



# **STUDENT HANDBOOK 2018 - 2019**

**CEDAR CREEK SCHOOL  
2400 Cedar Creek Drive  
Ruston, LA 71270  
318-255-7707  
318-251-2846 (FAX)**

**WEB SITE:**

**[www.cedarcreekschool.org](http://www.cedarcreekschool.org)**

## **Notice of Nondiscriminatory Policy**

**Cedar Creek School admits students of any race, color, creed, sex, national, and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate in the administration of its educational policies, admissions policies, and other school administered programs.**



**THE CEDAR CREEK BOARD OF DIRECTORS RESERVES THE  
RIGHT TO REVISE OR ABOLISH ANY OF THE POLICIES AND  
PROCEDURES WHICH ARE STATED WITHIN THIS  
HANDBOOK. NOTICE OF ANY CHANGES WILL BE GIVEN TO  
PARENTS AND STUDENTS.**

## Welcome from the Head of School

Welcome to Cedar Creek! Cedar Creek School is an independent, private college preparatory school accredited by the Southern Association of Colleges & Schools, The Southern Association of Independent Schools, and the Louisiana Department of Education. It consists of three units - Elementary School (Pre-Kindergarten - Grade 5), Middle School (Grades 6 - 8), and High School (Grades 9 - 12). The curriculum in all units conforms to guidelines set forward by the Louisiana Department of Education.

Founded in 1970, Cedar Creek School had as its original mission to offer a superior educational experience to students throughout North-Central Louisiana. It has remained faithful to that mission with its students' performance on national achievement tests and college entrance examinations attesting to the excellence of the Cedar Creek educational program. Graduates of the school have been accepted for admission at a variety of the most selective colleges and universities in the nation and have received the most prestigious and competitive national scholarships and awards. Over ninety percent of Cedar Creek School's graduates receive academic scholarships to the colleges of their choice.

At Cedar Creek School, the commitment to excellence extends beyond the classroom. Every student is expected to adhere to a high standard of personal and ethical conduct and to act with respect both to his or her fellow students and to members of the faculty and staff. Through a carefully planned and well-supervised program of extra-curricular activities, students are guided to develop social and leadership skills and to make thoughtful, moral decisions in their daily lives. The Cedar Creek motto Super Omnia extends to all aspects of a Cedar Creek School student's life, academics, athletics, clubs and organizational activities, and personal behavior. It is the bedrock of the Cedar Creek tradition of excellence.

Cedar Creek is a state of mind, a commitment to excellence, and a determination to pursue the best in everything one does. Just as the school administration and faculty strive constantly to improve the quality of instruction and programs, so each student is expected to strive toward his or her personal best.

This Student Handbook has been prepared with you in mind. It provides some of the history and traditions, as well as the regulations and activities of the school to help guide you in the coming year. Please join us as we work together to continue the Cedar Creek tradition of Super Omnia - the best of all.

Best wishes for a great year,

Andrew Yepson  
Head of School

## STATEMENT OF INTENT

Although not stated in the Articles of Incorporation, the erosion of Christian values in our society in general, and the current attempt to exclude such values in the public educational process in particular through textbooks and other instructional materials, necessitates that a statement of intent be made for Cedar Creek School to state the principles and beliefs on which it was founded and to serve as a guiding light for its future.

As did the founding fathers of this country, the incorporators of Cedar Creek School did so with a firm reliance on the protection of divine Providence. Specifically, they believed then, and now, that the most important lesson ever to be taught is the reliance and belief in the teaching of our Lord and Savior Jesus Christ. Although no such belief is required of any instructor or student, nevertheless, it has been and will remain the policy of Cedar Creek School to promote such Christian values, but acknowledge the existence of certain opposing views by others. In addition, the school has and shall continue to enlist the support and participation of Christian teachers, speakers, programs and music, as well to encourage prayer and the invocation of God in all its endeavors.

In the selection of textbooks, the content shall be evaluated in light of such principles and a reasonable balance shall be sought so that students learn and be aware of non-Christian beliefs but that equal or greater time is spent in promoting Christian beliefs.

The intent of this statement is to make it clear that divine Providence was sought in the incorporation and organization of Cedar Creek School and that it is believed that it will survive and endure only so long as its staff and teachers continue to seek divine guidance and direction in every aspect of its programs and activities.

### **Founding Fathers of Cedar Creek School**

Robert Dawkins  
Ben James  
Tommy James  
Dr. Jerry Johnston  
Charles Killgore

# **CEDAR CREEK SCHOOL'S MISSION**

Cedar Creek School is an independent, co-educational, college preparatory school located in Ruston, Louisiana. Cedar Creek School has a student body of approximately 700 students in pre-kindergarten through twelfth grade who are drawn from seven parishes by the school's reputation for academic excellence. Students from rural communities, small towns, and mid-sized cities come together at Cedar Creek School to form a unique community of learners. Firmly rooted in a commitment to a traditional curriculum, Cedar Creek School also provides innovative academic programs based on new knowledge about the nature of learning.

## **MISSION STATEMENT**

Cedar Creek School seeks to provide a superior college preparatory educational experience to students in North Central Louisiana based on the highest standards of academic excellence and personal conduct.

## **VISION STATEMENT**

Cedar Creek School supports its mission by maintaining high expectations for student achievement and by focusing on and improving student learning through school wide goals, a rigorous curriculum, and diversified instructional strategies.

## **STUDENT PURPOSE STATEMENT**

We, the students at Cedar Creek, strive to uphold the motto of Super Omnia by utilizing our God-given abilities to take full advantage of the resources and opportunities offered to us as we seek knowledge and pursue excellence in our personal conduct and all our endeavors.

# **CEDAR CREEK SCHOOL'S CORE BELIEFS**

## **AT CEDAR CREEK SCHOOL, WE BELIEVE**

- Schools are engaged in the crucial and noble enterprise of conveying to today's youth the accumulated wisdom of past generations.
- Each student is a valued individual with unique intellectual, aesthetic, social, emotional, spiritual, and physical needs.
- The goal of education is the cultivation of excellence in the whole person, not merely the development of specific mental abilities.
- A traditional core curriculum, grounded in the liberal arts and sciences and marked by the spirit of inquiry and reflection, is the best means toward cultivating individual excellence.
- A good school is a community of learners, committed to developing the critical thinking skills required to be discriminating, productive citizens of a democratic and ever-changing global society.
- In an effective educational program, students internalize and demonstrate the moral, ethical, and civic values of personal responsibility, self-discipline, honesty, integrity, and respect for others.
- Individual growth is directly related to individual effort.
- Students learn best when they are actively engaged in the learning process.
- Challenging expectations promote student learning and the realization of individual potential.
- A safe and comfortable physical and emotional environment promotes student learning.
- An effective educational program includes the commitment of faculty and administrators to continuous improvement.
- The Board of Directors, administrators, teachers, parents, and students share the responsibility for advancing Cedar Creek School's mission.

**School Wide Goals  
2018 – 2019**

1. Complete curriculum revision and update for grades K-12.
  
2. Enhance the core academic curriculum with the addition of STEM and various elective courses.
  
3. Begin a redesign for the interior of the high school library.
  
4. Support a flexible learning environment with innovative teaching strategies.
  
5. Continue campus and facilities construction, renovation, and repairs.



## **Cedar Creek School's Motto**

Super Omnia - The Best of All

## **Cedar Creek School's Alma Mater**

Cedar Creek, Oh Cedar Creek  
May your wisdom ever shine.  
To light the paths for youth  
To meet the challenge of our minds.

As time goes on and we face the future  
Our fondest mem'ries will ever be,  
Of our treasured years at Cedar Creek  
Our Alma Mater Cedar Creek.

## **Cedar Creek School's Fight Song**

We are the mighty Cougars,  
The mighty Cougars;  
The home of the green, white, and gold,  
If you've got team spirit,  
Then let's hear it  
For the Cougars of Cedar Creek School  
GO COUGARS!!!

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## ADMINISTRATION AND GOVERNING BODIES

### Head of School

Andrew Yepson serves as Head of School for Cedar Creek. Mr. Yepson has received his Bachelor of Science in Mathematics, his Masters of Science in Secondary Education/Mathematics, and his Masters Plus 30 graduate hours in School Administration. He has met the requirements for Principal certification from the Louisiana Department of Education, Southern Association of Colleges and Schools and Southern Association of Independent Schools.

### Administrative Staff

Gwen Barron	Business Manager
Shannon Brown	Assistant Principal
Liz Craft	Director of Communication
Stacy Doyal Hunt	Director of Guidance Services
Susan Everett	Director of Enrollment Management
Ben Haddox	Athletic Director/Dean of Students
Cindy Hampton	Assistant Principal
Karen Roberson	Assistant Principal-Elementary
Lynda Steed	Director of Advancement

### Department Heads

Leeanne Bordelon	English	Julie Riser	Physical Education
Anna-Marie Weis	Fine Arts	Kristi Pike	Science
Carmen Trevison	Foreign Language	Mary Anne Hill	Social Studies
Memrie Lolley	Mathematics	Kori Pardue	Technology

### Board of Directors

Greg Bimle	Paul Riley
Frank Johnson	Tonya Wade
John Maxwell	John Mark Wilhite
Jay McCallum	Jim Worthey
Lonnie Menzina	Lomax Napper - President Parent Club

Cooperation being the key to a successful independent school, all parents are asked to abide by the same procedure when questions or concerns arise. All parents are asked to take their questions or concerns directly to the appropriate parties. If there is a concern regarding a classroom matter, the parent should speak with the appropriate faculty member. If the classroom problem cannot be resolved in this manner, it is appropriate that the concern be taken to the Coordinator, then the Head of School, but with the knowledge of the faculty member. If there is a concern about school policy and/or direction, parents should go directly to the Coordinator, then the Head of School. Parents are asked to go to the appropriate school personnel rather than to another parent or a person unaffiliated with the school. If a parent does not follow the outlined procedure or if any other method of redress is attempted, it would be deemed a violation of school policy.

### Cedar Creek School Foundation Endowed Fund

The purpose of the Foundation Endowed Fund is to preserve excellence in education at Cedar Creek School through various financial methods. These methods may include, but are not limited to, annual giving campaigns, major gifts, planned giving, and other fundraisers. The Foundation Endowed Fund Committee will direct and coordinate all aspects of the image and preservation of the school and the development of financial and human resources in accordance with the educational mission of Cedar Creek School. The Cedar Creek Development Office coordinates all giving opportunities and fundraising events. Direct all inquiries to Lynda Steed, Director of Advancement.

### Cedar Creek School Parent Club

The purpose of the Cedar Creek School Parent Club is to assist the school, the Head of School and the Director of Advancement in bringing about the intellectual, emotional, social and physical growth of our children. Any person having a direct interest in Cedar Creek School is eligible for membership. The Parent Club provides leadership and volunteer staffing for such projects as, the Back-to-School Open House, Book Fair, Box Tops for Education, Cedar Creek Celebration, Cedar Creek Clean-up Days, Holidays at Cedartown, Christmas Gift Wrap Sale, and Elementary Christmas Project. The monies raised by these projects are used to enhance the facilities and various programs of Cedar Creek School. The Parent Club also provides a forum to educate and support parental awareness and communication of common goals and guidelines, which contribute to the development of healthy, happy, maturing students.

## ADMISSIONS POLICIES AND PROCEDURES

Cedar Creek School seeks to enroll students with demonstrated academic ability, character, and potential to make a positive contribution to our school and community. The purpose of the admissions process is to provide prospective students, their families, and the school with sufficient information about one another in order to make a proper decision regarding enrollment. Admissions decisions are based on information submitted by the applicants, their parents, teachers, other adults, and schools administrators.

### Campus Visits

A preliminary interview with the Director of Admissions and a tour of the campus begins the admissions process. Appointments for campus visits and tours should be made in advance by calling the Director of Admissions at (318) 255.7707.

### The Admissions Procedure

Applicant packets are available through the Admissions Office. All forms included in the packet should be completed by the appropriate persons and submitted to the Director of Admissions for review. It is the responsibility of applicants and their parents to have all application materials submitted by the deadlines. Information obtained during the Admissions process remains confidential.

*All* applicants must submit the following:

- Completed application
- \$100 non-refundable application fee
- Copy of student's social security card
- Copy of student's birth certificate
- Copy of student's immunization records

Additionally:

Applicants for Grade 2 through Grade 5 must submit:

- Principal recommendation
- Teacher recommendation
- Parent questionnaire
- 3 years grades (if applicable)
- 3 years standardized test scores (if applicable)

Applicants for Grades 6-12 must submit:

- Applicant Statement
- Principal recommendation
- Math Teacher recommendation
- English Teacher recommendation
- 3 years grades
- 3 years standardized test scores

Upon receipt of the application, fee and appropriate grades and test scores, a date for testing/screening will be scheduled by the Admissions Office.

### Entrance Exams

Standardized placement tests are used as our entrance exam for Grades 2-12. These scores, combined with academic records and recommendations, help us to gain a potential for academic success. A cumulative GPA of 2.0 or above is also required for all transferring students in grades 2-11. Applicants for Kindergarten and Grade 1 are evaluated using early childhood assessment materials.

Applicants for Pre-Kindergarten are not screened, however, all Pre-K students will be assessed during the spring semester to determine their Kindergarten readiness. Decisions regarding the student's promotion to Kindergarten will be made by the administration.

### Admissions Decisions

Upon completion of the entrance exam and the receipt of all appropriate paperwork, the applicant's file will be forwarded to the Admissions Committee for review. Admission decisions for candidates are made as each application is processed until all available places are filled. After that time, accepted students are placed in a wait pool. They will then be admitted if spaces become available.

## **Admissions Policy**

Cedar Creek School admits students of any race, color, creed, sex, national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. Cedar Creek School does not discriminate in administration of its educational policies, admissions policies or school-administered programs.

For more information or to arrange for a campus visit, please contact the Director of Admissions (318) 255.7707

## **Registration**

To enroll, parents must complete each of the following:

- a. All required enrollment materials for each student as stated in the enrollment packet
- b. A signed Financial Agreement for each family
- c. Required fees (Refer to Schedule of Fees and Tuition)
- d. Annual tuition in full, provide postdated tuition checks, or sign the Automatic Debit Form (If tuition is not paid in full, postdated checks are required)

Upon receipt of all necessary enrollment materials, information, and fees, placement at Cedar Creek will be reserved and a class schedule will be prepared for the upcoming school year.

## **Tuition Payment Policies**

The Board of Directors establishes the tuition for Cedar Creek School. The Board strives to keep the tuition at a level to allow for a diverse enrollment but also at a level to allow for a top quality program.

Tuition may be paid according to one of the following plans:

Plan 1: Annual payment to be paid by August 1

Plan 2: Semi-Annual payments, the first to be paid by August 1 and the second payment to be paid by January 1

Plan 3: Eleven monthly payments beginning July 1 and ending May 1

If financial obligations regarding tuition, fees, assessments, outstanding debts, etc., are not met, the Board has adopted the following policy:

- Students will not be permitted to take **midterm or final exams**.
- Senior students will not be allowed to participate in graduation, receive their diploma or transcript.
- Underclassmen will not be readmitted to Cedar Creek School for the next school year if outstanding tuition is not paid in full by August 1.
- Student transcripts will be withheld until the parents pay the contract in full.
- Additional interest at a rate to be determined by the Board will be charged on the unpaid balance. (Any exception to the above requires written waiver by the Finance Committee through the Director of Finance.)
- Student records, i.e. (report cards, transcripts, etc.) may be held.

## **Explanation of Fees**

### **Application Fee (these fees are non-refundable)**

- Covers the cost of evaluation and processing of an applicant for admission to Cedar Creek School

### **Student Services Fee (Pre-K and K-12)**

- Covers the cost of books and related supplies needed for each student
- Pays for maintenance and upgrading of technology for the school
- Covers all or part of miscellaneous school sponsored events and any related student expenditures
- Covers the cost of an annual "All Sports Pass" for each student
- Covers the cost of a Yearbook for each student

### **New Student Fee**

- One-time fee for students in grades 1-12

### **NSF Fee**

- A \$25.00 charge for each NSF check or bank draft

## **Tuition Refund**

The school has many expenses of a continuing nature, such as faculty salaries and campus maintenance. In order to plan and maintain these services over the entire year, it is essential that the annual income from fees and tuition be assured. For this reason, it is understood that students are enrolled for the entire school year or such portions as may remain after the date of entrance. The fact that the school tuition is paid in two installments or monthly payments does not constitute a fractional contract.

In view of the foregoing, the Board of Directors has adopted the following policy regarding absence, withdrawal, or dismissal from classes:

- Fees will not be refunded
- After the deadline for reenrollment, tuition payments will be refunded only if a child relocates 60 miles or more and will be prorated based upon the months attended at Cedar Creek. Any part of a month attended will count as an entire month for the purposes of refund
- No refund will be made for the withdrawal of a student except in verified instances of employer dictated transfers involving relocation of 60 miles or more
- Refunds may not be granted if a student is dismissed from school
- Student records will not be released until financial obligations are met
- In the event of default in payment, Cedar Creek School may report this default to a credit reporting agency, as well as place the promissory note in the hands of a collection agency or attorney for collection
- Any cost incurred by Cedar Creek School associated with the collection of the default (attorney's fees, court cost, etc.) will be paid by the person in default of payment

## GENERAL POLICIES

### Age Appropriate Activities

All curricular, co-curricular and extra-curricular activities must be age appropriate.

### Bullying (See also Harassment Policy)

Bullying is a form of harassment that causes adverse physical, psychological, and social effects. It erodes feelings of self-worth and can have traumatic, long-lasting consequences and can greatly disrupt the academic process.

Bullying can occur in numerous ways. Some examples of bullying include, but are not limited to, the following:

- Verbal bullying consists of name-calling, attacks on race or gender, threats, spreading rumors, and other types of inappropriate language.
- Non-verbal bullying includes rude gestures, ostracizing, and ignoring.
- Physical bullying consists of pushing, hitting, pinching, tripping, and damaging property.
- Cyber bullying is the use of technology, which includes email, cell phones, chat rooms, texting, blogs, instant messages, Myspace, Facebook, and other sites, to inflict emotional harm and spread untrue or damaging information.

Bullying is a type of harassment and will be treated as such in accordance with the discipline policy of Cedar Creek School. If a student, parent, or faculty member is being bullied or has been a witness to bullying, it should be immediately reported to the appropriate division coordinator or assistant principal.

### Campus Visitors

All visitors, including parents, are required to register in the main office. Cedar Creek School does not allow students to be visited by students from other schools.

### Chemical Philosophy Statement

Louisiana law R.S. 14:91.7 makes it unlawful to possess or consume alcoholic beverages on school property. Cedar Creek School has always sought to enroll those students who, with the **support of their parents**, will pledge to remain drug, tobacco, and alcohol free. Recognizing that parents bear the major burden of directing the child, the school seeks to enroll and support families who insist on a strictly chemical-free life-style for their children.

The use, possession, or being under the influence of tobacco, intoxicants, or drugs on campus, in transit or at any school event is prohibited. The use, possession, or being under the influence of any of these may result in dismissal from school. Under no circumstances will the sale of tobacco, drugs, or alcoholic beverages be allowed on Cedar Creek School property. State law requires that a student removed from school for "certain infractions" be reported to the Department of Motor Vehicles and their auto license suspended for one year. "Certain infractions" is defined as the sale or possession of drugs, alcohol, or any other illegal substance, the possession of a firearm, or an infraction involving assault or battery on a member of the school faculty or staff.

### Cedar Creek School Community Service Information

As the school motto states, Cedar Creek School strives to produce students who are "the best of all." A key characteristic of an exemplary student is his/her understanding of the value of service. Thus, as a recommendation for graduation, Cedar Creek students will be asked to perform a minimum of ten hours of community service per year for a total of forty hours over their high school career. The following guidelines will be followed for this project. All seniors who complete the minimum standard will be recognized at graduation.

- The service period is from May 1<sup>st</sup> of the previous school year through April 30<sup>th</sup> of the current school year.
- All hours will be reported on the Community Service Verification Form which is due in the High School Office by May 1<sup>st</sup> of each year. A supervisor must sign this form to verify that the service was completed. This person can be a leader in the organization for which you provided service, the person you assisted, or in rare cases, a parent.
- Students who enroll in Cedar Creek School after the beginning of their freshman year will have the service hours total pro-rated as determined by the High School Coordinator.
- A maximum of five hours per year may be counted in conjunction with a school project or a school-related club. The remaining hours must be based in the community. This may include work for a church, a non-profit organization, a charity, or a neighbor in need. Personal services for friends or family members may not be counted. No monetary compensation may be received for this service. Also, this service cannot be court-required or other punitive service.
- Students may submit as many service hours as possible. Special recognition will be given to those who perform admirably above and beyond the minimum requirements.

### **Concessions**

There will be a concessions coordinator for all recess and school activities. The Head of School must approve all concession products to be sold and holds the authority to prohibit the sale of any item. Students are not to go to the vending machines except at recess, lunch, or after 3:30 p.m. Students are not allowed food or drinks on campus except in designated areas at recess and lunchtime. This includes bottled and canned drinks.

### **Deliveries**

Items such as lunches, books, clothing, etc., should be taken to the appropriate school office. The office will issue these items to the student. Students are not allowed to have restaurant vendors deliver lunch. Flowers or any other gifts are not to be delivered to school and will not be accepted.

### **Electronic Devices**

Students are permitted to possess electronic communication devices, such as cell phones, but may not turn on or use the devices on school grounds until the end of the official instructional day, unless there's an emergency situation. These devices may be used for educational or other purposes if permissions is granted by a teacher or administrator.

**Disciplinary Action:** It is the students' responsibility to ensure that their devices are turned off and out of sight during the school day. Any student who violates the above rule is subject to disciplinary action. On the **1<sup>st</sup> offense**, the device will be taken and returned to the student at the end of the day. In addition, the student will have to serve a lunch detention. On the **2<sup>nd</sup> offense**, the device will be taken and returned only to the parent. In addition, the student will have to serve a before or after school detention. On the **3<sup>rd</sup> offense**, the student will lose the privilege of bringing electronic devices to school. In addition, the student will serve a before or after school detention. Any additional offenses may result in suspension.

### **Emergency Closing of School**

The Head of School will announce emergency closings of the school when the normal operations of the school are prohibited. The announcement will be given to local television and radio stations. (Radio - FM97.7, FM 98.3, FM101.9, FM107.5 and TV - KNOE, KTVE, KTBS-3 and KSLA-12) and the RenWeb Alert System activated.

### **Field Trips**

All parents will be asked to sign a one year written permission slip (*Assumption of Responsibility Form*) for each child. Students are eligible for field trips upon receipt of the signed forms. Parents will be given written notification prior to each field trip which will include the opportunity to deny participation in that event. Students may not drive other students on field trips without written permission from both students' parents and notification given to the appropriate sponsor. **Please note class retreats and class trips are part of the Cedar Creek curriculum and the school absence policy will apply.**

### **Food Service**

Students may bring their lunches from home or purchase meals in the cafeteria. Cedar Creek School has contracted with Valley Food Services to provide dining service for the school. Valley will provide hot meal combinations for lunch as well as numerous ala carte items for lunch and recess. Valley Food Services will manage bill payment for food services also. Student records may be held until payment has been made. No student will be allowed to charge to another student's account.

Students will be issued a picture ID card that will be used for payment in the lunch room. Payment may also be done with cash. The cards are not to be written on or altered in any way. Damaged or lost cards may be replaced in the high school office for a fee of \$5.00.

Lunches are to be eaten in the Multipurpose Room. The only exception will be when student organizations meet with a faculty advisor present. Students are responsible for cleaning up and properly disposing of trash.

