

MISSION

Casper Classical Academy seeks to teach every learner to reach his or her academic potential and to ultimately become a responsible citizen. Our program offers a rigorous, academically advanced and integrated humanities curriculum with an emphasis on character education which includes:

*A common core of knowledge, including:

- Logic
- Latin
- Rhetoric (Political Discourse)
- Technology (project-oriented and standards-based)
- Literature (the Classics)

*Emphasis on Western Civilization

*The Trivium (Grammar/Logical-Dialectic/Rhetoric)

*Character education (including life and study skills)

Student success relies upon a solid partnership among parents, staff, and students.

Created November 2002, revised April 2004 by students, parents, staff and faculty of CCA.

EXPECTATIONS OF STUDENTS AND PARENTS

STUDENT

The student enrolled at Casper Classical Academy who will succeed:

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

PARENT

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

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

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 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 Literature. We instruct our students in Latin for at least two years. Math classes are advanced, with 7th graders learning Pre-Algebra, 8th graders learning Algebra, and 9th graders learning Geometry. Technology is an integral piece to our school's curriculum as well. Because the school is limited in the number of students attending, the basic courses offered to the students are limited to a single track for each grade level. In addition to the basic course offerings, students can select from a number of elective courses.

THE TRIVIUM

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

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

The logical-dialectic stage involves analyzation of the basic facts and knowledge learned in the grammar stage. This stage has been implemented into every content area as well as in our 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. This stage has also been embedded into the curriculum of each content area as well as being taught in our 9th grade Political Discourse class.

WHOLE GROUP INSTRUCTION

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

6th Grade

Language Arts:

Students will create the following types of writing during 6th grade English: Three-point expository paragraphs and essays in 1st person and 3rd person, descriptive paragraphs in 1st person, five-paragraph expository essays in 3rd person, writing from dictation, friendly letters, persuasive friendly letters, research reports with one to three sources, an essay from notes taken from an oral lecture, an autobiography, poetry, thank-you notes, appreciation letters, and analogies. Students will utilize the writing process including pre-writing, writing first drafts, editing, revising, rewriting, proof reading, and completing final drafts.

We use the Shurley method to learn punctuation, capitalization, and usage skills, and maintain these skills by reinforcing them with daily practice. Students are tested on the concepts that they have practiced, as well as spelling words at the end of each week.

Additionally, students will read and discuss several novels in detail. They will discuss the literary devices that authors use to catch and keep the reader's interest. The lessons are completed together as a group and everyone is responsible for reading the same novel. Usually students will have their own copy of the novels and will be given reading assignments and comprehension questions for homework. Students also complete several individual book reports, and they will present one book talk per quarter to the class. Students will recite one poem every six weeks in front of the class. Some of the writing assignments are shared with a small group or even the entire class.

Math:

We use a mathematics program called *Connected Mathematics 2* in 6th grade at Casper Classical Academy.

Through *Connected Mathematics 2*, Casper Classical Academy middle school students become better thinkers, doers, and communicators. *Connected Mathematics 2* is a complete middle school mathematics curriculum rich in connections among the core ideas of mathematics, between mathematics and other school subjects, among classroom activities and the interests of students, and between mathematics and its applications outside of the classroom.

The overall goal of *Connected Mathematics* is to help students develop sound mathematical habits. Through their work, students learn important questions to ask themselves about any situation that can be represented and modeled mathematically.

The curriculum is organized by grade level, with eight units for each grade.

Science:

Students will develop an understanding of scientific content through inquiry and will recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Students will study the major genre of Earth, Space, and Physical Science through the topics of matter, energy, motions and forces.

Social Studies:

6th 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 an introduction to basic geography concepts and skills such as making maps, learning about coordinate pairs, the function and purpose of time zones, etc. They will also study the geography and history of the Western Hemisphere, starting with the early tribes of the Americas and tracing their development up to the period of Spanish exploration. Students will focus on the cultural and physical aspects of North, South, and Latin America. During the second semester, focus will turn toward a study of Ancient societies and how they contributed to the development of Western Civilization. Students will engage in an in-depth study of the Egyptian, Greek, and Roman Empires.

Technology:

Technology will be integrated into all curriculum areas primarily through projects. Students combine technology and content area classes to produce products to meet standards within those content areas.

7th Grade

Earth Science:

We are learning to see the beauty of the Earth. On a solid foundation of geologic concepts, skills and knowledge, students will work to grasp principles, reason about cause and effects, keep nature journals, grow our appreciation of landscape art, and familiarize themselves with the raw nature of Wyoming.

We do this using such multi-media vehicles as Internet research, lab work, numerous guest speakers, textbooks and class discussion. We like to create a number of computer-based products reflecting a holistic and classical approach to the Earth sciences.

