School Suspension for remainder of day or half day the next day (parents/guardians are called/emailed)

If a student violates any of CCA's rules repeatedly in any one class in one quarter (as monitored by the classroom teacher), he/she may receive a phone call home to parent/guardians to discuss the ongoing behavior. Hopefully this will correct the behavior. At 10 signatures for the same rule broken in the class, an automatic 30-minute detention may be given. This shows a habitual problem for the rule that is not being corrected with a single signature per day and the phone call home. The tracking for each rule in a class will begin anew each quarter for the purpose of discipline signatures.

MAJOR RULE INFRACTIONS

Levels 3 occasionally, and levels 4 and 5.

Teachers will reference the Behavior Magnitude Chart when issuing Major Rule Infractions (inappropriate behaviors such as defiance, insubordination, disruption of class, refusal to work, hurting someone, repeated plagiarism, repeated cheating, etc.). Administrators will assign consequences after providing due process per the NCSD Handbook policy. For non-emergent situations, teachers may or may not choose to send the student directly out of class with an office referral regardless of the number of signatures the student has received that day. Due process will always be given to the student with an inquiry into what happened.

Additionally, to prevent frequent repeat offenses of major rule infractions, and to address more serious offenses, dances and other extracurricular activities, like attendance at clubs and participating in sports, are privileges and may be taken away as a consequence. Additionally, In School Suspension (ISS), Out of School Suspension (OSS), Safe Schools Suspension Lab (SSSL), Saturday School, community service or other consequences may be used at the discretion of the principal or designee.

Consequences for receiving discipline referrals will be determined by Administration and aligned to the NCSD Parent Student Handbook and Extreme Discipline Matrix.

(If a parent/guardian refuses to send his/her child to Safe Schools Suspension Lab when it is assigned, the absence will be considered unexcused.)

Click here for the CCA Behavior Magnitude Chart

DRESS CODE

***NCSD implemented new Administrative Regulations around student dress code during summer 2015. Our policies follow the district policies, or are more rigorous. Click here for pictures showing the NCSD Dress Code Guidelines.

CCA has demonstrated by observation that a student's performance and self-esteem are greatly enhanced when his/her 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/guardians and compatible with the high standards of our educational program. Parents/guardians 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 within NCSD policies.

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 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 are not allowed. Shirts displaying concert or music logos are acceptable only if they are not distracting, immodest, obscene, suggestive, or lewd.

- Pants, shorts, and skirts will not have any holes above mid-thigh.

- Pants, shorts, and skirts are to be normal fitting, neither sagging below the waist, nor being over or undersized. The office may 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 ¾ thigh length or longer.
  Tights or leggings must be worn with a shirt, blouse, or tunic that are mid-thigh length or longer all the way around. (Transparent type or see through leggings, nylons, and tights must be covered by ¾ 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, and bandanas around the forehead must be removed while in the building. The hood on any garment may not be worn on the head. Tiaras/crowns may not be worn at school, nor any other distracting head adornment, including decorative headbands (cat ears, unicorn horns, etc.). Barrettes and regular headbands are acceptable to be worn on the head. Scarves may not be worn in the CTE shop due to safety concerns.

- 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 polar fleece jackets are permitted.

- Hair 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:

- Sleepwear
- 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.
- See-through/sheer garments
- Fishnet tops, bottoms, or tights
- Any clothing that does not cover the shoulders, such as: tube tops, spaghetti straps, thin tank tops, and strapless dresses
- Visible undergarments
- Shirts or pants exposing undergarments, midriff and/or cleavage

DRESS CODE ENFORCEMENT:

Procedures: When a student wears clothing that does not comply with expectations, he/she will be directed to take corrective actions including:

1. Removing the unacceptable item;
2. Changing into acceptable clothing;
3. Reversing the article so that the offensive logo does not appear;
4. Covering unacceptable garment with acceptable clothing;
5. Adjusting garment so clothing meets regulation.

If the student fails to remedy the problem, the parent or guardian shall be notified to bring appropriate clothing or to take the student home if there is not something for them to change into at the school (we have a limited amount of dress code sweats and tshirts for students to borrow). Repeated violations will be addressed as insubordination and will result in further consequences as described in the NCSD #1 Student Behavior Framework and Conduct Handbook.

CASPER CLASSICAL ACADEMY
Contract of Mutual Responsibilities
(Signatures are on file in the office.)

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. Take my progress report and weekly newsletter home each week and give them to my parents.
7. Read and abide by the guidelines and regulations listed in the Student/Parent/Guardian Handbook.
8. Behave appropriately in school.
9. Be held accountable as a student at the school by accepting responsibility for my actions.

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. I will attend at least one PTO meeting (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 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. Check my student's progress report on Infinite Campus regularly and newsletter on the app or email when it is updated.
8. Attend the Back-to-School Orientation, Parent Teacher conferences, and other scheduled conferences.
9. Read and abide by the guidelines and regulations listed in the Student/Parent/Guardian Handbook for the school and district.

Teacher

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

1. Model and teach character development as outlined in the Student/Parent/Guardian 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. I will also update grades in Infinite Campus regularly.
6. Communicate regularly with parents regarding all students' academic and behavioral performance.

Administrator

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

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

Nondiscrimination Statement

NCSD #1 does not discriminate on the basis of race, color, national origin, sex, age, religion, sexual orientation, or disability in employment, treatment, admission, or access to educational programs and activities.

The lack of English language skills shall not be a barrier to admission or participation in the activities and programs. Natrona County School District does not discriminate in its hiring or employment practices. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator(s). The following person(s) have been designated to handle inquiries regarding the Non-Discrimination Policies of Natrona County School District.

504 Coordinator - Valerie Brus
970 N. Glenn Rd., Casper, WY 82601, or (307) 253-5445
valerie_brus@natronaschools.org

Title IX Coordinator - Trevor Mahlum
970 N. Glenn Rd., Casper, WY 82601, or (307) 253-5445
trevor_mahlum@natronaschools.org

Or you may also contact:
The Wyoming Department of Education, Office for Civil Rights Coordinator, 2300 Capitol Avenue, Cheyenne, WY 82002-0050 or 307-777-7673