### **Harassment/Bullying Policy**

Cedar Creek School is committed to maintaining at all times a learning and working environment free of harassment, bullying, intimidation, and threats of violence. Harassment/Bullying of or by any board member, parent, volunteer, administrator, faculty member, staff member, student or guest is strictly prohibited and will not be tolerated. We shall respond to harassment in a manner that effectively deters future incidents. Harassment/Bullying may include, but is not limited to, the following:

- Spreading rumors
- An unwanted physical advance or verbal approach
- All forms of harassment in cyber space (cyber bullying) are unacceptable (See policies for internet use)



- Subtle or overt pressure for involvement
- Unwanted reference to one's physical appearance, religion, race, color, creed, sex or ethnic origin
- Unwanted physical contact. Implicit or explicit threats against one's employment or academic security or success
- Unsolicited gestures or comments or the display of offensive, graphic materials
- Spreading rumors of a sexual nature
- Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature

**Registering a Complaint of Harassment**

Any person (complainant) who believes he or she has been the victim of harassment by a board member, a parent, a volunteer, an administrator, a faculty member, a student, an employee, or guest of Cedar Creek School is encouraged to report and discuss the alleged acts immediately and confidentially with one of the following individuals who have been designated by the Head of School and the President of the Board of Directors:

1. Andrew Yepson, Head of School
2. Cindy Hampton, Assistant Principal
3. Karen Roberson, Assistant Principal - Elementary

If the harassment involves written or electronic communication, save and print the message when possible. Every attempt will be made to keep the complainant's name confidential.

**Health Policy**

Cedar Creek School requests that parents make teachers and administrators aware of any medical needs that could lead to an emergency situation. If any prescribed medications or over-the-counter medications are to be taken at Cedar Creek School, the school office must have on file a completed "Authorization of Administration of Medication Form" which must be signed by the parent AND prescribing physician if applicable. Also, a completed "Medical Release Form" must be signed by the parent and on file in the school office.

**Sick Day Guidelines:** *Please keep your child home if he/she has any of the following symptoms:*

<u>Symptom</u>	<u>Explanation</u>
Fever	Greater than 100.4 F. May return when fever-free for <b>24 hours</b> (WITHOUT the use of fever-reducing medication).
Vomiting	Any unexplained episode in the past 24 hours. May return <b>24 hours</b> after last episode.
Diarrhea	Three or more unexplained episodes of watery or loose stools in 24 hours <b>OR</b> sudden onset of loose stools. May return <b>24 hours</b> after last episode.
Rash	Any new rash accompanied by a fever. May return after rash goes away or clearance given by a health care provider.
Skin Lesions (Sores)	Drainage from a sore that cannot be contained within a bandage <b>OR</b> sores are increasing in size <b>OR</b> new sores are developing day-to-day.
Cough	Serious, sustained coughing, shortness of breath, or difficulty breathing.
Other	Symptoms that prevent the student from active participation in usual school activities <b>OR</b> student is requiring more care than school staff can safely provide.

**HIV, AIDS, and Serious Infectious Diseases Policy**

Cedar Creek School recognizes that serious infectious illnesses, such as Hepatitis, Human Immunodeficiency Virus (HIV) or Acquired Immune Deficiency Syndrome (AIDS), have a tragic impact on those afflicted and involve significant and sensitive issues for students, faculty, and staff. The school also recognizes that both employees and students who contract such serious infectious illnesses may wish to continue their employment or education at Cedar Creek.

At the same time, Cedar Creek School is committed to satisfying its obligation to provide a safe and effective educational and working environment for its students, staff, and visitors. Cedar Creek School will take appropriate precautions to ensure that any health and safety concerns arising out of any individual's illness are managed in accordance with current medical knowledge and procedures.

With these principles in mind, the school has established the following policies for students, staff and faculty with serious infectious illnesses. In promulgating this policy, Cedar Creek School is aware that the best course of action for dealing with an illness may vary from case to case.

**General Policies**

1. Cedar Creek will hold all medical information, which it receives, about the medical condition of an employee or student with HIV infection/AIDS or other serious infectious illnesses in strict

confidence. This means that the school restricts access to such information to those with a legitimate need for the information.

2. Cedar Creek School will adopt "universal precautions" in dealing with blood and/or all body fluids regardless of whether persons with serious infectious illnesses are known to be in attendance. Persons involved in such clean ups as well as persons attending to others with injuries should use such precautions to avoid exposure to blood or body fluids.
3. Cedar Creek School will provide students, staff, and faculty with the opportunity to learn about HIV infection and AIDS, its causes, effects, and prevention at appropriate times and grade levels as determined by the school.
4. HIV infection will not, by itself as a diagnosis standing alone, be a reason to exclude a student from admission (or continued enrollment) or an adult from employment (or continued employment).
5. These policies are subject to continuing review as new research findings emerge or as the school deems appropriate.

### ***Students with Serious Infectious Illnesses***

1. Students with AIDS or other serious infectious illnesses are expected to inform the Head of School of their medical condition so that the school can effectively implement the provisions of this policy. Cedar Creek School may also, from time to time, require further medical examination by a physician designated by the school to ascertain the propriety of the student attending the school.
2. Cedar Creek School will make reasonable modifications in its policies, practices, and procedures in order to allow a student with AIDS or other serious infectious diseases to benefit from the academic and other services offered by the school.
3. A student with AIDS or other serious infectious diseases will be allowed to remain at Cedar Creek School so long as his or her medical condition allows him or her to perform up to the school's standards and does not present a health or safety risk to other students, faculty or staff. While at the school, a student with said illness will be allowed to partake fully and equally in the educational, social and extracurricular activities offered by the school, so long as such participation does not present a health or safety risk to the student, or other students, faculty, or staff.

### **Immunization**

The State Department of Health requires the Certificate of Immunization be on file for each student, grades Pre-Kindergarten through 12<sup>th</sup>. All incoming Pre-K and Kindergarten students must provide an up to date copy to the administrative office **BEFORE THEY WILL BE PERMITTED TO ATTEND SCHOOL.**

### **Internet Use**

Internet use at Cedar Creek School is for educational purposes only. Its use is a privilege, not a right. Students and their parent/guardian must read and sign the Acceptable Use Policy each year in order for students to use the Internet. Parents are encouraged to discuss responsible use of the Internet with their children and how this responsibility includes using the Internet at school as well as at home.

Students will only search those Internet sites approved by the teacher. All information sent to or received from school computers is Cedar Creek property, and should not be considered confidential or private. Cedar Creek School reserves the right to search the history on computers. Any unacceptable use of the Internet, as described in the Acceptable Use Policy and Student Handbook, may result in suspension or termination of network privileges and other possible disciplinary actions. Unacceptable use includes but is not limited to:

- Violation of School Board Policy or any provision in this handbook.
- Transmission of any material in violation of any local, state, or federal law. This includes, but is not limited to copyrighted materials, threatening or obscene material, or material protected by trade secret.
- The use of profanity, obscenity or other language that may be offensive to another user.
- Any form of vandalism, including but not limited to damaging computers, computer systems, or networks, or disrupting the operation of the network.
- Copying and/or downloading commercial software or other material (e.g. music) in violation of federal copyright laws.
- Use of the network for financial gain, commercial activity, or illegal activity. (e.g. hacking).
- Use of the network for political activity.
- Use of the network to access pornographic or obscene material.
- Creating and/or placing a computer virus on the network.
- Accessing another person's individual account without prior consent or accessing a restricted account without the prior consent of the responsible administrator or teacher. The person in whose name an account is issued is responsible at all times for its proper use. Passwords should never be shared with another person and should be changed frequently.
- Using network resources to commit plagiarism.

- Unauthorized use, copying, or forwarding of copyrighted material.
- Unauthorized installation, use, storage, or distribution of copyrighted software.
- Attempting to bypass or bypassing the school's filtering system.
- Participating in any other activity that is detrimental to students, school officials or the school.
- Cyber bullying includes but is not limited to the following misuses of technology using all social media platforms: harassing, teasing, intimidating, threatening, or terrorizing another person.

### **Laptop Computer Policy**

A student may use a personal laptop computer or portable computer in addition to the iPad in the classroom to assist in note taking or other classroom activities as long as the following items are understood and adhered to:

- The student must have permission from the teacher in order to use the computer.
- Recording a lesson or any part of a class, either by video or audio means is strictly prohibited, unless there has been prior consent by the administration.
- The computer must be run on batteries. Cedar Creek School will not be responsible for providing electricity for the computer.
- Cedar Creek School is not responsible for any damage or theft of the student-owned computer in any manner.
- This privilege may be revoked at any time.

### **Leaving Campus**

**In order for a student to leave campus during the school day, he must have permission from his parents and must check out with the High School office personnel. The Administration highly discourages parents checking students out of school for lunch.** Once a student gets on a school bus or arrives on campus, he is considered to be under school supervision and must follow the checkout procedure.

### **Locker Policy**

Cedar Creek School will assign each student a locker to use during the school year. The locker is the property of Cedar Creek School. The student may not change lockers without permission from the High School Coordinator. The lockers will be inspected before and after each school year. If there is any damage to the locker, the student will be responsible for payment for repairs. The student may put a combination lock on the locker. The lock and combination must be presented to the high school secretary prior to putting it on the locker. The secretary will record the combination. The administration of Cedar Creek School has the authority to search any locker at any time for any reason with or without informing the student. If there is a lock on the locker and the combination has not been reported to the high school office, then the lock will be cut off at the student's expense.

### **Lost and Found**

Lost and Found items may be claimed from 7:30 A.M. to 3:30 P.M. in the High School office. Any items not claimed by the end of the year will be donated to charity.

### **Medication at School**

Cedar Creek School requests that parents make teachers and administrators aware of any medical needs that could lead to an emergency situation. If any prescribed medications are to be taken at Cedar Creek School, the school office must have on file a completed "Authorization of Administration of Medication Form" which must be signed by the parent AND prescribing physician. Also, a completed "Medical Release Form" must be signed by the parent and on file in the school office.

All medications sent to school with your child must be given to the school nurse or to the Elm/HS secretary. The school nurse will administer the medication or delegate to the appropriate administrative staff member to administer unless the prescribing physician has approved for the student to self-administer. Nonprescription medications must contain the student's name, medication name, dosage, and instructions for administering. All prescription medications must be in the pharmacy container with the current, up to date pharmacy label attached. This includes medication boxes for medications such as asthma inhalers and Epi Pens. NO medications will be administered without a completed Authorization of Administration of Medication Form signed by parent AND physician if applicable. These forms can be found in RenWeb.

The administrative staff will administer only the over-the-counter medications listed on the Authorization of Administration of Medication Form as needed. The purpose of these medications is to assist children to complete the school day when suffering from minor headaches, pain, menstrual cramps, etc. The Authorization of Administration of Medication Form must be signed by the parent and have the over-the-counter medication checked in order for the student to receive any over-the-counter medication. A parent will be called if needed or requested. The medication and the reason for administering will be logged into the student's record.

## **Morning/Afternoon Carline Procedures High School and Middle School**

If you have a high school or middle school student to drop-off/pickup, enter campus from Kentucky Avenue. If traffic from campus backs up to Kentucky Avenue, do not stop on Kentucky Avenue and block the road. Please make a loop and come back. The drop-off/pickup zone will be along the front of the Multipurpose Building.

If you also have an elementary student, then turn right by the Middle School Building and proceed to the elementary area. There will be a teacher at the turn to direct traffic. If you do not have an elementary student, then proceed out the front of campus.

## **Elementary Only**

If you only have elementary student(s), enter campus from Cedar Creek Drive at the front main entrance to the school. All lanes will now be used for elementary. You will proceed around to the Elementary Building the same as you have done previously.

1. Please do not enter campus the wrong way against the traffic flow.
2. Speed limit is 5 miles per hour.
3. The road from Kentucky Avenue will be for entrance only. All traffic will exit via the main entrance at the front of the school.
4. Student drivers will enter the main entrance on Cedar Creek Drive and park in the parking lot.
5. Please refrain from using your cell phone and pay attention to our teachers directing traffic.
6. Do not get out of your car or leave your car unattended.
7. Please be aware of and yield for students in the cross walk.
8. All students must be picked up in the carline. Please do not park and walk up to get students.
9. Please do not arrive on campus for pick-up before 2:15. The school has business throughout the day and we cannot have a congested parking lot.
10. Students will not be allowed to check out from school after 2:15. If they must leave before the end of the day, please get them before 2:15. Any student who checks out after 11:30 will be counted as being absent for ½ of the school day.

## **Motor Vehicles**

Students are to observe safe driving practices and rules of courtesy. The campus speed limit is 5 M.P.H. at all times. No student is to park in the faculty area. Once a student drives on campus, he must park legally and leave his vehicle immediately. Loitering in the parking lot is prohibited. No student may return to his car during the day without permission from the High School office. Students, who create disturbances, play loud music or violate rules regarding vehicles on campus will lose the right to bring a vehicle on campus. Violations of parking regulations or the careless operation of a vehicle may result in temporary or permanent suspension of a student's driving privileges on the school campus and parking privileges at school.

The school does not assume any responsibility for students driving to and from school. Action will be taken if students drive recklessly in the parking lot or street leading into campus. A student car on campus is a privilege which can be forfeited. The school reserves the right to search any vehicle on campus. Students do not have to be present at an authorization search of their vehicles.

Students may not drive other students on field trips without presenting written permission from both students' parents to the approved sponsor. Students may not be transported in the bed of a pick-up truck nor on the hood of a vehicle for any reason.

## **Parent-Teacher Conferences**

Parent-teacher conferences are encouraged. Parents may arrange for conferences on an individual basis by contacting the faculty member with whom they wish to meet or by requesting group conferences, which may be arranged by the Director of Guidance or the appropriate coordinator.

## **Questions and Concerns**

All parents are asked to take their questions or concerns directly to the appropriate party. If there is a concern regarding a classroom matter, the parent should speak with the appropriate faculty member. If the classroom problem cannot be resolved in this manner, it is appropriate that the concern be taken to the Coordinator, then the Head of School, but with the knowledge of the faculty member. If there is a concern about school policy or direction, parents should go directly to the Coordinator, then the Head of School. Parents are asked to go to the appropriate school personnel rather than to another parent or a person unaffiliated with the school. If a parent does not follow the outlined procedure or if any other method of redress is attempted, it would be deemed a violation of school policy.

## **School Facilities and Property**

The school's physical facilities and property (buildings, grounds, equipment, and vehicles) are private property controlled by the corporation and acquired solely to further the philosophy and objectives of Cedar Creek

School. Use of the physical facilities and property for inconsistent purposes is not authorized and exposes the corporation to liability and expense not contemplated.

### **School Visitation for Prospective Students**

We encourage prospective students to visit the campus. All arrangements for these visits shall be made through the Director of Enrollment Management.

### **Security**

Cedar Creek School maintains the right to search any vehicle on campus, student lockers, backpacks, and purses or to perform physical searches of students. This would only be done under reasonable suspicion and for the purpose of maintaining order and discipline or to protect the safety and welfare of students and school personnel.

### **Summer School/Remediation**

Any student who fails the second semester of a course must repeat that semester's work at a Cedar Creek School approved summer program, or the student may repeat the course at Cedar Creek the following year. **Cedar Creek faculty believes that any student receiving a "D" in the second semester has not mastered the fundamentals of the course and is not prepared to proceed to the next course level. Summer remediation or course reenrollment is highly recommended.**

### **Telephone**

**The telephones in the offices are business phones.** They are not for student use except in case of extreme emergency and then by permission only. Parents are asked not to call the school and ask to speak to their child. The office will deliver important messages from parents to a student **prior** to 2:00 P.M.

### **Textbooks**

All textbooks are the property of Cedar Creek School and are assigned to students for their use. Students are expected to use book covers to protect the books. Students will pay for the replacement cost of any books which are lost or damaged.

### **Weapons**

Any implements designed to be used as weapons or toy replicas of weapons are strictly prohibited from Cedar Creek School buildings, grounds, and vehicles parked on campus. Possession of such implements may result in student expulsion.

## ATTENDANCE, DISCIPLINE, AND STUDENT CONDUCT

Consistent attendance is vitally important for success at Cedar Creek School. Missing class for any reason puts the student at a disadvantage. Parents should attempt to minimize absences. **If a student is ill or unable to attend school, we ask that a parent telephone the school by 8:30 A.M.** Assignments may be found on RenWeb. **All planned absences from school must be approved in advance. Students should refrain from frequently missing the same class period.**

Students who arrive late for school or leave early must check in/out through the High School office with proper authority verified by note or a phone call from their parent. No student is to leave campus unless given permission by the High School office. Any student doing so is subject to suspension. A student must attend at least 3 hours of a school day in order to participate in any after school event. A student who is suspended either on campus or off campus is not allowed to participate in extracurricular activities the day of the suspension.

According to La. State Bulletin 741, in order to be eligible to receive grades, secondary students must be present a minimum of 80 days per semester. **All absences, excused or unexcused, count toward the total number of absences per semester.** The **only exception** in which an absence is not counted is when students are participating in school activities. Absences due to extenuating circumstances will be reviewed by the Head of School.

### Absence Policy

Absences will be considered either excused or unexcused. Assignments missed during an **EXCUSED** absence may be made up. The number of days allowed to make up assignments will be equivalent to the number of days missed. **Assignments, tests, etc. missed during an UNEXCUSED absence cannot be made up.** Assignments, tests, etc. missed because of school activities (field trips, athletics, etc.) are due the next class period. Any previously assigned material or tests will be due on the day the student returns to school. Students are responsible for requesting in advance assignments which will be missed because of school activities. The burden of the responsibility for obtaining and completing makeup work is the sole responsibility of the student.

Students missing up to three class periods of a school day will be counted as absent 1/2 day. Missing more than three periods will be regarded as a full day's absence. Seniors are allowed (3) college visit days, juniors (2) days and sophomores (1) day. The Head of School must approve any exceptions to these guidelines.

A student may miss a class in which he or she is failing if the activity is part of the curriculum. A student may not miss a class in which he or she is failing to attend an extracurricular event which is not part of the curriculum.

**No student should be sent to school with a fever.** If a student comes to school with a fever or begins to develop a fever at school, you will be notified to pick your child up **immediately.**

Students will be admitted back to school if they have experienced **no fever or vomiting for at least 24 hours.**

### Types of Absences

Excused Absences:

- a. Medical appointments and illness verified by a physician or parent
- b. Serious illness in the family
- c. Death in the family
- d. Religious holidays of that student's faith
- e. Activities that are educational for the student approved prior to the absences

Unexcused Absences:

Any reason other than those above will be considered unexcused unless the Administration is notified in advance of unusual circumstances beyond the student's control

### Notes for Absences

When a student cannot be present, it is the parent's responsibility to notify the office and report the absence in writing. The student must bring a note on their return explaining the reason for the absence. They will have up to three (3) days to submit the excuse to the High School Office. This excuse should state the number of days missed, the dates, the reason for absence, signature of parent or physician, and date signed. **If a student misses (5) consecutive days due to illness, they are required to bring a doctor's excuse.**

### Notification of Absences

Absences, whether excused or unexcused, will be reported to parents in the following manner:

- After the fifth absence in a class, parents will be notified via email
- When the student has been absent from school for more than ten days, the parents will be notified that the student has not met the minimum attendance requirement of 80 days per semester and will receive no credit

## **Tardies**

Students are expected to be in class prepared and ready to begin before the tardy bell. Students failing to do so will be sent to the High School Office for a tardy slip. Students arriving between 7:58 and 8:25 are considered tardy. Students arriving after 8:25 will be considered absent from their first hour class. A cumulative record will be kept for each student each nine weeks. Tardies will be dealt with in the following way:

3 Tardies                      1 day lunch detention and letter sent to parent by student

4 or more                      After School Detention and parents contacted by phone

If students miss After School Detention, they will serve On-Campus Suspension

## **UNIFORM POLICY**

Students are expected to be well-groomed and appropriately dressed at all times on campus and at all away activities when representing Cedar Creek School. Students are to wear appropriate attire for the classroom setting. Any apparel or extreme appearance that interferes with the learning process or with classroom management is prohibited. Frayed, patched, or otherwise tattered clothing, clothing bearing vulgar, suggestive or alcoholic beverage/tobacco symbols or slogans, extreme clothing, tattoos, body piercing, and extreme hairstyles, etc. are prohibited.

**Girls:** Considered inappropriate for school day events are: sun dresses or tops with spaghetti straps, low cut necklines, extremely bare backs or bare midriffs, and those that are excessively snug-fitting and short.

**Boys:** Considered inappropriate for school day events are: sleeveless tank-top shirts, undershirts worn as outer shirts. Shirts and shoes must be worn at all times. Boys must be clean-shaven and are not allowed to wear earrings or caps.

### **Middle and High School Girls:**

#### **Approved Items**

Polo shirts in navy, hunter green, gray, or white, short or long sleeve (no cap sleeves)

Gray, green, or white polo shirts with CC logo are allowed

Button-down oxford shirts, short or long sleeve, in white only (100% cotton or poly/cotton, **no knits**)

Khaki trousers

Khaki walking shorts

Approved plaid pleated skirt and approved plaid skirt

Crew neck long sleeve sweatshirt in navy, solid gray, green, or an official Cedar Creek item

Sweaters must be long sleeve and solid navy blue, gray, or green

Lightweight jackets and coats must be long-sleeve and navy blue unless it is an approved CC jacket

Any heavy lined winter coat that buttons or zips all the way down the front is acceptable

Leather shoes, sandals, and tennis shoes

Black, navy, or brown tone belts

**No other items will be allowed**

#### **Guidelines**

A solid white crew neck tee-shirt may be worn under a uniform shirt

Students may wear only the top button of their shirts open

All shirts must be tucked in

A polo or oxford button-down collar shirt must be worn under all sweatshirts, sweaters, and jumpers

Shorts may be no shorter than 2" above the knee with an 8" inseam

Skirts and jumpers may be no shorter than the top of the knee

Belts are required with all trousers and shorts with belt loops

No long sleeve shirt may be worn under a short sleeve shirt

Pants, sweatpants, etc. may not be worn under skirts

Leggings may be worn under skirts but must come down to the ankle and only be navy, gray, or black

### **Middle and High School Boys**

#### **Approved Items**

Polo Shirts in navy, hunter green, gray or white, short or long sleeve

Gray, green, or white polo shirts with CC logo are allowed

Button-down oxford shirts, short or long sleeve, in white only (100% cotton or poly/cotton) **no knits**

Khaki trousers with belt loops

Khaki walking shorts with belt loops

Crew neck long sleeved sweatshirt in solid navy, solid gray, green, or an official Cedar Creek item

Sweaters must be long sleeve and solid navy blue, gray, green

Lightweight jackets and coats must be long-sleeve and navy blue unless it is an approved CC jacket

Any heavy lined winter coat that buttons or zips all the way down the front is acceptable

Leather shoes, sandals, and tennis shoes  
Black, navy, or brown tone belts  
**No other items will be allowed**

### **Guidelines**

A solid white crew neck T-shirt may be worn under a uniform shirt  
Students may wear only the top button of their shirts open  
All shirts must be tucked in  
A polo or oxford button-down collar shirt must be worn under all sweatshirts and sweaters  
Shorts may be no shorter than 2" above the knee with an 8" inseam  
Belts are required with all trousers and shorts  
No long sleeve shirt may be worn under short sleeve shirts

**The Faculty and Administration will monitor and enforce student dress code. (Refer to "Dress Code Violations" under Student Conduct.)**

### **Spirit Shirt Policy**

Students, Faculty and Staff may wear Cedar Creek School Spirit shirts, Club shirts, Athletic shirts and jerseys on Friday.

Spirit shirts, Club shirts, and Athletic/Team apparel must be green, gold, white or gray. All shirt and apparel designs must be representative of Cedar Creek School and submitted, before purchasing, to the Director of Development for approval by the Administrative Council.

Apparel purchased from sources other than Cedar Creek School must be representative of Cedar Creek School and may only be green, gold, white, or gray.

### **Dress Code Violation**

If a violation of the code occurs, students will be required to conform to the standards before being admitted to class.