Language Arts:

Students will create the following types of writing during 7th grade English: One book report per quarter, three-point expository paragraphs in 1st person and 3rd person, three-paragraph expository essays, descriptive paragraphs, five-paragraph expository essay in 3rd person, friendly letter, persuasive friendly letter, research reports with one to three sources, writing autobiographies, poetry analysis, thank-you notes, appreciation letters, analogies, fact, opinion, and propaganda. Students will utilize the writing process including pre-writing, writing first drafts, editing, revising, rewriting, proof reading, and completing final drafts.

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

Additionally, students will read and discuss several novels in detail. They will discuss the literary devices that authors use to catch and keep the reader's interest, and they will carefully study the structure of each novel. Every student is responsible for reading the same novel and completing the work assigned with it. Usually students will have their own copy of the novels and will be given reading assignments and comprehension questions for homework.

Students recite one poem every six weeks in front of the class. Some of the writing assignments, including book reports are shared with a small group or even the entire class.

Latin:

Salvete! We teach Latin at CCA because it's a proven fact that students who study Latin develop a larger English vocabulary, achieve higher verbal SAT scores, and become sensitive to languages and people of other cultures. Studying the language, customs, and world view of a society from a different time and place is a mind-expanding experience. On the other hand, focusing on the similarities between our culture and that of the Romans offers us the opportunity to consider the Greco-Roman contributions to American life in the areas of government, architecture, ideals, and ideas.

Pre-Algebra:

The 7th grade math curriculum consists of pre-Algebra. Course content will consist of whole numbers, decimals, fractions, integers, percents, geometry, statistics, and probability. The pre-algebra emphasis includes simplification, evaluation, solving and graphing. Classes use technology in the form of graphing calculators and iMac computers.

Introductory Logic:

Logic is the science and the 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 thing students learn in school which will be of use to them in the real world.

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.

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 course, students will review basic themes and concepts learned in 6th grade, such as mapping skills and a greater emphasis on longitude and latitude. They will learn about 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 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.

Technology:

Technology will be integrated into all curriculum areas primarily through projects. Students combine technology and content area classes to produce products to meet standards within those content areas.

8th Grade

Life Science:

A classical approach to Life Science means that we learn to reason, intellectually and deeply, about what life is and does, how we know what we know about it, and why we should care. Careful thought is practiced as we learn the scientific principles, controversies, and data of cellular structure and function, genetics, biological evolution, the seven Living Kingdoms, our irreplaceable environment, and the human body.

We think to learn, and learn to think by doing labs and proper lab reports, by class discussion and teacher lecture and guest speakers, by creating models or posters or slide shows or brochures, by accessing the Internet regularly at home or in the class, and by working alone and in teams. Additionally, we integrate across the curriculum, and connect to real life.

Language Arts

In 8th grade Language Arts, students will read and discuss many full-length novels, usually considered to be “Classical Literature,” and complete comprehension assignments to prove understanding and meet district standards regarding literary devices and techniques. Throughout this reading, they will have many opportunities to practice and demonstrate learning of writing conventions. Students will create many five-paragraph essays, creative writing assignments, short answers, journal responses, and works requiring research.

In addition to the study of literature completed as a group, students will continue the study of proper punctuation, capitalization and usage skills for the English language through a Daily Oral Language review.

Finally, all students are required to recite a poem in front of their class once every six weeks.

Latin:

Salvete! In this class students learn how to translate basic level passages from English to Latin and Latin to English. They continue to study Roman culture, civilization, mythology and history and will increase their knowledge of English vocabulary through the study of Latin roots, words, and phrases.

Intermediate Logic:

8th Grade Intermediate Logic is designed to be a continuation of 7th Grade Introductory Logic. This course will cover the translation and analysis of propositions as they appear in arguments, with the primary concern of determining the validity of those arguments.

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. The class will conclude with a unit on slavery and states’ rights and ultimately, the Civil War.

Algebra I:

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

Technology:

Technology will be integrated into all curriculum areas primarily through projects. Students combine technology and content area classes to produce products to meet standards within those content areas.

9th Grade

Language Arts:

Students read a variety of materials including short stories, the drama of Romeo and Juliet, traditional and contemporary novels, both fiction and nonfiction. They critique and synthesize main ideas, text elements, and supporting details to predict outcomes and draw inferences. They conduct research using a variety of informational sources and complete four independent book reports. They write a short story, personal essay, newspaper article, and a comparison/contrast paper. Grammar is continued using the Daily Oral Language component as well as pertinent mini-lessons.

Physical Science:

This is an introduction to physics and chemistry course. These two sciences are integrated throughout the year. We focus on connecting foundational concepts, skills and knowledge to daily life.