- The student will be sent to the office and the student's parent or guardian will be notified of the violation and requested to bring proper clothing to the campus. If the parent or guardian cannot be contacted by phone or otherwise, or if proper clothing is not brought to the school, the student shall be sent, with schoolwork to be completed, to a designated area determined by the administration.
- At the end of the regular school day, a letter shall be sent home with the student stating the violation and a warning that any future violation may result in AM or PM detention.
- According to the policy, second and third violations of the uniform dress code will result in disciplinary action, including suspension, as deemed appropriate by the administration.
- Unshaven male students will be required to shave.

### **Discipline and Conduct**

All students are to understand clearly that in order to maintain high standards of behavior, the school reserves the right to take appropriate disciplinary action in the case of any student guilty of misconduct, whether occurring on the school campus or off the school campus while attending a school function. When a student enters Cedar Creek School, he becomes identified with the school - **the school is judged by the way that student conducts himself**. A student's conduct must reflect favorably on the student and on the school at all times.

One of the most important lessons education should teach is discipline. While it does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. The ultimate objective of school discipline is to help prepare and support young people in establishing an acceptable standard of self-discipline. Above all other factors, it must be stressed that any student requested to appear before the administration should be prepared to offer, without hesitation, the complete truth. Each case will be evaluated individually.

The teacher handles minor infractions. The Head of School handles more serious violations of conduct. The Head of School is charged with the final responsibility to see that students abide by the school's standards.

### **Public Display of Affection**

Public display of affection on campus will not be allowed. The policy you will follow at Cedar Creek School will strictly be a "keep your hands to yourself" policy. If this policy is not followed, disciplinary action will be taken.

### **Respect for Property**

Emphasis is placed upon the respect for property of others and the right of each individual to the free use of his own possessions. Borrowing and lending are practices which are discouraged. "Borrowing" without the consent of the owner is considered theft by the school. Damaging property, whether it is personal or school property, is a violation of the rights of others. It is expected that all damage, even though it be accidental, will be acknowledged by the person involved, make an immediate report to the office and amends made. Proper care of all school property is the responsibility of everyone. We must all do our part to keep the buildings attractive and



well maintained. Any student known to deface or destroy property will be assessed the full cost of repairs and be subject to disciplinary action/expulsion.

### School Bus Guidelines

It is our desire to ensure that your child/children have a positive, safe, and successful experience at Cedar Creek School. In order to achieve this goal, it is necessary that we are clear in our expectations for our students who ride school buses. The safety of your child/children is the first and foremost priority of the Cedar Creek Bus Program. Buses are provided for the convenience and support of our parents; however, bus transportation is a privilege and not a right. In order to ensure the safety of each student the following rules will apply:

- Students will not be allowed to stand except for loading and unloading.
- Bus Drivers will assign a seat to each student for liability and compliance with state regulations. The student may sit only in that seat and must remain seated at all times.
- Roll will be called each morning and afternoon.
- Students may have snacks on the bus as long as they take the responsibility to keep the bus clean.
- All school policies apply to students while on the bus. Any actions such as standing, not sitting in assigned seat, being disrespectful to the bus driver or peers, horseplay, throwing of objects, or any actions that may distract the bus driver **will** result in disciplinary action.
- Harassment of any student may result in suspension of bus privilege.

### Policy

1 <sup>st</sup> offense	A warning from bus driver and documentation to Assistant Principal
2 <sup>nd</sup> offense	Student referred to Head of School and parents called
3 <sup>rd</sup> offense	Student suspended from the bus for one week and parents called
4 <sup>th</sup> offense	Parents notified and student will not be permitted to ride the bus for the remainder of the year

Please be aware that if a **bus driver** gives your child a referral for misbehavior on the bus, this policy will be enacted **no questions asked**. If this seems harsh, please understand that children's lives are at risk each time our driver is distracted by any inappropriate behaviors. Our drivers usually give a warning before taking the action of writing a referral on a child.

**Please refer to General Policies for specific position statements on student harassment policy, dress code, chemical philosophy statement, etc.**

## Discipline Procedures

There are four categories of infractions; minor offenses, AM or PM detention, on campus suspension and off campus suspension/expulsion. They are classified in the following way:

<b>*Minor Offenses Recess/Lunch Detentions</b>	<b>*Before/After School Detentions</b>	<b>*On Campus Suspensions</b>	<b>*Off Campus Suspension/Expulsion</b>
___ Class disturbances	___ Disrespectful behavior	___ Cheating and dishonesty	___ Possession or use of drugs/alcohol/tobacco/vaping/illegal substances
___ Away from assigned area	___ Insubordination	___ Improper check out	___ Possession of dangerous Items
___ Cafeteria misbehavior	___ Profanity and obscenity	___ Fighting	___ Violent behavior toward a teacher
___ Chewing gum	___ Cutting detention	___ Gambling	___ Violent behavior towards a student
___ Eating in class	___ Motor vehicle violation	___ Harassment	___ Vandalism
___ Littering campus	___ Uncooperative behavior	___ Cutting class	___ Theft
___ Public display of affection	___ Inappropriate Computer Usage	___ Vandalism	___ Harassment
___ Dress code violation	___ Electronic Comm. Device	___ Inappropriate Computer Usage	___ Other serious offenses
___ Misbehavior on bus	___ Cheating and dishonesty		
___ Electronic Comm. Device			

\*Minor offenses, detention, and suspension shall include but not be limited to the above. Greater punishment than that listed above may result, depending on the nature or severity of the incident. At any time the Assistant Principal may use his discretion in assigning appropriate consequences.

**At any given time a student can be suspended or expelled from Cedar Creek School. This will be determined by the student's discipline record and/or nature of the incident. THREE (3) SUSPENSIONS MAY RESULT IN EXPULSION FROM CEDAR CREEK SCHOOL.**

### Before/After School Detention

Detention will be held each week from 7:00 a.m. to 8:00 a.m. or 3:00 p.m. to 4:00 p.m., consisting of 1 hour of work duty. No excuses will be accepted for missing. Failure to serve detention will result in on campus suspension.

### On Campus Suspension

On-campus suspension will consist of one day of isolation in which students will be in the office doing class work for that day. Office staff will get all assignments for the day and be responsible for turning them in to respective teachers at the end of the day. This work will be graded and credit given. If there is a test that day, the student will take the test in the office. The student will be counted present on the roll. **There will be no recess and lunch will be in isolation.**

### Minor Offenses (To Be Handled By Teacher)

A minor offense is any action that distracts from the learning atmosphere (see discipline procedures). Teachers will deal with minor offenses. If the behavior persists additional consequences may result.

### Referral Resulting in A.M/P.M. Detention

- 1st Referral 1 day AM/PM detention, student meets with Head of School and parents notified
- 2nd Referral 1 day AM/PM detention, student meets with Head of School and parents notified
- 3rd Referral On campus suspension and conference with parents

### Disposition of Suspension

The student may be suspended for 1-5 days. Parents will be fully informed and asked to assist in helping the student become a more responsible citizen. One or both parents of a suspended student must attend a conference with the Head of School/Assistant Principal before the student is allowed to return to school. **A Zero (0) will be recorded in the grade book on any work done when cheating was involved.**

- 1<sup>st</sup> suspension: Student may be suspended 1-3 days and must meet with the Head of School
- 2<sup>nd</sup> suspension: Student may be suspended 2-5 days and placed on probation for the remainder of the school year
- 3<sup>rd</sup> suspension: Student may be expelled from Cedar Creek School

## **THE HONOR CODE**

### **Preamble**

Academic integrity at Cedar Creek School is based upon and encompasses the principles of honesty, fairness, respect, responsibility, and excellence. Through the active pursuit of academic integrity, the school strengthens the value of the education and the diplomas that students seek to earn. Conversely, misconduct tarnishes the reputation of Cedar Creek School and discredits the accomplishments of current students as well as graduates. Consequently, Cedar Creek School expects that all members of its academic community will demonstrate honesty and integrity in all academic, athletic, and extra-curricular endeavors.

The purpose of the Honor Code is to provide students, parents and faculty with a common guideline and understanding of the actions that violate academic honesty and integrity.

### **Cheating**

Cheating is defined as the act of giving unauthorized assistance to receiving unauthorized assistance from another individual for the purpose of completing academic requirements. Cheating includes, but is not limited to, the following:

1. Looking at a test, quiz, or exam of another student while taking an assessment.
2. Attempting to communicate information in any way during an assessment.
3. Having cheat sheets or information written on the body or any other personal objects.
4. Using programmable calculators, graphing calculators, computers, iPhones, iWatches or other electronic devices unless expressly permitted by the instructor or using them in a manner not prescribed by the instructor.
5. Using a cell phone or any other form of technology to copy or communicate information from an assignment or an assessment.
6. Submitting work through the use of technology that is not created by the student, including, but not limited to, file sharing, copying files to and from disks and websites, or purchasing solutions or works from others.
7. The use of computer-assisted translation programs in writing assignments for all foreign language classes at Cedar Creek is a violation of the Honor Code. The use of computer assisted translations is plagiarism because it borrows someone else's work and does not represent a student's own effort to prove proficiency in writing. Please note that online dictionaries are an excellent resource and that this policy refers to translations of phrases, sentences and paragraphs.
8. Looking at quiz, test, or exam materials prior to their administration.
9. Giving information regarding an assessment to another student who is scheduled to take the same evaluation at a later time.
10. Failing to give credit for the ideas, words, or works of others or any other form of plagiarism.

### **Specific Violations**

#### **A. Homework and Daily Assignments**

Homework and daily assignments are assigned as a means of reinforcing classroom instruction and are often used as an indicator of student comprehension and progress. Specific violations include the following:

1. Copying or paraphrasing all or part of another's work.
2. Allowing another person to copy or paraphrase your work.
3. Helping other students with daily work or homework assignments **UNLESS** it is specified by the instructor that it is all right to do so.
4. Receiving help on assignments that have been identified by the instructor as work to be done solely by you.
5. Using the internet or purchased summaries of reading assignments instead of reading the assigned work.
6. Deliberately missing a class or being tardy for a class to avoid handing in an assignment.
7. Using calculators, including programmable or graphing calculators, or other forms of technology in a manner that has not been prescribed by the instructor.

#### **B. Assessments**

Specific violations prior, during, and after assessments include the following:

1. Giving questions or answers to students in your class or in another class.
2. Receiving questions or answers from students in your class or another class.
3. Copying someone else's answers.
4. Possessing or using cheat sheets in any form.
5. Leaving books or notes open on your desk or around your desk.
6. Obtaining a copy of the assessment before it is administered.
7. Talking or using signs or gestures during an assessment.
8. Using cell phones or other forms of technology to communicate information to another student or obtain information from another student.
9. Using calculators, including programmable or graphing calculators, in a manner that has not been prescribed by the instructor.
10. Deliberately missing a class or being tardy for a class to avoid taking an assessment.

### **C. Research Papers and Essays**

Plagiarism is the act of representing another person's work or any part thereof, be it published or unpublished, as one's own. Students must properly document the sources of information used for research papers and essays. Specific violations include the following:

1. Copying phrases, sentences, or paragraphs without quotation marks and without giving proper documentation of source.
2. Paraphrasing or summarizing ideas without giving proper documentation of the source.
3. Allowing someone else to write a paper for you.
4. Selling or giving an assignment to a student to submit as his own.
5. Downloading from the internet a research paper or article in its entirety or in part to submit as your own.
6. Submitting another student's research or assignment as your own work.

### **D. Computer Labs or Laptops**

Computers are provided for student use to enhance learning. Specific violations involving computers and computer labs include the following:

1. Any attempt to bypass or disable security blocks or virus protection.
2. Loading software or using disks not certified by the instructor.
3. Visiting websites that are not part of the scope of the assignment.
4. Causing a computer to malfunction to avoid work or to disrupt the class.
5. Accessing, corrupting, or deleting anyone else's stored work or data.

### **CONSEQUENCES OF VIOLATING THE HONOR CODE**

If a student violates the Honor Code, he/she will be subject to consequences that include, but may not be limited to, the following:

1. A grade of zero will be given for the assignment or assessment.
2. The teacher will document the violation in writing and refer the student to the disciplinarian.
3. The student may face punishment which may include lunch, recess, or after school detentions, on-campus or off-campus suspensions, or any other action deemed necessary by the instructor or administration.
4. The teacher and/or administrator will contact the parents.
5. The student may forfeit membership in the National Honor Society, the Student Council, or other clubs or organizations of which he/she is a member.
6. The student may forfeit any offices that he/she may hold in the National Honor Society, the Student Council, or other clubs or organizations.
7. The student may lose eligibility to join the National Honor Society, the Student Council, or other clubs or organizations.

## STUDENT SERVICES

Cedar Creek School has a comprehensive Guidance Program. Student-centered services are available that assist the needs of all 6<sup>th</sup> through 12<sup>th</sup> grade students. Academic advising, college and career counseling, class scheduling, standardized testing and more are a part of this program. A hallmark of the Guidance Department is that all students 9<sup>th</sup> through 12<sup>th</sup> grade will meet with the guidance counselor at least once a year. Prior to meeting with each grade level, the Guidance Department hosts a parent night. The parents are given information pertinent to each grade level. If parents and students wish to meet with the counselor any time throughout the year, an appointment may be made in the main office.

### Academic testing

Cedar Creek School requires **students to take the ACT and/or the SAT** prior to graduation. The Cedar Creek School code number for College Board and American College testing is **192588**. The code number is used for school identification on the SAT and ACT. Students are encouraged to take these tests a minimum of twice. All 11<sup>th</sup> graders are required to take the PSAT. Students in the 9<sup>th</sup> and 10<sup>th</sup> grades are encouraged to take the PSAT in preparation for 11<sup>th</sup> grade testing.

All 6<sup>th</sup> grade students take the Orleans-Hanna Algebra Prognosis Test as part of the placement process for 7<sup>th</sup> grade pre-algebra. College Board testing includes PSAT, SAT, SAT Subject Tests, and AP Exams. Testing dates are as follows:

<b>ACT</b>	September 8, October 27, December 8, 2018; February 09, February 20, April 13, June 8, 2019
<b>ACT &amp; PREACT</b>	February 20, 2019
<b>SAT</b>	August 25, October 6, November 3, December 1, 2018; March 9, May 4, June 1, 2019
<b>PSAT</b>	October 10, 2018 - This is required for all juniors and open to the 1 <sup>st</sup> (approximately 50) 9 <sup>th</sup> and 10 <sup>th</sup> grade students who register with the guidance office.
<b>ASVAB</b>	November 16, 2018
<b>STANFORD</b>	April 8 – 12, 2019
<b>AP EXAMS</b>	May 7 Spanish Language & Culture, Physics 1; May 8 English Literature & Composition, French Language & Culture; May 09 Chemistry & Psychology; May 10 US History & Studio Art; May 13 Biology; May 14 Calculus AB & Art History; May 17 Music Theory

### Career Counseling

A wide variety of career advising and resources are available:

- individual guidance appointments
- online test preparation and career searches
- job-shadowing experiences and internship opportunities

Students and families are provided with feedback such as career options, required educational preparation, and salary projection.

### Parent Night

Parents are kept apprised of current data and information for their child to have a successful school year through the Parent Night. All parents should plan on attending each year since the information is different for each grade level. At each meeting, parents are given an individual packet containing pertinent information to the school year. Dates are as follows:

- Senior “Prep for College” parent night – August 30, 2018
- Freshman “Success Seminar” parent night – September 6, 2018
- Junior “Planning for College” parent night – October 8, 2018
- Sophomore “High School to College” parent night – November 15, 2018
- 8<sup>th</sup> Grade Parent Night – January 24, 2019
- Financial Aid Night – February 7, 2019
- Middle School Parent Night – March 2019 (Incoming 6<sup>th</sup> Grade)

### College Fair

College Fair is an excellent opportunity for students and parents to meet with a variety of college representatives. Sophomores, juniors and seniors are required to attend this program; parents are encouraged to attend and bring a list of questions for prospective colleges. College Fair will be held in the afternoon of September 12, 2018.

### **College Representative Visits**

As a college-preparatory school, Cedar Creek School encourages interaction between students and the colleges and universities students may choose to attend. For this reason, college representatives are invited to visit Cedar Creek to meet and talk with students regarding college opportunities. Because of short lunch periods and the after-school athletic program, these meetings are scheduled during the school day. Every effort is made by the Counselor to arrange these visits so as little class time as possible is interrupted.

### **College Visits**

Sophomores, Juniors, and Seniors are encouraged to visit colleges before making final application or enrollment decisions. Seniors are allowed three excused absences from school to visit college campuses; juniors, two; and sophomores, one. Prior arrangements with the school to be visited and approval of absence by the Guidance Counselor should be made at least one week in advance. The student should also meet with the Counselor for assistance in planning the college visit.

### **Library**

The Cedar Creek High School library provides students with meaningful, relevant, and challenging materials that support their needs based on the curriculum. Efforts are made to develop independent learners by teaching students the skills of locating, analyzing, interpreting, and using information. Age-appropriate literature and periodicals are also provided for students.

The Cedar Creek High School library is open each school day from 7:40 a.m. until 3:30 p.m. Middle school classes visit the library with their English/reading teachers on a regular basis. High school classes are brought to the library at various times by subject area teachers in conjunction with specific assignments. All students may visit the library before and after school as well as during lunch periods and recess.

The library is managed through a web-based circulation/catalog system. The catalog is accessible from any computer on and off the campus.

## ACADEMICS

Cedar Creek School offers a college-preparatory course of study designed to develop the knowledge, intellect and critical thinking skills of each student according to his or her ability. Our program meets the needs of children in pre-kindergarten through twelfth grade in an age and ability-appropriate manner at each stage of their development.

Believing that every graduate should be prepared for the college or university, Cedar Creek School provides the resources necessary to accomplish this goal. A student's innate ability and personal effort will play a major role in determining the extent to which he or she reaches his or her individual goals.

Cedar Creek offers a challenging educational program with a full range of co-curricular and extra-curricular activities. Enrollment is limited in order to maintain a close family atmosphere and achieve an optimum teacher/student ratio.

Cedar Creek School strives to create an atmosphere of acceptance and encouragement designed to help each student recognize and attempt to reach his or her full potential. We seek to be a caring community marked by cooperative and caring effort among students, parents, faculty, administrators, and staff.

### **Academic Achievement**

Cedar Creek has established itself as an exceptional college-preparatory school with accreditation granted by Southern Association of Colleges and Schools and Southern Association of Independent Schools.

The colleges our graduates have attended evidence the quality of education offered to Cedar Creek students. Students have been accepted to such selective colleges and universities as Alabama, Auburn, Baylor, Centenary, Dartmouth, Duke, Emory, Harvard, Hendrix, Louisiana College, Louisiana State University, Louisiana Tech University, Millsaps, Mississippi State, Northwestern, Purdue, Rhodes, Rice, Southern Methodist University, Texas A&M, Tulane, United States Naval Academy, University of California in Los Angeles (UCLA), University of Chicago, University of Georgia, University of Louisiana at Monroe, University of Michigan, University of Mississippi, University of North Carolina, University of the South (Sewanee), University of Southern California, University of Texas, University of Virginia, Vanderbilt, and more.

Academic and leadership scholarships, including several National Merit Scholarships, have been offered to Cedar Creek graduates. Cedar Creek students have earned academic recognition, national scholarships and awards in numerous areas. Some of these awards have included:

- Boys Nation Program
- Burger King Scholars Award
- Discover Card Tribute Program
- Hugh O'Brian Leadership Scholarship
- National Coca Cola Scholarship
- National Endowment of Humanities Research Grant
- National Honor Society Scholarship
- National International Science Fair Awards
- National Junior Science and Humanities Symposium

### **Graduation Requirements**

To graduate from Cedar Creek School, a student must be a full time student through May of his/her senior year, and must complete a minimum of 24.5 high school credits distributed as follows:

English: 4 credits

Mathematics: 4 credits, including one credit each in Algebra I, Algebra II and Geometry

Science: 4 credits, including 1 credit in Biology and 1 credit in Chemistry

Social Studies: 4 credits, including one credit each in American History, Civics, World Geography and Western Civilization

Foreign Language: 2 credits in the same foreign language

Fine Arts: 1 credit

Health and Physical Education: 2 credits

Computer: ½ credit

Electives: 3 credits to fulfill 24 ½ credit requirement

Electives are to be chosen in terms of the pupil's abilities, interests, and needs. To count toward graduation, all course credits must be earned while a student at Cedar Creek School or a pre-approved accredited institution. High school courses taken during the eighth grade year (such as Algebra or Biology) will receive high school credit and are included on the high school transcript; the grades earned will be included in the cumulative high school grade point average.

**Dropping and Adding Courses**

During the spring, scheduling begins for the following school year. Every effort is made to place students in courses appropriate for them. If there are concerns about placement for the following year, they will be addressed at this time by the Director of Guidance. As ample time for course request discussion is provided in the spring semester and master schedule decisions are made based on course requests, schedule change requests are not considered in the fall semester.

**Grading System**

Cedar Creek School seeks to emphasize learning for the sake of knowledge rather than making a particular grade. However, grades are required as a prerequisite to college entrance. The grades at Cedar Creek School are defined as follows:

Numerical Quality Point	Letter	Quality Point	Quality	Point
		College Placement	Honors	Advanced Honors
93-100	A	4	4.5	5.0
85-92	B	3	3.5	4.0
77-84	C	2	2.5	3.0
70-76	D	1	1.5	2.0
Below 70	F	0	0	0

An overall grade point average is calculated at the end of each grading period. Based on the average of grades earned in all academic subjects, the overall GPA will determine student privileges, and exam exemptions. A **cumulative** overall grade point average will be used to determine class standing, as well as for making application to college. **For college recommendation, a student must maintain an overall GPA of 2.0 throughout grades nine through twelve.**

**Grading/Classification**

- 5 credits to be classified a sophomore
- 11 credits to be classified a junior
- 17 credits to be classified a senior

Students who fail two subjects in one year will be retained in that grade for the following year.

Midterm and final exams are meant to be retention assessments, meaning they should assess student knowledge and understanding of material and skills taught during the corresponding semester. The design of the exam should be reflective of the unit or chapter exams given during the first or second semester. Individual student projects are not to be given as a midterm or final exam but they may be included as part of the exam requirement. First semester exams will encompass all material and skills taught during the first and second nine weeks grading periods. Final exams will encompass all material and skills taught during the third and fourth nine weeks grading periods.

**Midterm Exam Schedule**

**Thursday, December 13** Academic Review Day

**Friday, December 14 (Full day of school)**

- 8:00 – 9:45 1<sup>st</sup> Period Exam
- 9:45 – 10:00 Recess
- 10:00 – 10:40 2<sup>nd</sup> Period

\*From this point, we will follow the activity schedule for the remainder of the day.

**Monday, December 17 (1/2 day of school)**

- 8:00 – 8:05 Announcements/Attendance
- 8:05 - 9:50 2<sup>nd</sup> Period Exam
- 9:50 – 10:10 Recess
- 10:15 – 12:00 5<sup>th</sup> Period Exam
- School Dismissed



**Tuesday, December 18 (1/2 day of school)**

8:00 – 8:05 Announcements/Attendance  
8:05 - 9:50 3<sup>rd</sup> Period Exam  
9:50 – 10:10 Recess  
10:15 – 12:00 6<sup>th</sup> Period Exam  
School Dismissed

**Wednesday, December 19 (1/2 day of school)**

8:00 – 8:05 Announcements/Attendance  
8:05 – 9:50 4<sup>th</sup> Period Exam  
9:50 – 10:10 Recess  
10:15 – 12:00 7<sup>th</sup> Period Exam  
School Dismissed

**Final Exam Schedule**

**Monday, May 20** Final Exam Review Day

**Tuesday, May 21 (Full day of school)**

8:00 – 9:45 1<sup>st</sup> Period Exam  
9:45 – 10:00 Recess  
10:00 – 10:40 2<sup>nd</sup> Period

\*From this point, we will follow the activity schedule for the remainder of the day.

**Wednesday, May 22 (1/2 day of school)**

8:00 – 8:05 Announcements/Attendance  
8:05 - 9:50 2<sup>nd</sup> Period Exam  
9:50 – 10:10 Recess  
10:15 – 12:00 5<sup>th</sup> Period Exam  
School Dismissed

**Thursday, May 23 (1/2 day of school)**

8:00 – 8:05 Announcements/Attendance  
8:05 - 9:50 3<sup>rd</sup> Period Exam  
9:50 – 10:10 Recess  
10:15 – 12:00 6<sup>th</sup> Period Exam  
School Dismissed

**Friday, May 24 (1/2 day of school)**

8:00 – 8:05 Announcements/Attendance  
8:05 - 9:50 4<sup>th</sup> Period Exam  
9:50 – 10:10 Recess  
10:15 – 12:00 7<sup>th</sup> Period Exam  
School Dismissed

**Notes**

Students **will not** be allowed to check out during a testing period **ONLY** during recess.

Students will be required to take exams during the class periods as scheduled.

Students **will not** be allowed to take exams early.

School is dismissed at 12:00 on half days and busses will run. Please be prompt in picking up students who do not ride a bus.

Lunch will not be served on the half days, so a nutritious breakfast and snack are strongly encouraged!

**Policies and Procedures for Release of Educational Records**

Cedar Creek will release a student's educational record(s) upon the student's or parent's written request. The student/parent must:

1. Specify the records/scores to be disclosed.
2. State the party or parties and the address to which the information is to be disclosed.

The student shall, upon request, receive a copy of the record that is to be disclosed. It is Cedar Creek's policy to furnish copies of a student's record at no charge. Transfer of student records must be handled through the Registrar's Office. Records are official only if submitted by school registrar or guidance counselor and marked with the school seal.

Cedar Creek may release students' educational records to the following without prior written consent:

1. Cedar Creek officials who have a legitimate educational interest in the records. Officials are defined as teachers and administrative personnel. Student files are accessible only through the registrar or guidance counselor. No student file is to be removed from the Registrar's or Guidance Office.
2. Officials of another school in which the student has enrolled or intends to enroll or upon request of the transfer school.
3. Parents of a dependent student as defined in section 152 of the Internal Revenue code of 1986. Cedar Creek officials may release educational records to parents on the basis of written certification from the parent that the student is a dependent as defined under the code.
4. Comply with a judicial order or lawfully issued subpoena with the understanding that the student will be notified in advance insofar as possible.
5. Appropriate parties to protect the health and safety of the student or other individuals in emergencies with the understanding that only information essential to the emergency situation will be released, that information will only be released to a party who would be in a position to deal with the emergency, and that the student will be notified insofar as possible of the information release, the purpose for the release, and to whom the information was released.

No personal information on a student will be released without a statement from Cedar Creek to the party receiving the information that no third party is to have access to such information without the written consent of the student.

This policy is adopted pursuant to the Family Educational Rights and Privacy Act of 1974, as amended (20U.S.C.#8 1232g), and is not intended to impose any restrictions or grant any rights not specifically required by the Act.

### **Honor Roll**

Students in grades 6-12 will be eligible for the "**A**" **Honor Roll** if they have no grade below an "A". Students in grades 6-12 are eligible for the "**B**" **Honor Roll** if they have no grade below a "B". The Honor Roll is computed following each grading period.

### **Middle School Promotion Policy**

A student may not be promoted if he fails two (2) core subjects or if he fails one (1) core and two (2) electives. All failures are reviewed by the Head of School and teachers. These students will be retained and/or required to do summer remediation as directed by the Head of School and Director of Guidance.

### **High School Grading/Classification**

- 5 credits to be classified a sophomore
- 11 credits to be classified a junior
- 17 credits to be classified a senior

Students who fail two core subjects in one year will be retained in that grade for the following year.

### **Midterm and Final Exams**

All exams must be taken as scheduled by the Head of School. The value of the exam in the semester grade will be one-fifth of that semester's grade. **All students in grades 7<sup>th</sup> - 12<sup>th</sup> and 6<sup>th</sup> grade advanced honors English/Language Arts student will take midterm and final exams.** Only graduating senior students with 84.5 or higher average for the second semester, are exempt from final exams.

Sixth grade students take comprehensive 9 weeks exams in preparation for comprehensive midterm and final exams in seventh and eighth grades.

All exam grades will be capped at 100%. Exception, middle school advanced honors 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades language arts and 7<sup>th</sup> grade math and science classes will have exams capped at 103%.

### **Report Cards**

Report cards will be available on line at the end of each nine-week grading period as indicated on the school calendar published at the beginning of each school year. If **any** outstanding debt is owed to the school, access to RenWeb is blocked and grades cannot be accessed.

### **Report on Student Progress**

Progress reports will be electronically mailed to parents via RenWeb at the middle of the 9 weeks of each nine-week grading period.

### **Required Summer Math, Reading and Foreign Language**

Student entering grades 3<sup>rd</sup> – 8<sup>th</sup> are required to complete a summer math packet designed to reinforce math skills in preparation for the upcoming year.

Each student entering grades 6<sup>th</sup> – 12<sup>th</sup> are required to be involved in the Summer Reading Program sponsored by the English Department. The program includes reading two books chosen by members of the English faculty. Students in High School Honors courses will be expected to read one additional book. Students in the

Advanced Honors English Program 7<sup>th</sup> – 12<sup>th</sup> will be expected to read additional books during the summer. They will have related summer assignments.

All students from Level I French and Spanish will have a summer assignment (review of verbs learned in Level I) and will be tested during the first week of school. In addition, if a student from Level I scores below an 80 on the comprehensive final exam, the student will be required to complete a remedial packet during the summer to be turned in the first day of school. This packet offers main grammar and vocabulary material from Level I for the student to practice and be better prepared for Level II.

### **Advanced Placement Scholars**

AP Scholar status is granted to students who receive a grade of 3 or higher on three or more AP exams. Scholar with Honor status is granted to students who receive an average grade of at least 3.25 on all AP exams. Scholar with Distinction status is granted to students who receive an average grade of at least 3.5 on all AP exams taken and grades of 3 or higher on five or more of these exams.

### **Cougar Scholars**

Cougar Scholars is an academic honor society formed in 1982 to recognize and reward exceptional academic achievement. Membership is attained through an accumulation of at least 25 points earned through academic accomplishments. Points for each academic attainment may range in value from 1 to 4 and are weighted according to the level of academic difficulty. Some national recognition must be obtained during high school.

Members of the Cougar Scholars who demonstrate extraordinary scholarship are eligible for consideration for membership in the Cougar Academic Hall of Fame. A committee comprised of the Cougar Scholar sponsor and five teachers of academic subjects is responsible for the administration of all matters concerning the Cougar Scholar organization. The Head of School appoints this committee.

### **Cougar Scholar Achievement Record Examples of Accomplishments**

A Honor Roll  
ACT and SAT Scores  
AHEC Participation  
AMC Math Award  
Art Awards  
B Honor Roll  
Boys State Participant  
Club Officer Positions at Regional, State, National Levels  
Essay Contest Winner  
Girls State Participant  
FBLA (Future Business Leaders of America): District, State, and National  
Hugh O'Brian Award  
Literary Rally: Regional and State  
Music Awards  
National Merit Recognition  
Published in Cedar Creek Reflections  
Quiz Bowl  
Science Fair: Local, Regional, State, and National  
Service Work Outside Cedar Creek  
Shakespeare Competition Winner  
Social Studies Fair: Local, Regional, State, and National

### **National Honor Society**

The National Honor Society is an organization founded in 1921 to promote recognition of students who reflect outstanding accomplishments in the areas of scholarship, character, leadership, and service.

The Cedar Creek Chapter of the National Honor Society is a chartered chapter and as such follows the National Constitution. Chapter by-laws govern the selection of members, service requirements, officer responsibilities, and discipline and dismissal of members. A copy of the chapter bylaws and selection of member's procedures are available upon request.

Induction into the Cedar Creek Chapter of the National Honor Society is an honor based upon the principles of scholarship, character, leadership, and service. Potential members of the NHS must be juniors or seniors not currently holding membership who have a cumulative scholastic average greater than or equal to 93.0, with no rounding. Students must have attended Cedar Creek School for one semester. Potential members are first evaluated by the faculty. A faculty council then reviews the faculty evaluations, along with records of tardies, absences, and disciplinary actions, and information submitted by the student. After reviews are complete, faculty council members cast private votes as to selection or non-selection for membership. A majority vote is required for membership.

Members of the NHS are to serve as role models and exhibit the qualities of honesty, kindness, courtesy, and integrity both in and out of the classroom. Members should show leadership in organizations, show appropriate classroom decorum always, act responsibly by completing tasks on time and avoid tardiness. Members should always be willing to help others in need whether by word or deed.

### **National Junior Honor Society**

The Cedar Creek Chapter of the National Junior Honor Society is a chartered chapter and as such follows the National Constitution. Chapter by-laws govern the selection of members, service requirements, officer responsibilities, and discipline and dismissal of members. A copy of the chapter bylaws and selection of member's procedures are available upon request.

Induction into the Cedar Creek Chapter of the National Junior Honor Society is an honor based upon the principles of scholarship, character, leadership, and service. To be eligible for membership in this chapter, the student must have earned in the first semester of either seventh or eighth grade a minimum scholastic average of 93.0 or above, with no rounding, during the first nine weeks, again in the second nine weeks, and for the first semester. Students must have attended Cedar Creek School for one semester. Potential members are evaluated by the faculty. A faculty council reviews the faculty evaluations, along with records of tardies, absences, and disciplinary actions. After reviews are complete, faculty council members cast private votes as to selection or non-selection for membership. A majority vote is required for membership.

Members of the NJHS are to serve as role models and exhibit the qualities of honesty, kindness, courtesy, and integrity both in and out of the classroom. Members should show leadership, show appropriate classroom decorum at all times, act responsibly by completing tasks on time and avoiding tardiness. Members should always be willing to help others in need whether by word or deed.

Induction takes place in the second semester of each academic year. A member of the NJHS who transfers to this school will be automatically accepted for membership in this chapter upon presentation of a letter signed by his or her former principal certifying membership. In order to retain membership a transfer member must then maintain the membership requirements for this chapter.

A member who fails to maintain the minimum scholastic average of 93.0 in a nine-week grading period or who fails to continue to demonstrate the qualities of scholarship, leadership, citizenship, appropriate behavior, and service is automatically placed on probation during the succeeding nine-weeks grading period. During this time the member will remain active and can participate in all club functions and activities.

Any member who is on probation for failure to maintain the minimum scholastic average of 93.0 or who fails to continue to demonstrate the qualities of scholarship, leadership, citizenship, appropriate behavior and service is classified as an inactive member if he/she does not maintain the minimum requirements for a second consecutive nine-week grading period. While on the inactive roll, the member may not participate in club meetings, club-sponsored activities, spring induction, or any other NJHS function. The member will continue as inactive for the present nine weeks and the nine weeks following. If the minimum requirements are met at that time, the member can be returned to full membership status.

### **Valedictorian and Salutatorian**

Honor graduates will be named from those students who have met all graduation requirements and who have earned the highest ranking cumulative weighted GPA in the class. To be eligible for consideration as Valedictorian and Salutatorian, a student must meet the following criteria 1) attend Cedar Creek School for at least three years, 2) be enrolled in the honors curriculum, and 3) take a minimum of two advanced placement courses. Off campus and correspondence courses DO NOT count toward the final GPA in determining class rank.

## CEDAR CREEK ADVANCED HONORS PROGRAM

### **Mission**

Cedar Creek School's programs for the academically gifted are based on the school's belief that to realize their potential, students must be presented with appropriate challenges. These programs provide each academically gifted student with educational experiences that stimulate the learner to develop their unique abilities and to realize potential.

The goal of any gifted program is to assure the academically gifted student's knowledge and skills keep pace with his or her abilities. Judged by this standard, Cedar Creek's programs have been remarkably successful. Students have scored exceptionally high on college entrance examinations and national measures of achievement.

### **Scope**

Cedar Creek School offers subject based programs for the academically gifted beginning in sixth grade. To compensate for the increased demands of the courses, 3 points are added to the student's 9 weeks grade and semester exams in each Advanced Honors course taken for middle school credit. One decimal point will be added to the overall grade points (used when calculating GPA) for each Advanced Honors course taken for high school credit. Students may earn college credit for their work in Advanced Placement courses.

### **English/Language Arts**

Students begin their work in the Advanced Honors English Program in 6<sup>th</sup> grade and will follow the course of study outlined below.

Grade	Course
6	English & Reading Advanced Honors
7	English & Reading Advanced Honors
8	English & Reading Advanced Honors
9	English I Advanced Honors
10	English II Advanced Honors
11 and 12	English III Advanced Placement Literature/Composition

English IV Advanced Placement

Language/Composition

High school students are required to participate in the Shakespeare Competition.

### **Mathematics**

Students begin their work in the Advanced Honors Mathematics Program in 7<sup>th</sup> grade and will follow the course of study outlined below. (Students are expected to have 5 credits in Math for graduation.)

Grade	Course
7	Pre-Algebra Advanced Honors
8	Algebra I Advanced Honors
9	Geometry Advanced Honors
10	Algebra II Advanced Honors
11	Advanced Math Advanced Honors
12	Calculus AB Advanced Placement

Middle School students are required to participate in MathCounts Competitions and all students in the program compete in the American Mathematics Competitions (AMC 8).

### **Science**

Students begin their work in the Advanced Honors Science Program in 7<sup>th</sup> grade and will follow the course of study outlined below.

Grade	Course
7	Earth Science Advanced Honors
8	Biology Advanced Honors
9	Physical Science Advanced Honors
10	Chemistry Advanced Honors
11-12	Physics Advanced Honors and/or AP Courses

### **Admission Requirements and Policy for Remaining in Advanced Honors Program**

Cedar Creek School has established admission procedures for placement in the academically gifted programs.

## ACADEMIC COURSES AND PROGRAMS

### MIDDLE SCHOOL CURRICULUM

Please see Middle School Course Description section for more information.

#### English Department

English and Reading 6 (College Prep and Advanced Honors)

English and Reading 7 (College Prep and Advanced Honors)

English and Reading 8 (College Prep and Advanced Honors)

#### Science Department

Science 6

Science 7 Life Science

Science 7 Earth Science Advanced Honors

Science 8 Earth Science

Science 8 Biology Advanced Honors

#### Mathematics Department

Math 6

Math 7

Math 7 Pre-Algebra Advanced Honors

Math 8

Math 8 Algebra I Advanced Honors

#### Social Studies Department

World History 6

American History 7

Louisiana History 8

#### \*Computer Department\*\*

Computer 6

Computer 7

Computer 8

\*\* These courses include: keyboarding, word processing, spreadsheet, and presentation applications/introduction to Business Computer Applications

#### \*Art Department

Art 6

Art 7

#### \*Foreign Language

8<sup>th</sup> grade

#### \*Physical Education Department

PE 6

PE 7

PE 8

**\*No mid-term or final exams**

## **HIGH SCHOOL CURRICULUM (NOT ALL COURSES OFFERED EACH YEAR)**

Please see the High School Course Description section for more information.

**\*No Midterm or Final Exam Given**

### **English/Language Arts Department**

English I College Prep  
English I Honors  
English I Advanced Honors with (.5 Writing Lab)  
English II College Prep  
English II Honors  
English II Advanced Honors with (.5 Writing Lab)  
English III College Prep with (.5 Writing Lab)  
English III Honors with (.5 Writing Lab)  
English III Advanced Placement with/Literature (.5 Writing Lab)  
English IV College Prep with (.5 Writing Lab)  
English IV Honors with (.5 Writing Lab) (*Dual Enrollment Option*)  
English IV Advanced Placement with/Literature (.5 Writing Lab)  
\*Speech I (.5)  
Speech I (1)  
Speech II/Theater or Debate

### **Fine Art Department**

\*Art I, II, III, & IV  
Fine Art Survey – Art (*Dual Enrollment Option*)  
Fine Art Survey – Music  
\*Advanced Placement Studio Art  
Advanced Placement Art History

### **Foreign Language Department**

French I  
French II  
French III Honors (*Dual Enrollment Option*)  
Advanced Placement French IV (*Dual Enrollment Option*)  
Spanish I  
Spanish II  
Spanish III Honors (*Dual Enrollment Option*)  
Advanced Placement Spanish IV (*Dual Enrollment Option*)

### **\*Health and Physical Education**

Physical Education I  
Physical Education II

### **Mathematics Department**

Algebra I College Prep  
Algebra I Honors  
Algebra I Advanced Honors (8<sup>th</sup> Grade)  
Geometry College Prep  
Geometry Honors  
Geometry Advanced Honors  
Algebra II College Prep  
Algebra II Honors (*Dual Enrollment Option*)  
Algebra II Advanced Honors (*Dual Enrollment Option*)  
Advanced Math College Prep (*Dual Enrollment Options with Delta CC*)  
Advanced Math Honors (*Dual Enrollment Option*)  
Advanced Math Advanced Honors (*Dual Enrollment Option*)  
Probability and Statistics Honors  
Advanced Placement Calculus AB  
Math Lab (.5)

### **Science Department**

Biology I College Prep  
Biology I Honors  
Biology I Advanced Honors (8<sup>th</sup> Grade)  
Advanced Placement Biology (*Dual Enrollment Option*)  
Physical Science College Prep  
Physical Science Honors  
Physical Science Advanced Honors  
Biology II (Anatomy and Physiology) College Prep  
Biology II (Anatomy and Physiology) Honors (*Dual Enrollment Option*)  
Chemistry College Prep  
Chemistry Honors  
Chemistry Advanced Honors  
Chemistry II Advanced Honors  
Advanced Placement Chemistry  
Physics College Prep  
Physics Honors  
Physics Advanced Honors  
Advanced Placement Physics 1 (*Dual Enrollment Option*)  
Agri-science I, II  
Environmental Science  
Introduction to Medical Terminology

### **\*Media Department**

Journalism/Yearbook I  
Journalism/Yearbook II  
Digital Graphics (.5)

### **Social Studies Department**

World Geography  
Western Civilization  
American History College Prep  
American History Honors (*Dual Enrollment Option*)  
Advanced Placement US History (*Dual Enrollment Option*)  
Civics/Free Enterprise  
Advanced Placement Psychology (*Dual Enrollment Option*)  
Sociology (.5)  
Sociology (1)

### **Other Offerings**

Accounting I (1)  
ACT Prep (.5)  
Introduction to Engineering (.5)  
Principles of Marketing (.5)  
Principles of Business (.5)  
Child Development/Advanced Child Development  
Computer Application (.5)  
Computer Science I and II

### **Advanced Placement Course offered for 2018 - 2019**

AP Biology (also offered as Dual Enrollment)  
AP Calculus AB  
AP Chemistry  
AP English III & IV Literature and Composition  
AP French IV (also offered as Dual Enrollment)  
AP Physics 1  
AP Psychology (also offered as Dual Enrollment)  
AP Spanish IV (also offered as Dual Enrollment)  
AP Studio Art 2D  
AP Art History  
AP US History (also offered as Dual Enrollment)



Cedar Creek School offers varied levels of instruction within the curriculum and places students according to their individual strengths. A course of study is designed to help the student develop the appropriate knowledge, intellect, and critical thinking skills at each stage of their development. At each level within the curriculum, the academic expectations are motivation and commitment to the pursuit of excellence.

### **College Preparatory Curriculum**

College Preparatory courses are designed to give students a solid foundation of major concepts, developed critical thinking skills, and prepare them academically for a successful college experience.

### **Honors Curriculum**

Honors courses are designed to place more rigorous academic demands on the student. These courses are for students who exhibit superior student motivation, excellent work ethic, and a high level of commitment. In these courses, students are required to process information at a higher cognitive level with an accelerated pace. Grades in these courses are weighted more heavily because of the rigorous academic demands.

#### **I. Criteria for enrollment in an Honors Class**

The student must meet three of the four criteria listed below:

1. 85% in Subject area on Pre-ACT, Aspire or Stanford Test
2. Overall GPA (preceding year) **3.0**
3. Subject area grade (preceding year) 85% in honor class or a 93% in college preparatory class
4. Teacher recommendation

#### **II. Requirements to remain in Honors**

Each student will be evaluated at the end of the school year and must meet criteria stated above.

#### **III. Weighting of Honors Classes**

High School Honors courses will have 0.5 decimal points added to the overall grade points (used when calculating GPA) for each Honors course taken.

### **Advanced Honors/Advanced Placement Curriculum**

Advanced Honors courses (previously called Pre-AP or Challenge) are designed to prepare students to take Advanced Placement courses during their junior and senior year.

Advanced Placement courses are designed as freshman courses in college. Successful completion of the Advanced Placement examinations, administered at the end of the academic year, may give students advanced standing in college and exempt them from introductory courses at the colleges they attend.

Cedar Creek students who take Advanced Placement courses MUST take the Advanced Placement examination in those courses. Students are expected to bring to AP courses a strong record of achievement in the subject area and a high level of initiative and commitment. If a student completes an AP course but fails to take the AP exam in May, the student will not receive AP credit and there will be no AP designation for the course noted on the student transcript. **Note:** A student is exempt from taking the AP English Exam at the end of the senior year only if a score of a "5" on the corresponding AP English Exam is obtained at the end of the sophomore year. In this special case, the student will still receive AP credit and the additional 1.0 decimal points if he/she has successfully completed all class assignments prior to the AP Exam.

#### **I. Criteria for enrollment in Advanced Honors and Advanced Placement Classes**

The student must meet three of five criteria listed below:

1. PSAT score of 50 or greater
2. Overall GPA (preceding year) **3.5**
3. Subject area grade (preceding year) 93% in honors or 85% in AP Class
4. 93% from total reading and mathematics scores on PreACT, Stanford or Aspire
5. Teacher recommendation
6. English classes may require a writing prompt

#### **II. Requirements to remain in Advanced Honors and Advanced Placement Classes**

Each student will be evaluated at the end of the school year and must meet criteria stated above.

#### **III. Weighting of Advanced Honors and Advanced Placement Classes**

High School Advanced Honors and Advanced Placement courses will have 1.0 decimal points added to the overall grade points (used when calculating GPA) for each Advanced Honors or Advanced Placement course taken.

## DUAL ENROLLMENT

Dual Enrollment credit with Louisiana Tech University is offered in the courses listed. Please note that some courses will require that additional course work be completed in order to fulfill the Louisiana Tech credit requirement. All Louisiana Tech criteria for admission must be met and students must comply with all Louisiana Tech procedures and policies.

An ACT **English** sub-score of 30 will substitute for English 101 credit. An ACT **math** sub-score of 26 will substitute for math 101 credit.