This is also an innovative class. Lab work is very important, but so is creating personal applications such as house blueprints, identifying electronic components, relating the science of sound to our favorite music, recognizing the physics of sports, and using chemistry in a craft or artistic work.

Geometry:

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

US History II:

This course begins with the period of reconstruction following the Civil War and moves through post-World War II America. We study a variety of topics within this time period, including a unit on economics. We study industrialization, immigration, the civil rights movement, the Cold War, worldwide military conflicts in which the United States was involved, and the creation of the United States as a superpower. We also study Wyoming history and government so that students can become more familiar with the state in which they live.

Political Discourse:

This course helps a student develop his or her public speaking skill using theories and principles of rhetoric. We examine current political issues and use these issues to develop our speaking and debating abilities. To accomplish this task, we utilize the following activities: cross-examination debate, persuasive speaking, Lincoln-Douglas debate, extemporaneous speaking, student congress, parliamentary debate, mock trial, and speaking drills. The main goal of this course is to help students eliminate their natural fear of public speaking and to encourage them to convincingly express opinions using evidence and reason.

Spanish

Spanish I is an introduction to Spanish which covers basic vocabulary such as food, clothing, classroom objects, places, and sports. The course introduces basic grammar points such as the present, past, present progressive, command, and simple future tenses. The Body Of Evidence activities for proficiency in Foreign Language are covered during this class as well.

Technology:

Technology will be integrated into all curriculum areas primarily through projects. Students combine technology and content area classes to produce products to meet standards within those content areas.

Curriculum for All Grade Levels

Physical Education:

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

Art:

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.

Band:

This class is designed to accommodate all students grades 6-9 who wish to further their knowledge in instrumental band literature and technique. Two to four years prior experience is preferred. Any student having less than two years experience needs to consult with the teacher prior to enrollment.

Choir:

This is a full year elective for 6th, 7th, 8th, and 9th graders. This course focuses on healthy vocal technique, music theory applicable to vocal singing, and ear training. Students will participate as a group and perform a minimum of three concerts during the year.

Orchestra:

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 contemporary 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. 8th and 9th graders are eligible for the NCSD #1 Junior High Music Clinic, and 9th graders are eligible for high school activities such as the Wyoming State String Clinic, the Wyoming All-State Orchestra, and the All-Northwest Regional Orchestra.

Prerequisites include at least one year's instruction at the elementary level on the violin, viola, cello, or bass, as this is not a beginning course. Most musical materials and some large instruments (cello and bass) are provided; students must purchase incidental supplies, usually under \$20.00 per year.

GRADING SCALE

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

A - Excellent (93-100%)

B - Above Average (85-92%)

C - Average (77-84%)

D - Below Average (70-76%)

F - Unsatisfactory (Below 70%)

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.

REPORT CARDS, WEEKLY PROGRESS REPORTS/NEWSLETTERS, AND MID-TERM REPORTS

Official report cards are issued every nine weeks and are taken home by students, examined, the report card envelope is signed by parents, and returned to the homeroom teacher.

Unless you are otherwise notified, a weekly progress report (attached to the weekly school newsletter) will be sent home for each student indicating grades earned. Missing assignment reports can be sent home at the parent's request. It is expected that parents will look at the weekly progress report and school newsletter with their student each week.

Additionally, individual mid-term reports will be issued halfway through each quarter and need to be signed by the parent and returned to the homeroom teacher. Failure to return signed report cards and mid-term reports within three days will result in a discipline signature.

TUTORING

A tutoring program, utilizing teachers, shall assist students in need of extra help. The tutoring program will be conducted before and after regular school hours. Students enrolling mid-year are required to attend special tutoring at school. This may be for several weeks or for several months, depending on how long it takes the student to gain the skills needed to be successful in the classroom. If a student falls behind in their work, the parent will be notified that tutoring is required, or a parent may request tutoring as they feel it is needed for the student.

PARENT-TEACHER CONFERENCES

Parent-Teacher conferences are held at the end of the first and during the third quarter as per adopted district schedule. Parents will be notified of the specific schedules for the conferences.

STUDENT RETENTION

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

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

FIELD TRIPS

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

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

INTERNET ACCESS

Casper Classical Academy Technology Committee and the Governing Council require strict supervision of any student using the internet. No student will be allowed to randomly use (surf) the internet. Students cannot use the internet without a teacher or teacher assistant present. Students are only allowed to go to certain site(s) that the teacher has previously designated for the project. Students will not be given access to the internet until a permission form, signed by a parent, is on file at CCA. A copy of the school district's acceptable use policy will be available at the office, which describes what responsible users may and may not do.

If a student is found to be in violation of this policy, they may, at the principal's discretion, serve such consequences as loss of the use of the computers at school, detentions, or suspensions.