Dual Enrollment credit with Delta Community College is offered for students taking Advanced Math CP and do not have the required math ACT sub-score to enroll in a four-year university. **Course offerings are subject to change.**

### CEDAR CREEK COURSE

Fine Art Survey

Biology II Honors

French III Honors

Spanish III Honors

American History Honors

AP U.S. History

Advanced Math Honors

Advanced Math Advanced Honors

Algebra II Honors

Algebra II Advanced Honors

English IV Honors

English IV AP

AP Chemistry

AP Biology

AP Psychology

### LOUISIANA TECH UNIVERSITY COURSE

Art 290

3 credit hours year-long course

BISC 2243 credit hours for non-Biology majors; year-long course

FREN 101

3 credit hours 1<sup>st</sup> semester

FREN 102

3 credit hours 2<sup>nd</sup> semester

FREN 201

3 credit hours 1<sup>st</sup> semester

FREN 202

3 credit hours 2<sup>nd</sup> semester

SPAN 101

3 credit hours 1<sup>st</sup> semester

SPAN 102

3 credit hours 2<sup>nd</sup> semester

SPAN 201

3 credit hours 1<sup>st</sup> semester

SPAN 202

3 credit hours 2<sup>nd</sup> semester

HIST 2013 credit hours 1<sup>st</sup> semester; not a prerequisite for 202

HIST 202

3 credit hours 2<sup>nd</sup> semester

HIST 201

3 credit hours 1<sup>st</sup> semester

HIST 202

3 credit hours 2<sup>nd</sup> semester

MATH 112

3 credit hours 1<sup>st</sup> semester

MATH 240

3 credit hours 2<sup>nd</sup> semester

MATH 112

3 credit hours 1<sup>st</sup> semester

MATH 240

3 credit hours 2<sup>nd</sup> semester

MATH 101

3 credit hours year-long course credit given for ACT math score of 26

MATH 101

3 credit hours year-long course credit given for ACT math score of 26

ENG 101

3 credit hours year-long course credit given for ACT English score of 30

ENG 102

3 credit hours year-long course credit given for ACT English score of 30

CHEM 120

3 credit hours 1<sup>st</sup> semester

CHEM 121

3 credit hours 2<sup>nd</sup> semester

CHEM 122

1 credit hour lab 1<sup>st</sup> semester

CHEM 120 & 122 are taken concurrently for 4 credit hours – cost \$150

BISC 130

3 credit hours 1<sup>st</sup> semester

BISC 132

3 credit hours 2<sup>nd</sup> semester

BISC 131

1 credit hour lab 1<sup>st</sup> semester

BISC 130 & 131 are taken concurrently for 4 credit hours – cost \$150

PSYC 102

3 credit hours year long course

## CEDAR CREEK MIDDLE SCHOOL COURSE DESCRIPTION

### **ENGLISH SUBJECT MISSION**

Students successfully completing the language arts curriculum at Cedar Creek School will read, write, speak, and listen at a level that empowers them to contribute responsibly and successfully as members of a diverse, global society.

Placement in the Advanced Honors Program in English is dependent upon achievement scores and performance in fourth and fifth grade. At the end of fourth grade, students who have an average percentile score of 93% on total Math and total Reading on the Stanford 10 Achievement Test are recommended for testing by an independent testing agency whose recommendation is followed by the school. Students who meet the state requirements are placed in Cedar Creek's Advanced Honors Program for English and Reading beginning in sixth grade.

### **English/Reading 6**

This course consists of an intensive study of grammar, literature, and writing. The goal is to improve each student's communication skills through an integrated study of grammar, literature, vocabulary, spelling, and writing skills. Students review kinds of sentences, subjects and predicates, the eight parts of speech, complements, punctuation, subject-verb agreement, and correct use of pronouns, verbs, adjectives, and adverbs. Students are required to read various types of literary works, including one novel, short stories, poetry, non-fiction, plays, myths, and folk tales. Through literature the students also develop other reading skills, such as identifying the main idea, predicting outcomes, making inferences, identifying facts, and identifying character traits. The development of writing includes a major emphasis on the topic sentence and paragraph development. Students demonstrate basic skills by combining sentences and developing sentence variety. Students also write and edit short compositions and reports. In addition, students increase vocabulary skills throughout the year.

### **English/Reading 6 Advanced Honors**

In this course students of demonstrated exceptional intellectual ability have the opportunity to study both composition and literature using more complex texts and in greater depth than would be appropriate in regular courses. Students study works of poetry and prose from both historical and contemporary periods. Extensive practice in composition is combined with the study of grammar, vocabulary, and spelling.

Cedar Creek School follows state guidelines set forth in Bulletin 1508 regarding the identification of students for gifted programs. Classroom teachers recommend students on the basis of achievement scores and performance. With parental permission, students are tested by an independent testing agency, whose recommendation is followed by the school. Admission to the first three grades is by meeting requirements of Bulletin 1508.

### **English/Reading 7**

This course consists of an intense study of grammar, literature, and writing. The goal is to improve each student's communication skills through an integrated study of grammar, literature, vocabulary, spelling, and writing skills. Students review sentence structure, the eight parts of speech, complements, phrases, clauses, subject/verb agreement, and correct use of pronouns, verbs, adjectives, and adverbs. Mechanics (punctuation and capitalization rules) are also reviewed and emphasized in writing assignments. The development of basic writing skills includes emphasis on choosing precise, vivid words (particularly those that appeal to the five senses), combining details for lengthier sentences, and varying sentence beginnings for sentence variety. Students are taught basic paragraph structure, the writing process, and the various types of paragraph development. Students will demonstrate these skills through journal entries, short compositions, and reports. Students are also required to read various types of literary works including two novels, short stories, poetry, non-fiction, and mythology. In addition, students work on improving vocabulary and spelling skills throughout the year.

### **English/Reading 7 Advanced Honors**

In this course students of demonstrated exceptional intellectual ability have the opportunity to study both composition and literature using more complex texts and in greater depth than would be appropriate in basic or honors-level courses. Extensive practice in writing in the major rhetorical modes, reading of works of poetry and prose from many historical periods, and in critical analysis of literature is offered. The course will include formal study of grammar and vocabulary and will require students to read and write about classic texts, such as the *Iliad*, the *Odyssey*, *David Copperfield*, *Huck Finn*, *Jane Eyre*, and works of similar complexity. Students are required to read two to three books from a supplementary reading list each quarter. The course involves a two-year rotation of texts and problems.

Cedar Creek School follows state guidelines set forth in Bulletin 1508 regarding the identification of students for gifted programs. Classroom teachers recommend students on the basis of achievement scores and performance. With parental permission, students are tested by an independent testing agency, whose recommendation is followed by the school. Admission to the first three levels is by meeting requirements of Bulletin 1508. Admission to grade 9 requires superior achievement test scores and teacher recommendation.

## English/Reading 8

This course consists of an intensive study of grammar, literature, and writing. The goal is to continue to improve each student's communication skills through an integrated study of grammar, literature, vocabulary, spelling, and writing skills. Students review kinds of sentence structure, the eight parts of speech, complements, phrases, clauses, subject/verb agreement, and the correct use of verbs, pronouns, adjectives, and adverbs. Mechanics (punctuation and capitalization rules) are also reviewed through writing assignments. The development of writing skills includes a review of word choice, sentence combining, and sentence variety. Students review paragraph structure, the writing process, and the various types of paragraph development. Students demonstrate these skills through journal entries, essays, and reports. Students are also required to read various types of literary works including two novels, short stories, non-fiction, poetry, drama, and folk tales. In addition, students work on improving vocabulary and spelling skills throughout the year.

**English/Reading 8 Advanced Honors** See description for Advanced Honors English/Reading 7

## MATH SUBJECT MISSION

Students successfully completing the mathematics curriculum at Cedar Creek School will apply mathematical concepts and computational skills in reasoning, communicating, and problem solving through the use of appropriate resources.

In sixth and seventh grade, students take Mathematics, Course 1 and Course 2, respectively. Students study Pre-Algebra in eighth grade. Student performance in these classes and on standardized tests will determine high school math placement in college-preparatory mathematics or in honors mathematics. (See High School Math table for course listings for each mathematics program of study at the high school level.)

## Accelerated Math

Beginning in 7<sup>th</sup> grade, Cedar Creek offers the Advanced Honors Mathematics Program, an enriched course of study to students who have demonstrated exceptional mathematical ability and achievement. A student in this mathematics program bypasses regular 7<sup>th</sup>-grade math and takes 8<sup>th</sup>-grade Pre-Algebra Advanced Honors in 7<sup>th</sup> grade instead. This allows the student to enroll in high school Algebra I Advanced Honors in 8<sup>th</sup> grade, thus providing room in the student's schedule to complete a Calculus AP course as a senior in high school. (See High School Math table.) According to the National Council of the Teachers of Mathematics (NCTM), "There is little or no reason to accelerate a student into Algebra I (in Middle School) unless the student intends to continue mathematics study through ... a fifth year of secondary study in an academically appropriate course such as calculus" and demonstrates the mathematical ability to do so.

Placement in 7<sup>th</sup>-grade Advanced Honors Program is made by the curriculum coordinator or Director of Guidance. The main factor used for placement in this program is a minimum score of 85 on the Orleans Hanna Algebra Prognosis Test. A student must also meet four of the following criteria:

- 1) Minimum final grade of 93 in 6<sup>th</sup>-grade mathematics.
- 2) An above average percentile and stanine score on the Stanford Math Conception and Applications (6<sup>th</sup> grade)
- 3) A ranking of "8<sup>th</sup>-grade math readiness" on the Math Readiness/Diagnostic Test.
- 4) Recommendation of 6<sup>th</sup>-grade mathematics teacher.
- 5) A score of 85 or above on the Orleans Hanna Algebra Prognosis Test.

Placement in the 8<sup>th</sup>-grade Algebra I Advanced Honors course is made by the curriculum coordinator or Director of Guidance. A student must have a minimum score of 85 in a complete Pre-Algebra (regular 8<sup>th</sup>-grade math) course. A student is not allowed to bypass Pre-Algebra because the skills learned from this course are essential for the proper mathematical development of the student. Furthermore, approximately one-third of the math portion of the ACT is Pre-Algebra, and successful completion of a Pre-Algebra course will enhance student performance on this college entrance exam. A student must also meet two of the following three criteria:

- 1) Minimum score of 90<sup>th</sup> percentile on achievement test (SAT) Math Concepts and Applications section. (7<sup>th</sup> grade)
- 2) A ranking of "Algebra readiness" on the Math Readiness/Diagnostic Test.
- 3) Recommendation of Pre-Algebra teacher.

These criteria were established in the best interest of the student to enhance his or her mathematical development and to ensure success in the mathematics program at Cedar Creek throughout middle school and high school. Students enrolled in the Advanced Honors Mathematics Program in 7<sup>th</sup> grade will also be enrolled in the Advanced Honors Science Program in 7<sup>th</sup> grade.

**Math 6**

The student will solve problems that involve the use of fractions, decimals, percents, and geometric concepts. The student will work with data analysis, number patterns, and algebraic thinking, ratios and proportions, measurement, probability, integers, and various problem-solving techniques.

**Math 7**

The student will demonstrate mastery of computational skills with rational numbers, perform computations with integers, solve basic equations, and demonstrate an understanding of ratios, proportions, and percents. Study will go beyond the topics of arithmetic to build a foundation in geometry, measurement, algebra, number theory, and data analysis.

**Advanced Honors Pre-Algebra 7**

The 7<sup>th</sup> grade Pre-Algebra Honors class is an accelerated and enriched mathematics course of study for highly motivated and self-disciplined students with a high level of curiosity, creativity, perseverance, and maturity. The class is designed only for those students who have demonstrated exceptional mathematical ability and achievement and who plan to continue in the Pre AP/AP mathematics program at high school, taking AP Calculus as a senior.

Students will demonstrate an understanding of the connections between the various branches of mathematics by applying computational skills, mathematical reasoning, and introductory algebraic and geometric principles to model and solve real-life problems. Students will demonstrate a basic understanding of the real number system, equations and inequalities, geometry, measurement, data analysis, probability, functions, proportional reasoning, and applications of percents.

**Math 8 (Pre-Algebra)**

Students will demonstrate an understanding of the connections between the various branches of mathematics by applying computational skills, mathematical reasoning, and introductory algebraic and geometric principles to model and solve real-life problems. Students will demonstrate a basic understanding of the real number system, equations and inequalities, geometry, measurement, data analysis, probability, functions, proportional reasoning, and applications of percents.

**Algebra I Advanced Honors – 8<sup>th</sup> grade (5 days/week – 1 credit)**

The 8<sup>th</sup> grade Advanced Honors Algebra I class is a continuation of the accelerated and enriched mathematics course of study for highly motivated and self-disciplined students with a high level of curiosity, creativity, perseverance, and maturity. The class is designed only for those students who have demonstrated exceptional mathematical ability and achievement and who plan to continue in the Advanced Honors mathematics program in high school, taking AP Calculus as a senior. Students who successfully complete this course with teacher recommendation receive high school credit for Algebra I, and the grade will be included in the student's high school GPA.

Algebra I is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, solving systems of equations, and graphing linear and quadratic functions and relations. Emphasis will be placed on the analysis of real-life situations and how they may be translated into algebra to determine solutions. Students will use graphing calculators to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. Problem solving and higher-order thinking skills are greatly emphasized. Designed for students who have demonstrated a solid understanding of all Pre-Algebra topics, this course presents a rigorous study to prepare students to continue in the advanced honors mathematics program

**World History 6**

Students will analyze countries and regions throughout the world in terms of geography, economics, culture, and current events. World history in the sixth grade is a study of the world, past and present. Students will be challenged to learn about people and places here and abroad. Goals for our students include not only learning about the differences in other lands but also the similarities. The class will be supplemented with filmstrips, videotapes, and outside speakers. Participation in the Cedar Creek Social Studies Fair is optional.

**American History 7**

Students will analyze elements of American history from pre-colonial times through the reconstruction period to understand the foundations of American heritage. American history on the 7th grade level is a survey course of American history from the Indians of pre-Columbus times through the Civil War. The class is supplemented with filmstrips, videotapes, outside speakers, and field trips. Participation in the Cedar Creek Social Studies Fair is optional.

## **Louisiana History 8**

Students will analyze Louisiana in terms of its culture, geography, economics, civics, and history, both past and present, and will evaluate the relevance of these to the rest of the United States. Louisiana history is a study of our state from its earliest beginnings of discovery and colonization to its current struggles to rebuild our state due to the devastation unleashed by Hurricane Katrina. The 8<sup>th</sup> grade trip provides a wonderful opportunity for students to experience what they have learned during the year by visiting Baton Rouge, New Orleans, and Cajun Country. Students are required to participate in the Cedar Creek Social Studies Fair in February of each year.

## **SCIENCE SUBJECT MISSION**

Students successfully completing the science curriculum at Cedar Creek School will be scientifically literate; students will interpret, evaluate, and contribute to the world around them through the application of critical reasoning skills and the use of appropriate resources.

Students placed in the Academically Gifted Program in math, are automatically placed in the Academically Gifted Program for science.

## **Science 6**

The student will relate forces of motion, forms of energy, and environmental issues to real-life application. The student will apply scientific inquiry to research a topic, conduct an experiment, and write a scientific paper.

## **Science 7 Life Science**

The student will apply scientific inquiry and technology to demonstrate an understanding of the structure and function in living systems, the unity and diversity of organisms, and the function of the circulatory, respiratory and immune systems in the human body. The student will apply the scientific inquiry to research a topic, conduct an experiment, and create a science fair project.

Besides gaining knowledge in this branch of science, the students are shown how scientists obtain and organize this knowledge. The course will require note-taking, chapter reading, vocabulary, review sheets, laboratory investigations with assigned partners, and classroom projects.

## **Science 8 Earth Science**

The student will apply scientific inquiry and technology to demonstrate an understanding of the properties of earth materials, the structure of the Earth and the processes that have altered this structure, the Earth's history, and the Earth's place in the universe.

This course will require note-taking, chapter reading, vocabulary, review sheets, laboratory investigations with assigned partners, and classroom projects. Laboratory skills with an emphasis in scientific inquiry will be stressed throughout this course.

## **Earth Science 7 Advanced Honors**

Beginning in 7<sup>th</sup> grade, Cedar Creek offers the accelerated science program in conjunction with the accelerated mathematics program. A student in this program will bypass regular 7<sup>th</sup> grade science and will take an advanced honors level Earth Science in 7<sup>th</sup> grade. This allows the student to enroll in high school Biology I Advanced Honors in 8<sup>th</sup> grade, thus providing room in the student's schedule to complete an Advanced Placement science course as a senior in high school. Students who qualify for the advanced Honors 7<sup>th</sup> grade math course automatically also qualify for this course.

## **Biology 8 Advanced Honors**

This course is offered to students enrolled in 8th grade Algebra I Advanced Honors. Students who successfully complete this course with teacher recommendation receive high school credit for biology, and the grade will be included in the high school GPA. This course will provide a broad and thorough foundation for subsequent enrollment in AP Biology.

Biology is the science of life, of ourselves, and of the living world around us. It includes the study of the smallest virus, the function and structure of the human body as well as the interaction of all organisms in the world. Several topics in Earth Science are also covered in this course. This lecture-style course will include chapter reading, laboratory experiments, written laboratory reports, frequent quizzes, written homework, as well as a research project. Laboratory skills with an emphasis in the scientific method will be stressed throughout this course.

The class will address topics of cellular structure and function, taxonomy, genetics, organ systems, and characteristics of organisms from a wide range of phyla. Assessments will include in class quizzes, in class tests, research paper (s), oral presentation (s), laboratory exercises and reports, and take-home assignments.

## **Art**

The middle school art course is divided into two levels of instruction. Level 1 is an introduction to art. Basic drawing (with charcoal, pastels, pencil), basic design, introduction to the elements and principles of design, study of the color wheel, and introduction to color combination form the basis of the class. Tempera painting, wood burning, leather works, and other simple crafts are correlated with the basic drawing and design to form a well-rounded program. Some art history is also included in the introductory course.

Level 2 is an advanced application of the principles mastered in Level 1. Students also learn some of the following: calligraphy, perspective drawing, advanced drawing, printing (vegetable, Styrofoam, and calligraphy), some stitchery on burlap and quilting, and acrylic painting on paper and canvas board. More in-depth art history lessons are also included.

## **Keyboarding, Word Processing, Spreadsheet and Presentation Applications/Introduction to Business Computer Applications**

The Middle School computer program is divided into the three courses for the sixth, seventh, and eighth grades respectively. With the acquired basic skills, students can use Microsoft Office Suite 2016 and the Word, Excel, and PowerPoint apps to enhance their studies in secondary and post-secondary education and to incorporate the computer and the iPad as basic communication tools into their various academic activities. The instructional delivery system for these courses uses the laboratory approach emphasizing computer skills, notetaking skills, presentation skills, written communication skills and cloud storage. Lessons for all grades are given with a focus on digital citizenship. Coding logic skills are also introduced in all classes using Scratch and Code.org as resources. Students who successfully complete the eighth-grade course with teacher recommendation receive high school credit and the grade will be included in the high school GPA.

## **Physical Education 6**

Grade 6 physical education allows for rapid and diverse physical, social, and emotional change. The program is vigorous to enhance physical development. Emphasis is placed on correct form in skills. Rules and game strategy are taught in a wide variety of games, relays, and competitive activities. A variety of games that lead up to organized sports are offered. Health units include: "You and Your Personality", "Why You Act the Way You Do", and "Taking Charge."

## **Physical Education 7 & 8**

Activities are taught in units. Methods of teaching include direct instruction, demonstration, drills, and participation in the sport. Students select the units they wish to take in addition to the required conditioning class, health class, and physical fitness testing program. Instructor team teaching allows maximum benefit of instructor interest, knowledge, and skill.

The following teams represent Cedar Creek Middle School: Football, Boys & Girls Basketball and Track. Practice sessions for these sports occur during the regular Physical Education class.

## **Spanish and French 8<sup>th</sup> grade (1 semester-5days a week for 9 weeks per each language)**

Students will use introductory conversational vocabulary to communicate in the target language. Vocabulary topics include greetings, numbers 0-100, days of the week, months, date, age, likes, dislikes, and preferences. Students will define grammar terminology crucial to grammar of the target language. Students will learn a verb to describe oneself and the verb to like. They will demonstrate understanding of these terms by conjugating the verbs. Students will comprehend the global impact of the target language and compare and contrast cultural practices of French and Spanish speaking countries. Cultural topics include Christmas traditions, Mardi Gras, Cinco de Mayo, Easter and typical foods.

## CEDAR CREEK HIGH SCHOOL COURSE DESCRIPTIONS

### ENGLISH

The Cedar Creek English curriculum is a correlated program of reading, writing, speaking, and listening. Through the study of carefully selected texts and other materials, students have the opportunity to develop effective reading strategies while building the critical thinking skills necessary for effective written and oral communication. Since the need for strong written communication is great, writing instruction addresses a wide spectrum of audiences and purposes. The multi-faceted curriculum also allows students to pursue special interests as they strive to meet individual goals and acquire the skills needed for lifelong growth.

The literature curriculum is a sequenced study of literary art designed to prepare students for the work they will encounter in selective colleges while also giving them the foundation for making well founded aesthetic, ethical, and practical judgments in the contemporary world. Through the study of classical texts and contemporary works of high artistic quality, students have the opportunity to develop the skills of comprehension and analysis necessary to benefit fully from any literary work. Furthermore, the selected works will provide an opportunity for students to develop an appreciation for universal truths and traditional values while gaining the ability to discriminate on the basis of those truths and values.

Specifically, the literature curriculum seeks to guide students to

- Appreciate and employ literature as a means of understanding and reflecting on human experience and the human condition.
- Develop the powers of concentration, analysis, and evaluation required for skillful, discriminating reading of a variety of materials.
- Develop familiarity with the body of literature commonly acknowledged as a repository of universal truths and traditional values.
- Develop a familiarity with contemporary literature that faithfully and artfully depicts human experience.
- Recognize and employ literary genre and critical techniques to gain meaning from literary texts.
- Appreciate the use of and develop their ability to use language as a means of communication.
- Develop skill in purposeful reading of a variety of literature.
- Expand awareness of history, people, and cultures.
- Recognize literature as a lifelong source of knowledge, learning, and personal enjoyment.

### ENGLISH MISSION STATEMENT

Students successfully completing the language arts curriculum at Cedar Creek School will read, write, speak, and listen at a level that empowers them to contribute responsibly and successfully as members of a diverse, global society.

Four credits are required for graduation. Three programs of study are offered in the English curriculum.

<b>Grade</b>	<b>College Prep</b>	<b>Honors</b>	<b>Advanced Honors/AP</b>
9 <sup>th</sup>	English I	English Honors	English I Advanced Honors
10 <sup>th</sup>	English II	English II Honors	English II Advanced Honors
11 <sup>th</sup>	English III	English III Honors	English III Advanced Placement
12 <sup>th</sup>	English IV	English IV Honors	English IV Advanced Placement

All 9<sup>th</sup> grade students are required to take Speech I.

#### **English I** (5 days/week plus writing lab 2/3 days/week - 1 credit)

In a variety of genres, students will read and analyze literature by authors representing multiple cultures and time periods. Using standard English language, students will write a complex, multi-paragraph compositions.

This course consists of a correlated study of grammar, literature, vocabulary, and composition. The student will read various types of literary works, including short stories, poetry, drama, and novels. The students will read The Odyssey, Romeo and Juliet, and Great Expectations. In addition they respond in writing to one additional novel, selected by the teacher, each semester: The development of writing skills includes a major emphasis on multi-paragraph essays. Students learn to practice standard language usage, sentence combining, and sentence variety in written compositions. Journal writing is used both as a response to literature and a means of developing creative writing skills.

#### **English I Honors** (5 days/week plus writing lab 2/3 days/week - 1 credit)

In a variety of genres, students will read and analyze literature by authors representing multiple cultures and time periods. Using standard English language, students will write complex, multi-paragraph compositions.

This course is an intensive, correlated study of literature, grammar, vocabulary, and compositions. The literature is organized by genres and includes short stories, poetry, drama, biography, and novels. Major works include Romeo and Juliet, Great Expectations, and The Odyssey. Students also read additional novels, selected by the teacher, each semester. Composition instruction emphasizes multi-paragraph essays. Students also have creative writing opportunities. In addition to formal spelling, vocabulary, and grammar study, students are



expected to apply appropriate skills to their writing assignments. Research skills are reinforced through a variety of activities. Journal writing is used both for creative writing and in response to literature.