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.

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. Unless special permission is granted by the principal and parents are notified, only "G" rated videos may be shown.

EXTRA-CURRICULAR ACTIVITIES

Students have an opportunity to participate in a wide variety of programs. Latin Club, Brain Bowl, Yearbook Committee, Junior Varsity, etc. may be offered providing there is enough support to staff these programs and sufficient interest to hold the class. These activities occur before and after normal school hours.

Additionally, there are opportunities at the other district middle level schools to join sports teams.

See grade requirements on page 30.

ATTENDANCE

DAILY ATTENDANCE

Daily attendance at school is vital to student success. Please make sure your student is in school unless he/she is ill. ***If the student will not be in school, please 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. If your student is absent, homework may be picked up after school at the front office.***

Per district policy, every absence requires a written note. Please send this with your student.

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

EXCUSED ABSENCES

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

- **Illnesses**

- **Absences For Personal Appointments**

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

- **Pre-Arranged Absences**

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

- **Athletic, Music and School Activities**

- **Other Excused Absences**

MAKE-UP WORK FOR EXCUSED ABSENCES

- Make-up work is the responsibility of the student. Students are to contact their teachers and make arrangements for turning in their work.
- A student who has an excused absence has two (2) days for each day missed to make up homework without having a penalty, unless other arrangements are made with the teacher.
- If the student is present when an assignment is given and is absent before or on the due date, the assignment is still due on the given date or upon the student's return to school.

UNEXCUSED ABSENCES

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

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

MAKE-UP WORK FOR UNEXCUSED ABSENCES

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

TRUANCY

Truancy is an unexcused absence which indicates a willful and premeditated violation of attendance regulations for students. Make-up work is the responsibility of the student. A student who has a truancy has two (2) days for each day missed to make up homework. However, no credit will be given.

TARDIES

Students not in their seats and prepared for class will be considered tardy. It is very important that your student be punctual to school and to each individual class. Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the student who is tardy. ***The only excuse that will be accepted is a note from a health care provider.***

The first bell starts the school day. The second bell, which rings five (5) minutes later, indicates that the students should be in their seats, quiet, and prepared for school. If a student arrives at school after the second bell rings, he/she must report to the office to receive a tardy slip for admittance to class.

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

DISCIPLINE FOR TARDIES

After the 6th tardy in any given semester, students will be required to serve a 30-minute detention after school on the following school day. A discipline point will be issued upon receiving the 6th tardy. Each additional 3rd tardy will require an additional 30-minute detention and an additional discipline point will be issued.

After the 11th tardy of either semester, parents and student will be required to meet with the principal and submit a written plan of action detailing what corrective actions will be taken.

Due to the disruption a late student causes, students late to school may not be allowed into class until the beginning of the next class period.

ARRIVING AT SCHOOL IN THE MORNING

Unless your child is attending a special, scheduled activity such as tutoring, he/she should not arrive at school earlier than 7:30 a.m. Students must go directly to the Multi-Purpose Room when they arrive at school in the morning. If students need to be anywhere other than the Multi-Purpose Room, they must get a pass from the office.

GOING HOME AFTER SCHOOL

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

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

PICKING UP YOUR STUDENT DURING SCHOOL

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

LUNCH PROGRAM

Casper Classical Academy does not have a cafeteria facility, therefore, our students will cross the parking lot to Frontier Middle School for lunch. They may purchase a school lunch or they may choose to bring a sack lunch from home.

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

Checks should be written to Frontier Middle School.

LEAVING SCHOOL GROUNDS

Students are never to leave the school grounds without permission from 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.

DOCTOR APPOINTMENTS

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

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

TRANSPORTATION

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

GENERAL INFORMATION

ENROLLMENT

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

ORIENTATION

At the beginning of each school year, each newly enrolled student and their parent must attend an orientation. At the orientation parents and enrolled students will sign a "Contract of Mutual Responsibilities" (see back cover for a sample).

STUDENT DIRECTORY

A student directory is published at the beginning of each year. The directory contains the names of each student, their address, and phone number. The purpose of the directory is to assist parents in making arrangements for car pooling and also to facilitate students contacting their classmates. Parents who do not want their information in the directory should notify the school office when they register.

CASPER CLASSICAL ACADEMY PARENT-TEACHER ORGANIZATION

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

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

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

VISITS TO SCHOOL

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

EMERGENCY PHONE NUMBERS

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

NURSE

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

LOST & FOUND

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

TELEPHONES/CELL PHONES

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

If a student's cell phone is confiscated, it will be given to the office and a parent/guardian will need to pick it up.

PARENT CONCERNS

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

PERSONAL ITEMS BROUGHT TO SCHOOL

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

HOMEWORK

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

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

All students may receive homework assignments four nights a week, Monday through Thursday. It is expected that homework will be completed prior to arrival at school, with the exception of a student needing help or tutoring on a homework concept. Exceptions will be before holidays, and nights that all students are encouraged to participate in CCA activities such as concerts and Back to School Night. Parents will provide a time, place, and quiet environment for their student to complete homework. In an effort to prepare 9th grade students for transition into high school, students may occasionally be assigned homework over the weekend, during the 4th quarter.

The average student will have 60 - 90 minutes of homework each evening, Monday through Thursday. Specific time per subject may vary. **This reflects an average time students spend on task.** All assigned homework assignments must be completed by the assigned due date or a discipline signature will be issued. If a student consistently spends over the average amount of time per day on homework assignments, parents are expected to monitor student study habits.

If a child has difficulty with a particular concept, parents should contact the teacher. Tutoring is available.

Assignments not completed in class must be completed and returned in addition to the regular homework assignments and is **not** considered a part of homework.

Twenty percent (20%) will be deducted from the grade of any assignment that is turned in one day late. Assignments that are two or more days late will receive a grade of "zero". **Regardless, assignments must be turned in.** Students will receive a discipline signature for each homework assignment not turned in on time. **Students may, at the teacher's discretion, receive additional signatures each day homework is not turned in beyond the first day it is due.**

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

DISCIPLINE

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

SCHOOL RULES

School rules are established by parents and teachers. The following rules are posted in all classrooms and are the standard for classroom conduct.

1. Follow directions.
2. Respect yourself and others with words, actions, and attitudes.
3. Raise your hand to speak and wait to be called upon.
4. Keep your hands, feet, and objects to yourself.
5. Bring only necessary materials (books, notebooks, paper, & pencils, etc.) to class.
6. Bring completed homework assignments to class on time.
7. Follow the school dress code.

CONSEQUENCES (DISCIPLINE SIGNATURES)

There are specific consequences for inappropriate behavior which will be enforced by the staff. We consider our discipline program as a caring stand. We believe students have a right to learn, teachers have a right to teach, and parents have a right to be parents. At no time will corporal punishment be used by school personnel. At times, teachers may use their discretion for major infractions and send the student directly to the office, regardless of the number of signatures the student has received.

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

1st discipline signature A warning from teacher or supervisor.

2nd discipline signature A warning from the teacher or supervisor.

3rd discipline signature A 30 minute after school detention to be served that day and parent contact will be made (if detention is missed, another 30 minute after school detention will be added and the first detention will be served the next day).

4th discipline signature In addition to the 30 minute after school detention, and call to the parent there will be a conference with the principal at which time additional discipline may be administered which may include but is not limited to community service, lunch detentions, or additional after school detentions. Contact will be made advising the parents of the conference with the principal.

5th discipline signature Student is sent immediately to the principal's office. Student may be subject to in or out of school suspension, or other consequence determined by the principal.

DISCIPLINE POINTS

To prevent frequent repeat offenses of minor infractions, and to address more serious offenses, a point system will be adhered to. Students will receive points as follows:

One (1) point --- for getting three (3) discipline signatures

Two (2) points --- for getting four (4) discipline signatures

Three (3) points --- for getting five (5) discipline signatures

Points are given for the highest level reached daily.

Consequences for receiving discipline points will be as follows:

Six (6) points: The parent, student, and principal will have a conference at which a Behavior Plan may be created and additional disciplinary measures may be taken prior to the student attending class on the following day.

Ten (10) points: 5 days lunch detention, 5 hours after school community service, or some other equivalent discipline measure.

Fourteen (14) + points: Temporary suspension – One (1) day of Out-of-School Suspension (OSS) or Safe Schools Suspension Lab (SSSL).

District policy: If a parent refuses to send their child to SSSL, the absence will be considered a truancy.

Every four points after fourteen: Principal's discretion. Could include an additional OSS or other appropriate action.

THE POINT SYSTEM STARTS OVER AGAIN AT THE BEGINNING OF THE SECOND SEMESTER.

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

FIGHTING

If any district staff member witnesses a physical fight between students, both students will receive Safe Schools Suspension Lab (SSSL) assignment as follows:

- 1st offense - 2 days SSSL
- 2nd offense - 4 days SSSL
- 3rd offense - 5 days SSSL
- Subsequent - 5 days SSSL

District policy: If a parent refuses to send their child to SSSL, the absence will be considered a truancy.

BULLYING, MENTAL & VERBAL HARRASSMENT

Bullying, offensive language, verbal harassment, and offensive writing will not be tolerated (this includes profanity, vulgarity, or hateful language). The consequences are as follows if any district staff member or parent volunteer verifies the above from students:

- Every Offense: The principal will have a conference with the student and with the parents. Up to two (2) discipline points may be issued and the student will serve a 30 minute after school detention that day.