**English I Advanced Honors** (5 days/week plus writing lab 2/3 days/week - 1 credit)

In this course students of demonstrated exceptional intellectual ability have the opportunity to study both composition and literature using more complex texts and in greater depth than would be appropriate in basic or honors-level courses. Extensive practice in writing in the major rhetorical modes, reading of works of poetry and prose from many historical periods, and in critical analysis of literature is offered. The course will include formal study of grammar and vocabulary and will require students to read and write about classic texts, such as the Iliad, the Odyssey, David Copperfield, Huck Finn, Jane Eyre, and works of similar complexity. Students are required to read two to three books from a supplementary reading list each quarter. The course involves a two-year rotation of texts and problems.

**English II** (5 days/week plus writing lab 2/3 days/week - 1 credit)

This course consists of an intensive study of literature, vocabulary, and composition (including an emphasis on grammar skills). The literature units are categorized by seven genres: short stories, poetry, nonfiction, drama, romance (the Legends of King Arthur) and novel. The study of these reading assignments will emphasize the elements of theme, irony, plot, point of view, symbolism, and characterization. Students are expected to write analytically from each reading assignment. Students will also read novels during the school year, including The Pearl, Silas Marner, and A Separate Peace. Students study composition for the primary purpose of developing competent communication skills through the writing of different kinds of essays (narrative, descriptive, persuasive, cause and effect, personal, and comparison/contrast). Journal writing and other creative writing assignments are also included. A small research paper is required as the culminating writing assignment. Vocabulary skills are also emphasized throughout the year with weekly lists and quizzes.

**English II Honors** (5 days/week plus writing lab 2/3 days/week - 1 credit)

This course consists of an intensive study of literature, vocabulary, and composition (including an emphasis on grammar skills). The literature units are categorized by several genres: short stories, poetry, nonfiction, drama, romance (the Legends of King Arthur), and novels. Students are required to write analytically from each reading assignment. This requires knowledge and application of major literary elements: theme, plot, irony, point of view, symbols, and characterization. Students will also study auxiliary novels, including Silas Marner, A Separate Peace, The Pearl, and Fahrenheit 451. Students are expected to exhibit competent writing skills through writing essays and a research project. Journal writing and other creative writing assignments are also included. Vocabulary skills are emphasized throughout the year through weekly lists and quizzes.

**English II Advanced Honors** (5 days/week plus writing lab 2/3 days/week - 1 credit) See description for English I Advanced Honors.

**English III** (5 days/week plus writing lab 2/3 days/week = 1 credit)

Students will differentiate the various literary periods and authors of American literature, continuing to build an understanding of essential literary elements. Besides selections from the basic text, students read novels, plays, and other works that represent the broad scope of American literature and its genre. Students will seriously begin to prepare for college expectations regarding academic composition production. They will evaluate and improve their writing by completing several writing projects including essays, critical analysis and a documented research paper.

**English III Honors** (5 days/week plus writing lab 2/3 days/week - 1 credit)

Students will differentiate the various literary periods and authors of American literature, continuing to build an understanding of essential literary elements and use higher level critical thinking to analyze and deconstruct pieces of literature. Besides selections from the basic text, students read novels, plays, and other works that represent the broad scope of American literature and its genre. Students will seriously begin to prepare for college expectations regarding academic composition production. They will evaluate and improve their writing by completing several writing projects including persuasive essays, in-depth critical analysis and a documented research paper. Honors students will read and write about works that will give them the necessary literary background that colleges will expect of them.

**English III Advanced Placement** (5 days/week plus writing lab 2/3 days/week - 1 credit)

In the Advanced Placement course in English Literature & Composition, students are engaged in a careful reading of works of poetry and prose from many historical periods. Writing assignments focus on the critical analysis of literature. In addition, students read and write about at least 5 major texts from the English and American literary traditions. Texts, method of instruction, and standards employed in this course are those appropriate to a college literature course.

In the Advanced Placement course in English Composition & Literature, students are involved in both the study and practice of writing and the study of literature. Writing assignments focus on the major rhetorical modes and techniques appropriate to each. Texts, methodology, and standards employed are those of a college composition course. Students are required to take the Advanced Placement test in May. Those scoring 3 or above, out of 5, on this independently scored national examination may receive up to 6 hours of college credit in English.

**English IV** (5 days/week plus writing lab 2/3 days/week - 1 credit)

Students will read and analyze British literature for its relationship to history while also demonstrating increased understanding and mastery of essential literary elements. In addition, students will demonstrate more advanced writing skills through producing increasingly complex compositions. Students will read poetry, essays, drama, novel excerpts, and short stories by major authors of each literary period. Plays studied in their entirety include Macbeth, The Importance of Being Earnest, and Pygmalion. Other reading assignments include selections from a summer reading list, a teacher-selected novel, and an approved biography from the library. Composition instruction emphasizes essay answers to test questions, the multi-paragraph essay, and the research paper. Creative writing opportunities are also included. Grammar and usage instruction focuses on problem areas that appear in students' writing. In addition to formal assessment of grammar, spelling, and vocabulary, students are expected to apply appropriate skills to all writing assignments while striving for mature and varied sentence structure.

**English IV Honors** (5 days/week plus writing lab 2/3 days/week - 1 credit)

Students will read and analyze British literature for its relationship to history while also demonstrating increased understanding and mastery of essential literary elements. In addition, students will demonstrate more advanced writing skills through producing increasingly complex compositions. Students will read poetry, essays, drama, novel excerpts, and short stories by major authors of each literary period. Plays studied in their entirety include Macbeth, The Importance of Being Earnest, and Pygmalion. Other reading assignments include selections from a summer reading list, a Shakespearean comedy, Book IX of Paradise Lost, Jane Eyre, and Pride and Prejudice. Composition instruction emphasizes essay answers to test questions, the multi-paragraph essay, and the research paper. Students are encouraged to select a literary topic for research and to investigate other libraries in addition to the Cedar Creek library. Creative writing opportunities are also included. Oral expression skills are developed through a variety of literature-based presentations as well as through group work related to creative writing assignments. Grammar and usage instruction focuses on problem areas that appear in students' writing. In addition to formal assessment of grammar, spelling, and vocabulary, students are expected to apply appropriate skills to all writing assignments while striving for mature and varied sentence structure.

**Dual Enrollment Option** – additional materials and course work required. Specific details are given in the teacher syllabus.

**English IV Advanced Placement** (5 days/week plus writing lab 2/3 days/week - 1 credit) See description English III (AP)

**Writing Lab (All Juniors and Seniors and All high school Advanced Honors English)**

In addition to the 5 periods spent each week in English, two or three additional periods are spent in writing lab. Through direct instruction, abundant practice, and guided revision, students in grades 11 and 12 will develop a portfolio containing a wide variety of writing products. These products will include literature based essays, personal essays, short fiction, poetry, and technical writing.

**Speech I** (5 days/week - 1 credit)

Speech I is taught in the 9<sup>th</sup> grade to improve communication skills. This course concentrates on 3 principal areas of instruction: listening skills, small group interaction, and public speaking.

**Speech I** (.5 credit)

One semester of Speech .5 credit.

**Speech II** – (5 days/week -1 credit)

Speech II is offered to any Junior or Senior that has completed Speech I. This course concentrates on furthering the skill set learned in Speech I. Instruction will include communication, public speaking, collaboration, and theater units.

**Electives**

These courses are available as scheduling and staff will permit.

**Journalism/Yearbook**

This class has the singular purpose of publishing the school yearbook. It is a unique class, one that requires strong organizational skills, a mature and diligent work ethic, and a strict adherence to deadlines. Publishing a yearbook is a complicated, creative, time-consuming process. Students are required to create a photographic and written record of the school year; leave the classroom or the campus on staff-related assignments and act responsibly and accordingly as a representative of the publication and school; devote time outside of regular class time to complete assigned tasks by deadlines; work on completion of the yearbook after school is officially over for the academic year, including after graduation; and sell advertising to support the financial structure of the publication.

Yearbook staff also will learn Adobe Photoshop and InDesign, as well as the principles of successful yearbook layout and design, for the end purpose of creating an aesthetically pleasing publication. **SENIORS** will be expected to complete all assigned work before receiving their final grade. This may involve working on assigned projects after the normal seniors' last day.

As a prerequisite, students interested in participating in Yearbook may be required to complete an application and must be approved by the teacher.

**Journalism/Yearbook (5 days/week - 1 credit)**

This class has the singular purpose of publishing the school yearbook. Students are required to sell ads, write copy, and take and caption pictures. Students will be expected to work with a high degree of independence, follow teacher and yearbook editor instruction, and complete appropriate work before the yearbook deadlines. Deadlines usually occur between the months of November and June. They will be expected to edit articles and proof written copy. Students will learn to use *Yeartech*, a Jostens's software program, as well as incorporate Page-Maker software to design layouts on an IBM computer. Yearbook staff also will learn Adobe Photoshop and InDesign, as well as the principles of successful yearbook layout and design, for the end purpose of creating an aesthetically pleasing publication. .

**SENIORS** will be expected to complete all assigned work before receiving their final grade. This may involve working on assigned projects after the normal seniors' last day.

As a prerequisite, students interested in participating in Yearbook may be required to complete an application and must be approved by the teacher.

## **MATHEMATICS**

Mathematics is the science that attempts to describe the world around us in quantitative terms. It is a language, a way of communicating about the world. Mathematics is an ever-changing body of knowledge based on structure, logic, relationships, patterns, and precision.

The understanding of mathematics and the ability to apply this knowledge is critical in today's society. The foremost objective of Cedar Creek's mathematics program is to develop students' ability to be mathematical problem solvers. Additionally, the goals of the program are to provide students with knowledge and skills needed for professional opportunities, for practical, everyday living, to be part of an informed citizenry, and to recognize the role mathematics contributes to society's general knowledge.

### **MATH SUBJECT MISSION**

Students successfully completing the mathematics curriculum at Cedar Creek School will apply mathematical concepts and computational skills in reasoning, communicating, and problem solving through the use of appropriate resources.

All students can achieve a reasonable level of success in mathematics with guidance, effort, and the expectation they will succeed. They need to feel confident in their ability to learn mathematics. Students most readily understand and apply mathematics if it is first learned using concrete materials followed by representative models and abstract symbolism. Middle school and high school mathematics programs are designed to help students make the transition from the concrete to the conceptual and symbolic.

<b><u>Grade</u></b>	<b><u>College Prep</u></b>	<b><u>Honors</u></b>	<b><u>ADVANCED HONORS/AP</u></b>
9 <sup>th</sup>	Algebra I	Algebra I Honors	Geometry Advanced Honors
10 <sup>th</sup>	Geometry	Geometry Honors	Algebra II Advanced Honors
11 <sup>th</sup>	Algebra II	Algebra II Honors	Advanced Math Advanced Honors
12 <sup>th</sup>	Advanced Math	Advanced Math Honors	Calculus AB Advanced Placement

#### **Algebra I (5 days/week – 1 credit)**

Algebra I is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, solving systems of equations, and graphing linear and quadratic functions and relations. Emphasis will be placed on the analysis of real-life situations and how they may be translated into algebra to determine solutions. Students will use graphing calculators to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. This course strengthens and enriches the student's mathematical concepts for more advanced studies.

#### **Algebra I Honors (5 days/week – 1 credit)**

Algebra I is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, solving systems of equations, and graphing linear and quadratic functions and relations. Emphasis will be placed on the analysis of real-life situations and how they may be translated into algebra to determine solutions. Students will use graphing calculators to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. Designed for students who have demonstrated a solid understanding of all Pre-Algebra topics, this course presents a rigorous study to prepare students to continue in the honors mathematics program.

#### **Geometry (5 days/week – 1 credit)**

Geometry uses inductive and deductive approaches to cover the topics of plane and solid geometry. This course includes the study of problem solving techniques, lines, angles and triangles, congruence, informal proofs, perpendicular lines, parallel lines, polygonal regions and areas, similarities, circles, solids and their volume, and constructions. Methods used include informal guided-discovery approach, whereby students work with the tools of geometry and discover geometric properties by experimentation and observation. Geometry also uses real world/practical problems and reinforces skills and concepts developed in Algebra I. Graphing calculators will be used extensively in this course.

#### **Geometry Honors (5 days/week – 1 credit)**

This course includes the study of sets, real numbers, lines, planes, angles and triangles, congruence, formal proofs, geometric inequalities, perpendicular lines, parallel lines, polygonal regions, areas, similarities, coordinate geometry, circles, spheres, solids and their volumes, constructions, and an introduction to trigonometry. Geometry uses inductive and deductive approaches to cover the topics of plane and solid geometry. Methods used include informal guided-discovery approach, whereby students work with the tools of geometry and discover geometric properties by experimentation and observation. Graphing calculators will be used extensively in this course. Designed for students who have demonstrated a solid understanding of Algebra I topics, this course presents a rigorous study to prepare students to continue in the honors mathematics program.

**Geometry Advanced Honors (5 days/week – 1 credit)**

This course extends and deepens the topics of the honors course by providing ample practice using problem solving and higher-order thinking skills. Geometry Advanced Honors includes the study of sets, real numbers, lines, planes, angles and triangles, congruence, formal proofs, geometric inequalities, perpendicular lines, parallel lines, polygonal regions, areas, similarities, coordinate geometry, circles, spheres, solids and their volumes, constructions, and an introduction to trigonometry. Geometry uses inductive and deductive approaches to cover the topics of plane and solid geometry. Methods used include informal guided-discovery approach, whereby students work with the tools of geometry and discover geometric properties by experimentation and observation. Graphing calculators will be used extensively in this course. Designed for students who have demonstrated a solid understanding of Algebra I topics, this course presents a rigorous study to prepare students to continue in the advanced honors mathematics program.

**Algebra II (5 days/week – 1 credit)**

This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. The students will simplify expressions and solve and graph equations and inequalities in both the real and complex number systems. Topics include linear and quadratic equations and inequalities, functions and relations, conic sections, systems of equations and inequalities, matrices, and logarithms. Students will use graphing calculators extensively to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. This course strengthens and enriches the student's mathematical concepts for more advanced studies.

**Algebra II Honors (5 days/week – 1 credit)**

Algebra II Honors students will simplify expressions and solve and graph equations and inequalities in both the real and complex number systems. Topics include linear and quadratic equations and inequalities, functions and relations, conic sections, systems of equations and inequalities, logarithms, matrices, arithmetic and geometric sequences and series, probability and statistics. Students will use graphing calculators extensively to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. Designed for students who have demonstrated a solid understanding of all Algebra I topics, this course presents a rigorous study to prepare students to continue in the honors mathematics program.

**Dual Enrollment Option** – Specific details are given in the teacher syllabus.

**Algebra II Advanced Honors (5 days/week – 1 credit)**

Algebra II Advanced Honors students will simplify expressions and solve and graph equations and inequalities in both the real and complex number systems. Topics include linear and quadratic equations and inequalities, functions and relations, conic sections, systems of equations and inequalities, logarithms, matrices, arithmetic and geometric sequences and series, probability and statistics. Students will use graphing calculators extensively to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. This course extends and deepens the topics of the honors course. Problem solving using higher order thinking skills are emphasized in the Advanced Honors program. Designed for students who have demonstrated a solid understanding of all Algebra I topics, this course presents a rigorous study to prepare students to continue in the honors mathematics program.

**Dual Enrollment Option** – Specific details are given in the teacher syllabus.

**Advanced Mathematics (Pre-Calculus) (5 days/week – 1 credit)**

The first semester of this course is the study of a selection of college algebra topics. The students will integrate the use of graphing calculators with each of these concepts. The second semester will be a study of Trigonometry. Topics include solutions of right triangles, radian measure, trigonometric graphs, solutions of non-right triangles, vectors, and complex numbers.

**Dual Enrollment Option** – (Delta Community College) Specific details are given in the teacher syllabus.

**Advanced Mathematics Honors (Pre-Calculus) (5 days/week – 1 credit)**

In the first semester of this course, the students will understand and apply mathematical concepts in advanced algebra, functions, exponents, logarithms, matrices, sequences, and series. The students will integrate the use of graphing calculators with each of these concepts. The second semester of this course is the study of Trigonometry. Topics include solutions of right triangles, radian measure, trigonometric graphs, solutions of non-right triangles, vectors, and complex numbers.

**Dual Enrollment Option** – Specific details are given in the teacher syllabus.

**Advanced Mathematics Advanced Honors (Pre-Calculus) (5 days/week – 1 credit)**

In the first semester of this course, the students will understand and apply mathematical concepts in advanced algebra, functions, exponents, logarithms, matrices, sequences, and series. The students will integrate the use of graphing calculators with each of these concepts. The second semester consists of an extensive study of

Trigonometry. The students will integrate the use of graphing calculators with each of these concepts. This is an accelerated pre-calculus course designed to prepare students for Calculus AB (AP).

**Dual Enrollment Option** – Specific details are given in the teacher syllabus.

**Calculus AB (AP)** (5 days/week – 1 credit)

This course follows the Calculus AB curriculum of the Advanced Placement (AP) Program. The students will study, apply, and analyze the properties of algebraic, trigonometric, exponential, and logarithmic functions and their derivatives. Emphasis will be placed on applications with the use of technology. The students are required to take the Calculus Advanced Placement test in May. A score of 3 or above (out of 5) on this independently scored national examination may result in college credit for calculus.

**Probability and Statistics Honors**

Understanding Basic Statistics emphasizes the concepts of statistics and data collecting. Statistical methods are carefully presented with a focus on understanding both the suitability of the method and the meaning of the result. Statistical methods and measurements are developed in the context of applications throughout the course.

**Math Lab**

This course is designed to enhance the math knowledge and skills of juniors and seniors. Students use the ALEKS program, an adaptive learning technology that assesses existing math skills and learning gaps and provides instruction where needed.

## SOCIAL STUDIES

Cedar Creek School's social studies program is founded upon the notion that a democratic society depends upon well-informed and responsible citizens making rational decision in a democratic manner. The social studies curriculum is designed to help students

- develop the knowledge and skills of history that enable them to place the people, ideas, and events that have shaped our state and our nation in perspective.
- develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.
- develop a spatial understanding of the Earth's surface and the processes that shape it, the connections between people and places, and the relationship between people and their environment.
- develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, household, businesses, and governments in the United States.
- think critically and creatively.

### **SOCIAL STUDIES SUBJECT MISSION**

Student successfully completing the Social Studies curriculum at Cedar Creek School will analyze essential geographic, economic, historic, political, and sociological facts and principles and apply them to contemporary and future human conditions. Students in the social studies curricula will demonstrate an understanding of diverse cultures and unifying factors enabling students to apply the skills needed to participate in the changing global society.

#### **World Geography (5 days/week - 1 credit)**

Students will analyze the five themes of geography to determine their impact on the cultures, history, economics, and contemporary events of world regions. World Geography is a survey course studying our world and its people. During the first quarter, emphasis is on physical geography - the planet earth and its characteristics. The next three quarters focus on cultural geography - the people that inhabit the earth. The study is done by regions with emphasis upon recent social and political changes that have occurred. Map work is stressed. Participation in the Cedar Creek Social Studies Fair is at the teacher's option.

#### **Western Civilization (5 days/week - 1 credit)**

Western Civilization is a survey of the forces and people that have shaped our Western culture beginning with its roots in the Ancient Mediterranean World. Special emphasis is placed upon the development of Europe since the Renaissance and the spread of European culture to the New World. Participation in the Cedar Creek Social Studies Fair is at the teacher's option.

#### **American History (5 days/week – 1 credit)**

This is a survey course in the history of the United States. After a brief review of the Pre-Colonial United States, the remainder of the course will begin with Reconstruction and continue up to the present. The course will focus on major events, people, causes and effect. Writing is emphasized with essays frequently required. Participation in the Cedar Creek Social Studies Fair is optional. Required reading is two of the following: Undaunted Courage by Stephen Ambrose, Uncle Tom's Cabin by Harriet Beecher Stowe, The Killer Angels by Michael Sara, Bury My Heart at Wounded Knee by Dee Brown, The Jungle by Upton Sinclair.

#### **American History Honors (5 days/week - 1 credit)**

This is a survey course in the history of the United States. After a brief review of the Pre-Colonial United States, the remainder of the course will begin with Reconstruction and continue up to the present. The course will focus on major events, people, causes and effect. Writing is emphasized with essays frequently required. Participation in the Cedar Creek Social Studies Fair is optional. Required reading is two of the following: Undaunted Courage by Stephen Ambrose, Uncle Tom's Cabin by Harriet Beecher Stowe, The Killer Angels by Michael Sara, Bury My Heart at Wounded Knee by Dee Brown, The Jungle by Upton Sinclair.

**Dual Enrollment Option** – Specific details are given in the teacher syllabus.

#### **AP U.S. History (5 days/week – 1 credit)**

The AP History course is designed to be the equivalent of an introductory college course. It is intended for highly motivated students who will take the College Board AP Exam in May. The curriculum is established by the College Board and will include historical content from Pre-Columbian Societies to the present. In addition, this course will train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students should have a sense of multiple causation and change over time, and should be able to compare developments or trends from one period to another. Students will use college text materials chosen from the College Board approved list.

**Dual Enrollment Option** – Additional materials may be required. Specific details are given in the teacher syllabus.

**Sociology** (5 days/week - 1 credit)

This course is a study of human interaction and how we live and work together in social groups. Emphasis is upon family, religion, and the social institutions that compose each.

Outside speakers and field trips are frequently used in both classes. Students are encouraged to develop cognitive skills, original thinking, and methods of expressing themselves.

**Civics/Free Enterprise** (5 days/week - 1 credit)

Civics is a survey course designed to provide students with an understanding of the American system of government and to instill in them the qualities of good citizenship that will enable them to put their knowledge into action. Students are encouraged to explore their own community. Participation in the Cedar Creek Social Studies Fair is at the teacher's option.

**AP Psychology**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence and effectively communicate ideas.

Students should be able to read and comprehend a college-level textbook and write grammatically correct, complete sentences.

**Dual Enrollment Option** – For college credit LA TECH offers this course. LA TECH's introduction to Psychology (Psychology 102) can be completed along with the AP Psychology course. The grades will be determined by LA TECH exams only, and will be graded by LA TECH using the 10 point grading scale (90-100=A). The exam scores are completely separate from the AP class grade and are the only grades considered for DE credit.



## SCIENCE

Science is a way of thinking and a system of knowledge that uses reason, observation, experimentation and imagination. The goal of science is to describe, explain, and predict natural phenomena and processes through the process of inquiry.

The science program is designed to prepare students to become informed citizens who have acquired the necessary scientific knowledge and skills to function responsibly in the world around them. The goal is for students to develop a sense of physical phenomena as well as critical reasoning skills as they relate to the abstract manipulations of scientific concepts. The curriculum is also designed to develop students' problem-solving skills, communication skills, and establish positive attitudes and an appreciation for science and technology.

### SCIENCE SUBJECT MISSION

Students successfully completing the science curriculum at Cedar Creek will be scientifically literate; students will interpret, evaluate, and contribute to the world around them through the application of critical reasoning skills and the use of appropriate resources.

<u>Grade</u>	<u>College Prep</u>	<u>Honors</u>	<u>Advanced Honors/AP</u>
9 <sup>th</sup>	Biology I	Biology I Honors	Physical Science Advance Honors
10 <sup>th</sup>	Physical Science	Physical Science Honors	Chemistry Advance Honors
11 <sup>th</sup>	Chemistry	Chemistry Honors	Physics Advanced Honors and/or AP Course
12 <sup>th</sup>	Physics or Elective	Physics Honors or AP Courses	Physics Advanced Honors and/or AP Course

Honors students who meet criteria may take an AP level course their junior and senior year. AP Physics will be offered as student demand requires and staffing allows.

### **Physical Science (5 days/week - 1 credit)**

Physical science is a study of matter and energy. The main focus of the course is the everyday application of physical laws and chemical principles. Chemistry concepts covered include the behavior, classification, and composition of matter, atomic structure, solutions, and nuclear activity. Physics concepts covered include motion, energy, simple machines, waves, electricity, and magnetism. The course serves as an introduction to the subjects of chemistry and physics and prepares students for these future science courses.

### **Physical Science Honors and Advanced Honors (5 days/week – 1 credit)**

These courses are offered to those students who meet the requirements for placement in honors or advanced honors level courses and are on track to take Physics Honors and/or AP Physics as a junior or senior. These courses will include all topics in the college preparatory course along with additional topics that will lay the foundation for future physics courses. Students will study chemistry and physics topics in more depth and more mathematical applications will be required. Laboratory investigations will be an integral component of these courses. Course assessments will focus on higher order thinking skills.

### **Biology I (5 days/week - 1 credit)**

This course considers what constitutes life and living processes at both the functional (cellular) and organismal levels. Topics studied include cellular structure, taxonomy, genetics, and historical background of the biological sciences. Students will apply critical thinking skills in classroom and laboratory settings to evaluate issues and problems. Major requirements will include reading assignments, written homework assignments, class notes, drawings, dissections, lab experiments, and written reports. Students will use technology and laboratory equipment to observe, collect, and analyze experimental data.

### **Biology I Honors (5 days/week - 1 credit)**

This course covers a broad introduction to life sciences, including the topics described in Biology. However, this course moves more quickly to expose students to more material and to explore some topics in greater depth. Students will apply scientific research methods to write a research paper and present an oral report. Rigorous assignments will be completed regularly, including laboratory based activities and written reports.

### **Chemistry (5 days/week – 1 credit)**

The chemistry course offers a broad study focused on inorganic chemistry. Atomic structure, periodic trends, bonding, nomenclature, phases, and gas laws are studied to understand the make-up and properties of matter. Then changes in matter are studied by looking at chemical reactions, quantitative calculations, solutions, acids and bases, and equilibrium. The course concludes with an introduction to organic and/or nuclear chemistry.

**Chemistry Honors (5 days/week – 1 credit)**

The dominant theme for chemistry is the study of the structure and composition of matter and the changes that matter undergoes. The theme will be investigated by studying atomic structure, elements, periodic table, chemical bonding, various chemical reactions (including acid-base, oxidation-reduction, and solutions), stoichiometry, phases, gas laws, kinetics, equilibrium, and thermodynamics. Basic organic and nuclear chemistry will be presented as well. Frequent laboratory activities will allow students to apply their conceptual understanding in a hands-on setting. Assignments will include readings, written questions, problem solving, lab reports, and projects in addition to traditional assessments.

**Chemistry Advanced Honors (5 days/week – 1 credit)**

This demanding course will provide a broad and thorough foundation for subsequent enrollment in AP Chemistry. The pace will be rapid in order to cover more material and to do so at greater depth than the Honors course. Expectations will include substantial reading assignments, quantitative problem solving, and written reports. Laboratory activities will be incorporated throughout the course to develop lab techniques and the skills of data analysis and technical writing.

**Chemistry II Advanced Honors with AP Option**

This course will expand on the topics and skills taught in Chemistry I Advanced Honors with a strong emphasis on conceptual learning using models and problem solving. Additional Advanced Placement topics will include thermodynamics, kinetics, equilibrium, and electrochemistry.

**Physics (College Preparatory) (5 days/week – 1 credit)**

The dominant theme of this course is energy and the forces that make up and determine the universe as we know it. This course provides a broad conceptual overview of physics topics, including mechanics, statics, thermodynamics, fluids, waves, electricity and magnetism, and modern physics. Laboratory activities, reading assignments, and projects supplement the learning process. Basic algebra is applied to simple problem solving using conceptual knowledge. Students are also expected to write about scientific material and research.

**Physics Honors (5 days/week – 1 credit)**

This course provides a rigorous presentation of core physics topics, including mechanics, waves and optics, electromagnetism, and modern physics. Applying conceptual knowledge to mathematical problem solving is a major point of emphasis throughout the course. Laboratory activities are used to investigate physics principles, and lab assignments focus on building the related skills of analysis and technical writing. Computers are often used to collect and manipulate data.

**Physics Advanced Honors (5 days/week – 1 credit)**

This course is intended to prepare students for taking AP Physics (B) as a junior or senior by laying a foundation of physics principles and laboratory experiences that will serve as a basis for further study. The course surveys a wide array of physics topics including mechanics, thermodynamics, fluid dynamics, waves and optics, electricity and magnetism, and modern physics. The approach emphasizes conceptual understanding of relationships, especially as supported or demonstrated by experimental evidence. Basic algebra and geometry skills are used to analyze quantitative relationships and solve simple problems.

**AP Physics 1**

This course is designed to prepare students for the AP Physics 1 examination, which they are required to take in May. The course goes into greater depth with topics of mechanics, waves, optics, and electromagnetism. While still algebra-based, there is a strong emphasis on complex problem solving. Labs complement the study of the material and allow opportunities for data collection, analysis, and technical writing. The pace of this course is rapid and assignments will include some lengthy reading assignments, frequent problem sets, and written lab reports.

**Dual Enrollment Option** – Specific details are given in the teacher syllabus.

**Biology II (Anatomy and Physiology)/ Biology II Honors (Anatomy and Physiology) (5 days/week; 1 credit)**

This course revisits the major topics covered in Biology in much greater detail. Special emphasis is placed on the comparison of human anatomy and physiology to the anatomy and physiology of other organisms. Environmental and health issues are incorporated throughout the course as discussion lends itself. Major requirements include chapter reading, lecture notes recorded, written homework on vocabulary and questions, lab work, frequent quizzes, and formal tests.

**Dual Enrollment Option for Honors class** – Additional course work is required. Specific details are given in the teacher syllabus.

**Biology Advanced Placement (5 days/week – 1 credit)**

The AP Biology course is designed to be the equivalent of an introductory college course. It is intended for highly motivated students who wish to earn college credit by taking the College Board AP Exam in May, so students will be required to take this exam at the conclusion of the course.

The curriculum is established by The College Board, and includes topics regularly taught in college biology for biology majors. There are also required laboratory experiments equivalent to those done in typical college courses. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Methodology for instruction will include lecture, laboratory work (including formal lab reports), outside reading assignments, quizzes, and tests. Students will use college textbooks, workbooks, and laboratory books chosen from The College Board approved list.

**Dual Enrollment Option** – Specific details are given in the teacher syllabus.

### **Chemistry Advanced Placement** (5 days/week – 1 credit)

This course is explicitly designed to deepen student understanding of chemical principles and prepare students for further study in chemistry and related fields. Familiar topics are studied in more detail, and new material is presented as well. Areas covered include: atomic structure and electron configuration; periodic properties; bonding and molecular geometry; stoichiometry; kinetic theory; equilibrium; reaction kinetics; thermodynamics; acids and bases; electrochemistry; and qualitative analysis. Brief introductions to nuclear chemistry, organic chemistry, and biochemistry are included as well. The development of concepts will be done in the context of mathematical problem solving and frequent laboratory experiments. Lab reports will require students to develop analytical and technical writing skills. Students are required to take the Advanced Placement exam in May.

### **Agri-Science I & II**

Agri-Science I is designed to provide students with basic knowledge in the areas of animal science, soil science, plant science, agricultural mechanics, food science technology, and agricultural leadership. Concepts in mathematics, physical science, English, biology, and human relations skills will be reinforced in the course. Supervised agricultural experience programs and the FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

### **Environmental Science**

Students will study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

## FOREIGN LANGUAGE

The study of a foreign language includes not only acquiring knowledge of a different language but, also an understanding of the country, people, geography, history, literature and culture of the language being studied. It increases an understanding of one's own culture through an awareness of similarities and differences. Since French and Spanish heritages are deeply embedded in our culture, these are the two modern languages being offered at present.

Two years of foreign language will be required for graduation at Cedar Creek School. Most colleges presently require two credits in the same language and more selective colleges require three. The foreign languages begin in either the sophomore or junior year and should be taken in consecutive years.

**Requirements to continue from Level I to II for both languages:** All students from Level I will have a summer assignment (review of verbs learned in Level I) and will be tested during the first week of school. In addition, if a student from Level I scores below an 80 in the comprehensive final exam, the student will be required to complete a remedial packet during the summer to be turned in the first day of school. This packet offers main grammar and vocabulary material from Level I for the student to practice and be better prepared for Level II.

### **French I** (5 days/week - 1 credit)

Emphasis is placed upon the acquisition of the four basic communication skills: speaking, aural comprehension, reading and writing. Basic grammar is studied and some aspects of French culture are introduced.

### **French II** (5 days/week - 1 credit)

The acquisition of reading, writing, speaking and aural comprehension is continued. Writing receives more emphasis than in French I and advanced grammar is studied. Additional cultural aspects are introduced.

**Prerequisite** - French I

### **French III Honors** (5 days/week - 1 credit)

More emphasis is placed on the augmentation of reading and oral/aural skills through the study of culture. The study of advanced grammar is continued with emphasis placed on the mastery of the subjunctive moods. Students can earn Dual Enrollment credit for French 101 and 102.

**Prerequisite** - French I & II and must meet honors criteria. **Dual Enrollment Option** – Specific details are given in the teacher syllabus.

### **French IV Honors**

The course is designed to be the equivalent of an introductory college course. Students can earn Dual Enrollment credit for French 201 and 202 through this course. Emphasis is placed on conversing in the target language on a variety of topics from current to historical events. Advanced grammar and vocabulary is acquired to attain these skills. **Dual Enrollment Option** – Specific details are given in the teacher syllabus.

### **French IV Advanced Placement**

The course is designed to be the equivalent of an introductory college course. It is intended for highly motivated students who wish to earn college credit by taking the College Board AP Exam in May. Students will be required to take this exam at the conclusion of the course.

### **Spanish I** (5 days/week - 1 credit)

Emphasis is placed upon the acquisition of the four basic communication skills: speaking, aural comprehension, reading and writing. The basic grammatical structures are studied and some aspects of Spanish and Latin American culture are presented.

### **Spanish II** (5 days/week - 1 credit)

A continuation of the mastery of the basic communication skills is emphasized and advanced grammar is studied. Writing receives more emphasis than in level one. Additional cultural aspects of Latin America and Spain are studied. **Prerequisite** - Spanish I

### **Spanish III Honors** (5 days/week - 1 credit)

This course is designed to be the equivalent of an introductory college course. It is intended for highly motivated students who wish to earn college credit. More emphasis is placed on the mastery of reading and oral/aural skills through the study of Hispanic culture. The study of advanced grammar is continued with emphasis being placed on the mastery of the tenses and moods. **Prerequisite** - Spanish I & II and must meet honors criteria **Dual Enrollment Option** – Additional material and course work required. Specific details are given in the teacher syllabus.

**Spanish IV AP (5 days/week - 1 credit)**

Continuing with the mastery of reading skills and more emphasis is placed on oral activities and conversation situations. The study of advanced grammar is continued with emphasis placed on the mastery of the sub-junctive moods.

**Prerequisite** - Spanish I, II & III and must meet honors criteria. **Dual Enrollment Option** – Additional material and course work required. Specific details are given in the teacher syllabus.

**Latin I**

Latin I is an introduction to the study of the Latin language and ancient Roman culture. In this course, students will learn the elements of grammar typically covered in first year Latin including case usage and the present, imperfect and perfect tenses. Students will also use a variety of resources to learn about certain aspects of ancient Rome. This course would be appropriate for any hard-working, self-motivated student with strong grammar skills in grades 8 through 12.

**Latin II**

Completion of one Carnegie unit of Latin I is required prior to enrolling in Latin II. It is the responsibility of the school facilitator to ensure this prerequisite has been met.

Latin II is a continuation of the study of the Latin language. By the end of this course, students should be able to read simple passages by ancient authors. Grammar topics in this course include the future, pluperfect and perfect tenses, comparative and superlative forms of adjectives and adverbs, demonstrative, relative and interrogative pronouns, participles, indirect statements, the passive voice, deponent verbs and an introduction to the sub-junctive mood. In addition to grammatical topics, students will study various aspects of ancient Roman history, religion and daily life. Prerequisites for this course include an understanding of the basic uses of the nominative, genitive, dative, accusative, vocative and ablative cases, knowledge of the forms of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> declension nouns and adjectives, familiarity with the present, perfect and imperfect tenses and the imperative mood, and an understanding of personal pronouns. This course is appropriate for any student in grades 9 through 12 who has completed a Latin I course.

**TECHNOLOGY EDUCATION**

The technology education program covers a wide range of subjects and skills. Courses in the department stress practical applications from a wide variety of sources.

**Computer Science (5 days/week – 1 credit)**

This course is designed for students with intermediate to advanced computer skills and a desire to learn the programming hardware aspects of computers. The content of the course covers HTML programming, basic A+ Certification material, and basic concepts of networking and troubleshooting. Working with conditional and repetitive logic, object oriented programming language, game design and iPad app programming.

**Computer Science II (5 days/week – 1 credit)**

In computer Science II, students will study text only programming languages. These will include Perl, Java, Python and Robot C. The emphasis will be standalone applications for PC, Mac and IOS devices.

**Digital Graphics Arts**

This course is designed to give students an introduction to advanced desktop publishing software, digital photography, and videography. Students are guided through the principles of marketing, storytelling, and layout and design, which are used daily by professional graphic artists. Students are also taught file management across networks. The software they are introduced to include Adobe Photoshop, Adobe InDesign, and iMovie, which they employ to create projects throughout the year. An academic approach to the software and principles is combined with the assignment of projects throughout the year, which the students are assessed on using standard rubrics.

## **FINE ARTS**

The fine arts program includes classes in studio art and fine art survey. Studio courses provide students with the opportunity to explore a wide variety of media. The fine art survey course includes art history and music appreciation. It provides students with an historic perspective of these subjects, including exposure to major artists and composers. One credit in fine art survey is required for graduation at Cedar Creek School.

### **Studio Art I (5 days/week – 1 credit)**

Studio Art I provides students experience with a wide range of art making media. The course begins with drawing and design projects and advances to painting and fine craft projects. The class ends with an opportunity for guided independent study work. Students are also introduced to art history.

### **Studio Art II (5 days/week – 1 credit)**

Students in Studio Art II are expected to work at a higher level of skill. Pre-requisite for Studio Art II are: Studio Art I; the ability to accurately draw objects from life, including shadows and highlights; and familiarity with the color wheel; including the ability to mix paint to obtain desired colors. Students wishing to enroll in Studio Art II must submit a portfolio for review. Studio Art II provides students in depth experience with a wide range of art making media. It begins with drawing and design projects and advances to painting and fine craft projects. The class ends with independent study work; students are required to provide input into their course of study by designing and executing projects.

### **Studio Art III and IV (5 days/week – 1 credit)**

Students in Studio Art II are expected to work at a high level of skill. The prerequisite for Studio Art III is Studio Art II. The prerequisite for Studio Art IV is Studio Art III. Students wishing to enroll in Studio Art III and Studio Art IV must submit a portfolio for review. Preference is given to students entering college in art related fields. These courses consist of preparation of a college portfolio and independent study work; the students are required to provide input into their course of study by designing and executing projects.

### **Advanced Placement Studio Art (5 days/week - 1 credit)**

Pre-requisite Evaluation of the Studio Art II Portfolio This course is designed for students entering a college program in an art related field. Students will prepare a portfolio of independent work in either Drawing, 2-D Design, or 3-D Design. The completed portfolio exhibiting fundamental competence and range of understanding in visual concerns will be submitted to the College Board for assessment at the end of the school year.

### **Fine Art Survey (1 credit)**

#### **Art History (3 days/week)**

The curriculum of this course follows the development of stylistic periods in art throughout the history of western civilization; in addition, one unit will introduce some of the art forms from non-western traditions. The purpose of this course is to guide students in understanding the relationship of art to each culture as well as to master a body of information concerning artists and their major works. Several art projects are included during the course. **Dual Enrollment Option** – Additional material and course work may be required. Specific details are given in the teacher syllabus.

### **Advanced Placement Art History**

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. AP Art History is designed to be the equivalent of a two-semester introductory college or university art history survey course.

### **Music Appreciation (2 days/week)**

This course is a survey of major topics in music and music history. Its goal is to develop an understanding and appreciation of music from the major historic periods, including Baroque, Classical, Romantic, and Modern. Students will become familiar with masterworks from each period.

## **HEALTH AND PHYSICAL EDUCATION**

Physical education is that portion of a student's overall education that is accomplished through movement. Cedar Creek School's program is child centered and developmentally oriented in terms of needs and learning capabilities. Emphasis is placed on wellness and fitness for life.

Health is a subject that involves a student's total being physical, mental, emotional, spiritual and social. The health education program emphasizes the development of essential life skills students must address to foster a healthy lifestyle.

Two credits of Physical Education are required for graduation. Activities and sports are taught in units. Methods of teaching include direct instruction, demonstration, drills, and participation. Students select the units they wish to take in addition to the required conditioning class, health class, and physical fitness testing program. Instructor team teaching allows maximum benefit of instructor interest, knowledge, and skill.

**HEALTH AND PHYSICAL EDUCATION I - (5 days/week - 1 credit)**

**HEALTH AND PHYSICAL EDUCATION II - (5 days/week - 1 credit)**

## **OTHER OFFERINGS**

### **Accounting I ( 5 days/week - 1 credit)**

Students will learn the fundamentals of financial and managerial accounting and display mastery in basic accounting skills. Students will also be enlightened to the various ways businesses and individuals use accounting in their chosen careers.

### **ACT Preparatory Course (1 semester – ½ credit)**

This course is a one-semester course designed to help sophomores prepare for the ACT college placement test. It will provide an overview of the ACT test and test-taking strategies. Students will have the opportunity to practice all types of questions found on the ACT test. This course will utilize ACT practice guides, ACT practice tests, and the ACT Online Prep Course.

### ***The Cougar Literary, Art, and Writing Magazine (The CLAW)***

The *CLAW* is a new annual publication featuring writing and artwork produced by Cedar Creek students in grades 6-12. Inspired by its predecessor, *Cougar Reflections*, *The CLAW* highlights our students' accomplishments in the creative arts. This full-color publication is professionally printed and includes cover art designed by students. Entries are collected in February and selected for publication by a faculty panel.

### **Education for Careers (2/3 days per week – ½ credit)**

Education for Careers curriculum is designed to involve and expose graduating seniors with various aspects of becoming a successful, productive adult in the working world. Topics that will be covered are to include resume writing, interview skills, proper etiquette, time management, and management of finances. The class will discuss current events to nurture the growth of becoming an involved, knowledgeable citizen.

### **Introduction to Engineering (2/3 days per week – ½ credit)**

The goal of this course is to provide high school students with a broad introduction to the engineering profession and to help students decide on a career in engineering. Information on the different disciplines of engineering will be presented. Professional and ethical aspects of engineering are covered along with an introduction to problem solving and the engineering design process.

### **Personal Finance (5 days/week – 1 credit)**

This course is designed to foster an understanding and appreciation of ethical money management. In this course, students will learn responsible ways to budget, save, and spend money as well as ways to avoid debt. Students will be guided into developing an educational and career plan and will discuss topics such as investing, insurance, and retirement planning.

### **Principles of Business**

This is an introductory course that provides students with basic business operations skills that can be applied to both personal and professional situations. Emphasis is placed on the exploration and description of basic business concepts and applications. Students will address various business skills through both group and individual assignments. Students will also obtain these skills through membership in FBLA as stated in the curriculum requirements.

### **Principles of Marketing (2/3 days per week – ½ credit)**

Principles of Marketing focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling. Upon completion of this course, proficient students will understand the marketing functions, the marketing mix, and product development and selling strategies.

## STUDENT ACTIVITIES

Students are encouraged to join or form special interest and service organizations to complement their academic and athletic program at Cedar Creek. Student service organizations comprise a vital part of the total education program at Cedar Creek School. These organizations provide a needed opportunity for students to show leadership, responsibility, and initiative in a setting designed to encourage independence and mature judgment. Each organization must have a faculty advisor and a constitution submitted for approval by the principal. All funds held by the organizations are maintained in the school activity account. Such moneys are used only for organization and school related functions. The faculty advisor is responsible for working with the students in a manner designed to encourage proper growth in these important areas of development. A calendar of student organizational meetings will be kept in the office.

### Student Council

The Student Council of Cedar Creek School serves to lead the student body in support of every facet of the school. The council promotes the respect of and adherence to Cedar Creek's standards of behavior. Because goals can be reached only by acting as one body, the Student Council is a group of young men and women who think individually yet understand the necessity of unity.

Cedar Creek students value their participation in the government of the school. The Student Council has responsibilities in many areas of student life, including conducting service projects, sponsoring social functions and cultural events, coordinating club and grade activities and meeting with the administration on matters of school policy as it affects students. There are student councils at both the junior high and high school levels.

Because members of the High School Student Council are recognized as leaders and role models, they must take their responsibilities seriously. The following guidelines have been established.

1. A member of Student Council receiving two detentions in a semester will be reviewed by the administration and be subject to probation. This includes not participating in Student Council activities for one month and cleaning up after the next scheduled dance.
2. A member receiving more than two detentions in a semester will be subject to dismissal.
3. A member receiving one school suspension will be subject to probation or dismissal.
4. A member of the Student Council receiving two school suspensions will be subject to dismissal.

In addition, the following is a list of behaviors which the Student Council feels are inappropriate for all students. Any violation of these behaviors by a Student Council member will result in dismissal from the Student Council.

- Drinking while representing the school or while attending a school function
- Severe harassment of other students or teachers
- Malicious mischief
- Defacing school property or other students' property
- Academic Dishonesty
- Not maintaining a 2.0 GPA



### **Other Clubs and Organizations**

Our goal is to educate the whole student. Outside activities play a significant role in the achievement of that goal. Participation in such extra-curricular activities as clubs, drama, sports, music and journalism is encouraged. The second Tuesday of each month is set aside for club meeting day. Students not participating in a club will attend study hall.

Other clubs are chartered to provide additional student service to the school. School-sponsored clubs are formed through petition and through formation and presentation of a club charter with final approval by the Head of School. All activities held by students, student organizations, or parents in the name of Cedar Creek must have permission granted by the Head of School. Only high school students will be allowed at high school dances. Each student is allowed to invite only one approved guest to a dance.

### **Student Activities**

#### **Middle School 4-H**

#### **Middle School Geography Bee**

#### **Middle School Math Counts**

#### **Middle School Spelling Bee**

#### **Middle School and High School Drama Club**

#### **Middle School and High School Fellowship of Christian Athletes**

#### **Middle School and High School National Honor Society**

#### **Middle School and High School Science Fair**

#### **Middle School and High School Social Studies Fair**

#### **Middle School and High School Student Council**

#### **Middle School and High School Chess Club**

#### **Art Club**

#### **French Club**

#### **Future Business Leaders of America (FBLA)**

#### **Future Farmers of America (FFA)**

#### **High School Vocal Ensemble**

#### **Key Club**

#### **Quiz Bowl**

#### **Robotics Club**

#### **Spanish Club**

#### **Student Publications**

*CAHIER*

*CLAW*

## ATHLETICS AND SPIRIT GROUPS

Cedar Creek School takes pride in its athletic teams and programs and encourages student participation, support and total physical effort on the fields of play. While it encourages winning, the school does not place it as the cornerstone of its sports program. Cedar Creek students are scholars first and then athletes who know the joy of physical exertion and tough competition.

The purpose of the athletic program at Cedar Creek School is to foster physical development and athletic skills while teaching the value of personal discipline, commitment and the subordination of self-interest to the higher goal of team achievement.

While it is not the intent of the school to dictate each sport or activity in which a student engages, the staff, through its expertise is charged with the responsibility of providing guidance and encouragement to students in selecting the area which best fulfills the individual's God given talents.

The goals for student participation in the varsity athletic program are:

- To challenge the student to the point where he or she learns what it means to do one's best.
- To teach self-discipline and humility, qualities which come from learning to function effectively within the framework of the rule and which benefit the team, the school, and most importantly the individual.
- To teach the meaning and value of personal commitment, a trait we would like to develop in every student.