PHYSICAL HARASSMENT

Physical harassment will not be tolerated. This includes but is not limited to punching, kicking, pinching, touching, hitting, tripping, and slapping.

- Every offense: The principal will have a conference with the student and with the parents. Students will automatically serve an out of school suspension if it is determined that they have physically harassed another student.

INSUBORDINATION

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

DRESS CODE

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

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

THE DRESS CODE IS AS FOLLOWS:

All students 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.

Styles and specifications:

- All shirts/tops will be appropriately sized, not too baggy, not too tight, and not longer than 8 inches below waist. 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.
- Pants, shorts and skirts are to be normal fitting, neither sagging below the waist, nor being over or under sized. All garments are to have a hem (not ragged edges). Shorts are to be mid thigh length or longer. Skorts are to be mid-thigh length. Skirts and dresses are to be 3/4 thigh length or longer.
- Appropriate shoes are to be worn with socks. Sandals will be permitted. Socks are optional with sandals. However, thongs, flip flops, slippers, shoes that appear like slippers, and water sandals are not permitted.
- Clothes will not be stylishly tattered, torn, frayed nor have holes.
- All caps, hats, visors, bandanas, and scarves must be removed while in the building. The hood on any garment may not be worn on the head.

- Coats and outdoor jackets will be removed and put in lockers during school hours with the exception of P.E. and lunch. NORMAL FITTING jean and outfit jackets, hoodies, and polarfleece jackets are permitted.
- Natural hair color and style are expected.
- Writing on oneself or others is not permitted.

The following items are not allowed:

- Shirts or clothing with suggestive words or phrases, pictures and advertisements of cigarettes, narcotics, alcoholic beverages, or any type emblems, pictures or writing that is not appropriate for school. No concert or music shirts are permitted.
- Visible objects worn in body piercings are not allowed. Earrings will not be worn by boys.

The following items are totally unacceptable:

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

DRESS CODE ENFORCEMENT:

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

- **The first 5 offenses will earn an automatic detention for each offense.**
- **Every offense after that may be an automatic community service per the principal's discretion.**

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

Additional offenses – Violations will result in disciplinary action to be determined by the principal. The disciplinary actions taken may include: a written plan detailing corrective action, after school detention, out of school suspension or other actions deemed appropriate by the principal.

DISTRICT POLICIES

AFTER- SCHOOL ATHLETIC & EXTRA-CURRICULAR ACTIVITIES

The purpose of after school programs is to encourage good sportsmanship, to develop life long sports skills, and to encourage participation by all. Middle school students are encouraged to join extra curricular sports activities at any local junior high. For sports programs a health physical after June 1 is required before a student can participate and the student must have health insurance.

At the regular issuance of either a report card or a progress report, any student not maintaining a 77% average grade, or having an "F" in more than one subject, will not be allowed to play in scheduled games or appear publicly in competition or travel under school auspices to such competition. Once a report card or a regularly scheduled progress report indicates that a 77% average grade, with no more than one "F", has been reestablished, or in accordance with the policy set forth at the middle school for which they are participating, whichever has higher standards, then the student will be allowed to participate. Good conduct and sportsmanship is expected of all students, parents, and coaches.

EMERGENCY CLOSING OF SCHOOL

It is possible to have a natural disaster, inclement weather, or other cause for closing the schools. If that decision is made by District administration, notice of such will be forthcoming on any of the major radio or TV stations. Current phone numbers, along with emergency phone numbers for each family, are extremely helpful in making an emergency closing go as quickly and efficiently as possible.

NON-DISCRIMINATION POLICY

Natrona County School District #1 does not discriminate on the basis of race, color, national origin, sex, age or disability in educational programs and activities.

To file a complaint of discrimination, write: USDA, Director, Office of Civil Rights, Room 326-W. Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410, or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

FERPA/HIPAA FACTS

Rights to privacy or confidentiality are among the most cherished rights in our society. FERPA and HIPAA exist to protect the confidentiality rights of students. These rights extend to parents/guardians of minors. At the age of 18, these rights transfer to the student.

FERPA – the Family Educational Rights and Privacy Act

- ♦ Enacted in 1974 to protect student official and confidential education records
- ♦ Defines education records as all records that schools or education agencies maintain about students
- ♦ Applies to all public and private schools that accept federal funds
- ♦ Gives the right to review and confirm the accuracy of education records
- ♦ Ensures that information can be released, by a written request, only for specific and legally defined purposes

Parent/Guardian Responsibilities and Rights

- ✓ May request changes or corrections in writing, according to District policy
- ✓ If a request is denied, must be granted the opportunity for a hearing
- ✓ If a disagreement continues after a hearing, an explanation of the objection may be inserted in the student's record

School Responsibilities and Rights

- ✓ Must respond promptly to the written requests
- ✓ Must decide if the written request is consistent with its own assessment of the record's accuracy
- ✓ If a request is denied, must grant the opportunity for a hearing
- ✓ May release "Directory Information" without consent

HIPAA – the Health Insurance Portability and Accountability Act

- ♦ Enacted in 1996
- ♦ Applies to all public and private schools not already covered by FERPA
- ♦ Provides national standards for protecting the privacy of health information
- ♦ Covers the confidentiality of the student's medical information:
 - Past, present or future physical and/or mental health condition
 - Provision of health care to the individual, including past, present or future payment
 - Other information that identifies the individual

Parent/Guardian Responsibilities and Rights

- ✓ Gives parents of minors and students 18 years or older, more control over their health information
- ✓ Sets boundaries on the use and release of health records
- ✓ Empowers an individual to control certain uses and disclosures of their health information

School Responsibilities and Rights

- ✓ Prior written consent is required before information can be released
- ✓ Sets boundaries on the use and release of health records
- ✓ Establishes safeguards that health care providers and others must follow
- ✓ Limits release of information to the minimum reasonably needed for the purpose of the disclosure
- ✓ Will determine whether the requesting agency or organization is allowed to have the information

THE DISTRICT MAY RELEASE EDUCATIONAL RECORDS TO OTHER EDUCATIONAL AGENCIES PROVIDING SERVICE TO A STUDENT WITHOUT PRIOR WRITTEN CONSENT.

For more information contact:
Student Support Services
(307) 577-0254 • 307-261-6867 FAX

INSURANCE HEALTH - VEHICLE

Every school year the School District approves a single student accident insurance policy which is made available to students and their parents at the time of registration. This policy, if purchased by the parents, becomes a contract between the company and the parents, not the school and the parents. Claims are to be made directly to the Company.

The School District does not carry accidental injury insurance which covers students injured at school. Accidental injuries may happen with students taking part in the activities of the school day. Because the school acts “in lieu of parents,” school employees will take action to assist the injured student in the place of the parents. This may include emergency transportation to medical facilities. The resulting cost of the injury will be the responsibility of the parent, not the School District. The School District encourages parents to consider purchase of a low cost accidental injury plan that will cover their student while at school.

Natrona County School District #1 provides secondary or excess coverage with respect to non owned or borrowed vehicles if injury or property damage claims are made against the owners of the vehicles. The School District's policy would only become involved if the limits of the owner's policy are exhausted or if for some reason there is no primary coverage. This coverage only applies to claims made by a third party and it must be noted there is no coverage for damage done to the vehicles that are non owned or borrowed. The limits of liability for the above coverage is \$1,000,000 per occurrence.

Parents volunteering to drive on field trips must complete and sign an insurance form before driving. Parents must agree to comply with the State Statute concerning the use of seat belts by students riding in their vehicles. If seat belts are not used, the driver/owner is responsible and the secondary liability coverage will be void.

Parents who volunteer to drive students on school activities must refrain from tobacco usage during that time just as they must see that all students wear seat belts per board policy.

BOOK FINES

School District Policy states that a student shall be held responsible for damage to, loss of, or failure to return books. Students may be assessed a fine for books that have been lost, damaged by water, torn or damaged in other ways. Money will be returned if a book is found.

CRISIS MANAGEMENT PLAN

Each building in Natrona County School District has developed a Crisis Management Plan which covers the following potential crisis. A copy of the plan is located in the Principal's office.

- Bomb Threats
- Emergency School Closing
- Environmental Disaster
- Exposure to Blood Borne Pathogens
- Earthquake
- Explosion
- Fire
- Postvention (School Tragedies)
- Search and Seizure
- Tornado
- Violence

SEARCH AND SEIZURE

The School District may conduct reasonable searches and seizures regarding the location, detection, and prevention of possession of items of property, possession of which violates School Board Policy or constitutes evidence of a criminal law violation.

IMMUNIZATION

The Wyoming School Immunization Law W.S. 21-4-309 requires that your student be properly immunized in order to attend school. The minimum immunizations required for school attendance are:

Kindergarten

- * 4 DPT minimum, at least 1 dose between ages 4-6
- * 4 Polio minimum, at least 1 dose between ages 4-6
- * A first dose of MMR on or after 12 months of age, and a second dose at least 1 month after the first dose
- * 3 Hepatitis B

All Other Students

- * 4 DPT, at least 1 dose between ages 4-6
- * 4 Polio, at least 1 dose between ages 4-6
- * 1 MMR on or after 12 months of age, and a second dose at least 1 month after the first dose
- * 3 Hepatitis B required for 7th and 8th grade
- * Td booster required for 7th and 8th grade

Please take your student's records of immunization and the "Official Record of Immunization" form to your physician or local public health office so your student's "Official Record of Immunization" can be completed and signed. If there is no public health office or physician in your area, our school nurse is also authorized to complete and sign the form.

We urge you to attend to this matter as soon as possible. If you do not have records of your student's immunizations, write or call the physician or public health office where the immunizations were given. Then have the "Official Record of Immunization" completed and signed and present it to the school as soon as possible. (Your student may be conditionally enrolled for thirty days.)

Free immunization for adults and children may be obtained from the Casper Natrona County Health Department, 1200 E. 3rd, which is located behind the hospital. Please phone 235-9280 for an appointment.

MEDICATION POLICY

There is a district policy that applies to all medication given to students by school personnel. When your student must have medication of any type, including over-the-counter medicine (even cough drops), given during school hours, you have the following choices:

You may discuss with your doctor an alternative schedule of medication so it can be given outside of school hours.

You may come to the school and give it to the student at the appropriate time.

You may get a medication form from the school and have your physician indicate on the form the diagnosis, drug, dose, time to be given, and be sure the physician signs the form. The medication must be in a pharmacy labeled or manufacturer's container. All medication will be stored in a designated area that is to remain locked when not in use. Students must take all medication in the presence of designated school personnel.

EXCEPTION: Inhalers may be carried by the student if the "EXCEPTION" has been signed on the "Request for Administration of Medication Form" by the parent and physician and is on file in the school nurse's office.

In fairness to those giving the medications and for the safety of your student, this policy must be followed strictly. We ask this, not to make things difficult for you, but to ensure the health and well being of all students.

WEAPONS AT SCHOOL

The following are excerpts from regulations on weapons which have been approved by Natrona County School District:

Possession and/or use of any dangerous or deadly weapon in any school building, on school grounds, in any school vehicle, or at any school sponsored activity is prohibited.

A student shall not possess, handle, transmit, or conceal any object that could be used as a weapon, disrupt the educational process, or cause harm to another person. This weapon definition is not limited to the obvious, but includes any item that can be construed as a weapon, such as guns of any type, water and toy guns that resemble the real thing, Ninja stars, screwdrivers, ball bats, slingshots, bludgeons, knives, or any pocketknife where the blade is carried in an opened position.

"The possession or use of any such weapon shall require that proceedings for suspension, with the possibility of expulsion of the student involved, shall be initiated immediately by the principal."

TITLE IX - EQUAL OPPORTUNITY

Natrona County School District #1 has designated one employee to coordinate the school district's efforts to comply with and carry out its responsibilities under the Title IX regulations. This designated employee's name, address and phone number is listed as follows:

Natrona County School District #1
Central Services Facility
970 N. Glenn Road
Casper, WY (307) 577-0273

The principal of Casper Classical Academy is the appointed Title IX representative. In the event a student, employee, or applicant for employment has reason to believe discrimination has occurred, grievance procedures are available through the school representative and efforts will be made to investigate and resolve the alleged grievance. Information concerning grievance procedures may be secured by contacting the school representative at:

Casper Classical Academy
920 Beverly
Casper, WY 82601
(307) 261-6181

SPECIAL EDUCATION

Natrona County School District has a continuum of all special education services as required by state and federal legislation. Programs are provided for children with learning disabilities, speech and language disabilities, visual/hearing disabilities, to the educable mentally disabled, severely/multiple disabled, physically disabled, and emotionally disabled. Some of the above programs are provided in each of the schools in Natrona County, while other programs are available only at selected sites.

Referrals for placement in a special education program may be initiated by a parent or staff member. No student is placed in a special education program without parental permission. Casper Classical Academy follows the educational practices by ensuring that all students are instructed in the least restrictive environment. Information regarding special education programs can be obtained from the principal.

AUTHORIZATION FOR USE OR DISCLOSURE OF STUDENT HEALTH INFORMATION

I understand that the Natrona county School District will protect my child's health information (Form SS-H-06) as prescribed by the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) and that the information becomes part of the student's permanent educational record. The information will be shared with individuals working at or with the Natrona County School District for the purpose of providing appropriate educational and school health services. Wyoming law prohibits the Natrona County School District from making further disclosure of health information. This authorization shall become effective immediately and shall remain in effect until revoked. I understand that I may revoke, in writing, this Authorization at any time.

NOTE: The policies in this handbook are intended to be consistent with applicable laws, district board policies and administrative regulations. Should any provision in this handbook be in conflict with such laws and policies, those laws and policies shall be paramount to the policies in this handbook.