Success in athletics nearly always involves teamwork and self-sacrifice. This concept has been the cornerstone to building and developing conscientious, reliable citizens for the future. Cedar Creek School is committed to this end.

It is the policy at Cedar Creek School that once a student begins a varsity sport, he or she is **committed** to the team for the entire season. Withdrawal from the team prior to the end of the season is permissible only when there is common agreement among the student, parents, coach and athletic director that non-participation is in the best interest of the student and the school.

Inevitably, the extent of individual participation and personal progress will not always match the expectations of every student participating in varsity athletics. In order to avoid possible misunderstandings and undue discouragement which may result, students and/or their parents are encouraged to communicate with the coaching staff when the need arises. **Cedar Creek School supports an open communication policy.**

Students are encouraged to attend as many athletic events as possible and should display good school spirit at all times. Both players and fans should exhibit appropriate behavior and show respect to the opponents and their fans. Younger students should not be "dropped off" at games and left unsupervised. Students must remain in the stands during an event; they are not permitted on the playing field or end zone areas.

For more information, the Cedar Creek Athletic Handbook can be found on the Cedar Creek Website.

### Athletic Eligibility

To be eligible for athletics, students will adhere to guidelines set by Louisiana High School Athletic Association as well as any additional requirements approved by the Cedar Creek School Board of Directors. The scholastic requirements listed herein will apply to all students at Cedar Creek involved in extracurricular activities. These activities include, but are not restricted to, all athletics and spirit groups.

Eligibility for the first semester of the school session will be determined by grades attained in the preceding school year. Eligibility for the second semester will be determined by grades attained in the first semester of that school session. Eligibility may be affected by summer school or correspondence courses. Such determination will be made on a case by case as approved by the Athletic Director and Head of School. Every three weeks the Athletic Director will check all athletes' grades. If a student has D's or any F's, the Athletic Director will notify the student and parents to develop a necessary plan of action. A student may not be allowed to participate in athletic events if improvement is not shown.

All affected students are expected to meet the following academic standards:

- A. Middle School students a 2.0 semester GPA is required. (6 subjects must be passed)
- B. Freshmen, Sophomores, and Juniors, 6 subjects must be passed with an overall 2.0 semester GPA.
- C. Seniors, an overall 2.0 semester GPA is required and
  1. Students taking less than 4 subjects are ineligible.
  2. Students taking 4 subjects must pass them all.
  3. Students taking 5 subjects must pass 4.
  4. Students taking 6 subjects must pass 5.

Students transferring to Cedar Creek from other schools will have eligibility determined by the grades transferred from those schools with the same conditions as required at Cedar Creek.

### **General Athletic Policies**

Rules and regulations for all spirit groups will be set by the sponsor and will be given to the participants at the first meeting. Rules, practice, and game policies for all athletic teams will be set by the coach. All members of athletic teams and spirit groups must ride the bus to and from all out of town events unless a signed release form is given to an approved sponsor prior to dismissal from school on the day of the activity.

The school encourages its students to participate in sports that are offered in season rather than specializing in one sport for the entire year.

During vacation periods, Christmas, and spring break, the school encourages the students to be with their families. Occasionally practices and contests are scheduled during these times. Participation should be worked out with the family and coach with the priority being the family. No penalty should be imposed on a student who follows proper procedure prior to an absence.

No athletic team or team member may miss any class due to their particular sport without the written permission of the Head of School and Athletic Director. The Athletic Director must approve all overnight trips for athletic teams or team members.

All Cedar Creek School athletic and spirit group uniforms (practice, causal, warm-ups, and any other items), must have approval from the Development Office and Administrative Council prior to purchase. Any Tee shirts and any other items with the Cedar Creek School name or logo must have approval from the Development Office and Administrative Council prior to purchase.

Sixth grade students may participate in middle school athletics if there is a team for a particular sport. They may not participate on a high school team. Seventh and eighth grade students may participate on a high school team as deemed appropriate by the Cedar Creek Administration.

If a student misses more than three class periods in a day (excused or unexcused), they may not participate in after school activities. This means that they may not practice or participate in a game. If a student is in In-School suspension, they may not participate in after school activities.

### **Athletes Rights and Responsibilities**

The policy of the Cedar Creek School Athletic Program includes the expectation that students will not be verbally abused, cursed or hazed. Athletes must maintain and care for the facilities, grounds, and playing fields. Athletes must also care for and keep clean the field house, dressing rooms, and restrooms.

### **Participation Forms/Physicals**

LHSAA guidelines require all student-athletes in grades 6 - 12 to have physicals each year. All required forms must be on file prior to participation in the first contest. Forms are available from the Athletic Director or can be found on RenWeb.

### **Seasonal Offerings**

The following teams and spirit groups represent Cedar Creek School

#### **BOYS**

##### **FALL**

Cross Country  
Swimming  
Football (Varsity, Junior Varsity, Middle School)

##### **WINTER**

Basketball (Varsity, Junior Varsity, Middle School)

##### **SPRING**

Baseball (Varsity, Junior Varsity)  
Tennis  
Track (Varsity, Middle School)  
Golf

#### **GIRLS**

##### **FALL**

Cross Country  
Swimming  
Spirit Groups (Junior Varsity, Varsity Cheerleader, Emerald Entertainers, Middle School Spirit Groups)

##### **WINTER**

Basketball (Varsity, Junior Varsity, Middle School)  
Spirit Groups (Same as listed above)

##### **SPRING**

Softball (Varsity, Junior Varsity)  
Tennis  
Track (Varsity, Middle School)  
Golf

# **CEDAR CREEK ELEMENTARY SCHOOL**

**2400 Cedar Creek Drive  
Ruston, Louisiana 71270  
[www.cedarcreekschool.org](http://www.cedarcreekschool.org)**

Head of School

Andrew Yepson

Assistant Principal Elementary

Karen Roberson

School Number 318-255-7707

Fax Number 318-251-2846

**Elementary Honor Code**

**I PROMISE TO RESPECT**

**MYSELF AND OTHERS**

**BY BEING FAIR**

**AND HONEST IN**

**ALL THAT I DO**

**As new and unusual situations may arise, the Head of School will have the authority to use discretion in whatever circumstances the handbook rules do not precisely apply.**

**The Cedar Creek School Board of Directors reserves the right to abolish or revise any of the policies and procedures, which are stated within this handbook. Notice of any changes will be given to parents and students.**

### **ABSENCES**

Consistent attendance is vitally important for success at Cedar Creek School. Missing class for any reason puts the student at a disadvantage. Parents should attempt to minimize absences.

Absences will be considered either excused or unexcused. Assignments/tests missed during an **EXCUSED** absence may be made up. The number of days allowed to make up assignments/test will be equivalent to the number of days missed.

**No student should be sent to school with a fever. If a student comes to school with a fever or begins to develop a fever at school, you will be notified to pick your child up immediately.**

Students will be admitted back to school if they have experienced **no fever or vomiting for at least 24 hours**.

Types of Absences:

#### **Excused Absences**

- a. Medical appointments and illness verified by a physician or parent
- b. Serious illness in the family
- c. Death in the family
- d. Religious holidays of that student's faith
- e. Activities that are educational to the student approved prior to the absences

#### **Unexcused Absences**

Any reason other than those above will be considered unexcused unless the elementary coordinator is notified in writing in advance of unusual circumstances beyond the student's control.

### **Notes for Absences**

When a student cannot be present, it is the parent's responsibility to notify the office and report the absence in writing. The student must bring a note on their return explaining the reason for the absence. They will have up to **three (3) days** to turn the excuse in to the Elementary Office. This excuse should state the number of days missed, the dates, the reason for absence, signature of parent or physician, and date signed. **If a student misses (5) consecutive days due to illness, they are required to bring a doctor's excuse.** Students must be present a minimum of 160 days per school year.

### **Tardies**

Any elementary student arriving at school after 8:00 a.m. will be considered tardy. An adult must come and sign the student in and order lunch in the elementary office to be considered excused. A note will be sent home to parents when students have **five (5) unexcused tardies**. It is very important for students to be on time for school each day.

### **AFTER SCHOOL CARE**

The After School Care Program is provided until 5:30 p.m. The cost is **\$100.00 per month** (snack included) plus a **\$10.00** registration fee. Drop-ins are **\$10.00** per school day and **\$25.00** per ½ school day. A late charge of **\$5.00** per minute will be charged after **5:30 p.m.** Students who are absent from school, may not attend After School Care. Students will have their grades and/or records held if After School Care charges remain unpaid. Further information may be obtained from the Elementary office.

### **BAD WEATHER**

On bad weather days when you question whether the students are supposed to go to school, listen to the local television and radio stations for information. If school is open, your child should go to school. When bad weather occurs after school is in session, the radio, television, and the RenWeb Alert Systems will be activated.

### **BIRTHDAY CELEBRATIONS FOR GRADES PRE-K AND KINDERGARTEN**

You may celebrate your child's birthday at school by bringing individual snacks (ex: cupcakes, cookies, brownies) for the class. NO drinks please.

### **BULLYING (See also Harassment Policy)**

Bullying is a form of harassment that causes adverse physical, psychological, and social effects. It erodes feelings of self-worth and can have traumatic, long-lasting consequences and can greatly disrupt the academic process. Bullying can occur in numerous ways. Some examples of bullying include, but are not limited to, the following:

- Verbal bullying consists of name-calling, attacks on race or gender, threats, spreading rumors, and other types of inappropriate language
- Non-verbal bullying includes rude gestures, ostracizing, and ignoring
- Physical bullying consists of pushing, hitting, pinching, tripping, and damaging property
- Cyber bullying is the use of technology, which includes email, cell phones, chat rooms, texting, blogs, instant messages, my space, Facebook, Instagram, and other sites, to inflict emotional harm and spread untrue or damaging information

Bullying is a type of harassment and will be treated as such in accordance with the discipline policy of Cedar Creek School. If a student, parent, or faculty member is being bullied or has been a witness to bullying, it should be immediately reported to the appropriate coordinator or assistant principal.

### **BUS TRANSPORTATION AND CHANGES**

Please call the school for questions concerning bus routes, pick up times, and the transportation program.

If the student needs to ride another bus or get on/ off the bus at a different bus stop, a parent **must send a note or call the Elementary office giving permission before 2:00**. Refer to "Bus Rules" in the Middle/High School section of the handbook.

### **CAR LINE TRANSPORTATION CHANGES**

Please send a note with the student regarding the change or call **before 2:00** with the change.

### **CAFETERIA**

1. Students should be prompt in getting their food and respectful to those serving
  2. Students should come in quietly and remain quiet through the serving line
  3. Students will sit at assigned tables
  4. Students should remove their own trash from the table
  5. Students should empty tray, utensils, and trash quietly and line up quietly
  6. Students should exit quietly
  7. Student consumption of carbonated beverages or iced tea **is not permitted** except on special occasions.
- Meal Prices are \$3.75 for Pre-Kindergarten through 5<sup>th</sup> grades.

Cedar Creek welcomes and encourages parents to join their child for lunch as long as prior notice is given. We encourage you to enjoy the lunches provided by the school.

### **CHANGE OF ADDRESS OR PHONE NUMBER**

As cases of sickness and emergencies involving school children often arise, it is **extremely important** that the school have a viable home, work, and mobile telephone number and a current beeper number for each parent. If any of these numbers are changed during the year, **please notify the Elementary Office immediately!** The Elementary Office should also be notified in the event of a change of address or change of employment.

### **CHECK-IN, CHECK-OUT POLICY**

When picking up your child during the school day for any reason, you must go to the Elementary Office and sign them out. If your child is in the Early Learning Center someone will bring them to you in the office. After 8:00 a.m., students must check in with the Elementary office and order lunch. Students must check in/out with the Elementary office if they are leaving the school for any reason. If they must leave before the end of the day, please get them before 2:15. Students will not be allowed to check out from school after **2:15**.

### **CHEWING GUM**

Chewing gum is not allowed. Students violating this rule will find themselves scraping gum from floors, desks, and carpeting.

## **CLASSROOM OBSERVATION POLICY**

Parents and visitors are welcome to observe in the classroom. We hope you enjoy your visit. By following the guidelines listed below, we will be able to provide uninterrupted instruction to your child and the rest of the class. Thank you in advance for your cooperation.

- \* Please call the Elementary Office and make arrangements prior to any visits to the classrooms.
- \* Please sign in at the Elementary office.
- \* Visitation is observation time only.
- \* Please sit in an area designated by the teacher.
- \* Limit your visit to 30-45 minutes.
- \* Siblings or other small children are requested not to visit class with parents.

If a conference with the teacher is needed, let the Elementary office know. A conference will be arranged for you to meet with the teacher during non-instructional time.

## **COUNSELING PROGRAM**

- \* Participates in parent conferences upon request.
- \* Attends and participates in workshops, conferences and in-service to update counseling skills.
- \* Consults with other school personnel and professionals.
- \* Provides support as needed for parents, teachers, and students.
- \* Provides referral resources.

## **DISCIPLINE**

The disciplinary rules of Cedar Creek Elementary School have been established in order to provide an intellectual atmosphere in which all students can work efficiently and can grow in knowledge and self-discipline.

Students attending Cedar Creek Elementary School are expected to behave courteously to adults and peers at all times. The school has high standards of behavior and each pupil is expected to do his or her best to maintain these standards. Students are expected to respect all teachers, school employees, and other students through their words and actions. Full cooperation is expected from the parents in any disciplinary action. The school and the home must work together in the development of character and good citizenship.

The Elementary School follows the assertive discipline philosophy, which involves students knowing the rules and upholding the tenets of the Elementary Honor Code, as well as receiving proper warning for inappropriate behavior and knowing the consequences for breaking the rules.

Students at Cedar Creek Elementary School should be developing a sense of responsibility for their own academic and personal lives, as well as an awareness of how their actions affect others, both students and teachers, in their community. The goal of any system of conduct is the development of self-discipline. This section explains expectations and consequences.

### **Pre-K and Kindergarten Discipline Procedures**

If a child bites, is consistently aggressive, or breaks rules intentionally, parents will be asked to help create an effective discipline plan. Parent cooperation will be mandatory.

### **Grades 1<sup>st</sup> - 3<sup>rd</sup> Discipline Procedure**

All 1<sup>st</sup> through 3<sup>rd</sup> grade teachers have a classroom management plan plus recess rules through which they reward appropriate behaviors and remind students of inappropriate behaviors. Students may receive a behavior slip first as a warning. After two behavior slips have been issued, the next step will be a Discipline Report.

Should the need arise to correct inappropriate student behavior, the following steps will be implemented: a verbal warning, recess missed, loss of conduct points, two behavior slips, that will be followed by a Discipline Report sent home. The Discipline Report is used to make both students and parents aware of the inappropriate behavior. This written report will also have details on how the student will correct the behavior.

Once a student receives a 2<sup>nd</sup> Discipline Report during an academic quarter, the student will receive a recess or lunch detention. During lunch detentions the students are to report to the Assistant Principal and complete his or her Discipline Report.



If a student receives a 3<sup>rd</sup> Discipline Report during an academic quarter, the student will receive an afterschool detention. The afterschool detention will take place in the Library or teachers classroom from 3 p.m. until 4 p.m. on Tuesday or Thursday. Students are expected to be picked up promptly from detention or they will be sent to After School Care and charged the appropriate fee.

In the case of a 4<sup>th</sup> Discipline Report, the student will receive an out-of-school suspension. Out-of-school suspensions are to be served away from the school setting. The child must be prepared to take all quizzes and tests upon returning to school. It is the student's responsibility to acquire all material covered during the suspension. On the day/days of the suspension the student may not participate in any extracurricular activities.

### **Disciplinary Probation**

In the event a second out-of-school suspension occurs, the student will be placed on Disciplinary Probation for a period of three weeks. During this time, the student may not benefit from privileges at school such as field trips or celebrations. Additionally, the student may not participate in any school-related extra-curricular activities. At the end of the three-week probation, the student, parents, teachers, and Administration will meet to assess growth and determine the next appropriate steps for the student.

The school reserves the right to withhold field trips or any off-campus privileges due to any disciplinary action. The school also reserves the right, depending on the severity of the infraction, to determine the disciplinary action, which may include a detention, or suspension.

### **Grades 4<sup>th</sup> – 5<sup>th</sup> Discipline Procedure**

Inappropriate actions include the following:

- Dress Code Violation
- Class Disturbance
- Restroom Behavior
- Cafeteria Misbehavior
- Excessive Talking
- Misbehavior on Bus
- Inappropriate Horseplay
- Leaving belongings in the wrong area

**Severe infractions are handled at the discretion of the Head of School or Assistant Principal of Elementary. Possible disciplinary actions may include suspension or expulsion.**

- Inappropriate electronic device usage
- Profanity/ Obscenity
- Disrespectful Behavior
- Uncooperative Behavior
- Vandalism
- Cheating/dishonesty
- Stealing
- Fighting
- Harassment/Bullying
- Violent Behavior Toward a Teacher
- Violent Behavior Toward a Student
- Possession of Dangerous Items

### **CONDUCT AND DISCIPLINE**

All 4<sup>th</sup> and 5<sup>th</sup> grade teachers have a classroom management plan plus recess rules through which they reward appropriate behaviors and remind students of inappropriate behaviors. Students may receive behavior slips first as a warning. After two behavior slips have been issued, the next step will be a Discipline Report.

Should the need arise to correct inappropriate student behavior, the following steps will be implemented: a verbal warning, recess missed, loss of conduct points, two behavior slips, that will be followed by a Discipline Report sent home. The Discipline Report is used to make both students and parents aware of the inappropriate behavior. This written report will also have details on how the student will correct the behavior.

On the third offense, the student will send an email home to his or her parents. The email will be known as a Positive Action Plan. This email will state what inappropriate behavior took place. When the email is sent home, the Principal will be notified.

Once a student receives a 2<sup>nd</sup> Discipline Report during an academic quarter, the student will receive a lunch detention. During lunch detentions the students are to report to the Principal.

Once a student receives a 3<sup>rd</sup> Discipline Report, the student will receive an afterschool detention. The afterschool detention will take place in the Principal's office from 3-4 p.m. on Tuesday and Thursday afternoons. Students are expected to attend on designated days regardless of after school activities. Students are expected to be picked up promptly from detention or they will be sent to After School Care and charged the appropriate fee.

Once a student receives a 4<sup>th</sup> Discipline Report, the student will receive an in-school suspension. In-school behavioral suspensions are designed to allow the student to continue academic course work. The student will be responsible for all assignments and tests given during this time. The suspension will be served in the school office. On the day/days of the suspension, the child may not participate in any extracurricular activities.

Once a student receives a 5<sup>th</sup> Discipline Report, the student will receive an out-of-school suspension. Out-of-school suspensions are to be served away from the school setting. The child must be prepared to take all quizzes and tests upon returning to school. It is the student's responsibility to acquire all material covered during the suspension. On the day/days of the suspension the student may not participate in any extracurricular activities.

### **Disciplinary Probation**

In the event a 2<sup>nd</sup> out-of-school suspension, the student will be placed on Disciplinary Probation for a period of three weeks. During this time, the student may not benefit from privileges at school such as field trips or celebrations. Additionally, the student may not participate in any school-related extra-curricular activities. At the end of the three-week probation, the student, parents, teachers, and Administration will meet to assess growth and determine the next appropriate steps for the student.

The school reserves the right to withhold field trips or any off-campus privileges due to any disciplinary action. The school also reserves the right, depending on the severity of the infraction, to determine the disciplinary action, which may include a detention, or suspension.

### **Discuss these with your child:**

#### **School Expectations:**

1. Have a good attitude and good manners.
2. Use kind and polite language.
3. Keep the school and playground clean and use equipment properly.

#### **School Rules:**

1. WALK in the halls and on campus.
2. Do your own work.
3. Quiet talking in the cafeteria.

### **DOOR TO DOOR FUND RAISING POLICY**

Children in elementary grades are prohibited from door-to-door fund raising activities sponsored by the school or by a school-related organization.

### **DRESS CODE**

Students are to wear appropriate attire for the classroom setting. Shoes will be worn at all times. TEARS OR RIPS IN CLOTHING are not permitted. Hats are not permitted except on special days. Any apparel or extreme appearance that interferes with the learning process or with classroom management is unacceptable. If a student is in violation of the dress code, parents will be notified of the violation and required to bring a proper change of clothing.

Faculty, Staff, and the Elementary Assistant Principal will monitor and enforce the student dress code. (Refer to "Uniform policies" for information on appropriate attire.)

### **ELECTRONIC DEVICES**

Students are permitted to possess electronic communication devices, such as cell phones, iPads, but may not turn on or use these devices at any time while on school grounds until the end of the official instructional day, unless there's an emergency situation.

**Disciplinary Action:** It is the students' responsibility to ensure that their devices are turned off and out of sight during the school day. Any student who violates the above rule is subject to disciplinary action. On the 1<sup>st</sup> offense,

the device will be taken and returned to the student at the end of the day. On the **2<sup>nd</sup> offense**, the device will be taken and returned only to the parent. On the **3<sup>rd</sup> offense**, the student will lose the privilege of bringing electronic devices to school.

### **FRIDAY DRESS**

On Friday, students will be allowed to wear Cedar Creek approved spirit shirts with long appropriate blue-jeans.

### **FLOWERS, GIFTS, INVITATIONS**

Flowers or any other gifts are not to be delivered to school and will not be accepted by the Main office. Party invitations may only be distributed if all students of that grade are invited, for instance, all girls, all boys, or all girls and boys.

### **GRIEVANCES**

All parents are asked to take their complaints directly to the appropriate parties. If there is a grievance or a complaint concerning a classroom matter, the parent should speak with the appropriate faculty member. If the classroom problem cannot be resolved in this manner, it is appropriate that the grievance be taken to the Coordinator then the Head of School, but with the knowledge of the faculty member. If there is a concern about school policy and/or direction, parents should go directly to the Coordinator then the Head of School. Parents are asked to go to the appropriate source rather than to another parent or a person unaffiliated with the school, in every case. If a parent does not follow the outlined procedure or if any other method of redress is attempted, it would be deemed a violation of school policy.

### **HARRASSMENT/BULLYING POLICY**

Cedar Creek School is committed to maintaining at all times a learning and working environment free of harassment, bullying, intimidation, and threats of violence. Harassment/Bullying of or by any board member, parent, volunteer, administrator, faculty member, staff member, student or guest is strictly prohibited and will not be tolerated. We shall respond to harassment in a manner that effectively deters future incidents. Harassment/Bullying may include, but is not limited to, the following:

- Spreading rumors
- An unwanted physical advance or verbal approach
- All forms of harassment in cyber space (cyber bullying) are unacceptable (See policies for internet use)
- Subtle or overt pressure for involvement
- Unwanted reference to one's physical appearance, religion, race, color, creed, sex or ethnic origin
- Unwanted physical contact. Implicit or explicit threats against one's employment or academic security or success
- Unsolicited gestures or comments or the display of offensive, graphic materials
- Spreading rumors of a sexual nature
- Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature

### ***Registering a Complaint of Harassment***

Any person (complainant) who believes he or she has been the victim of harassment by a board member, a parent, a volunteer, an administrator, a faculty member, a student, an employee, or guest of Cedar Creek School is encouraged to report and discuss the alleged acts immediately and confidentially with one of the following individuals who have been designated by the Head of School and the President of the Board of Directors:

1. Andrew Yepson, Head of School
2. Cindy Hampton, Assistant Principal
3. Karen Roberson, Assistant Principal - Elementary

If harassment involves written or electronic communication, save the message and print when possible.

### **HEALTH POLICY**

Cedar Creek School requests that parents make teachers and administrators aware of any medical needs that could lead to an emergency situation. If any prescribed medications or over-the-counter medications are to be taken at Cedar Creek School, the school office must have on file a completed "Authorization of Administration of Medication Form" which must be signed by the parent AND prescribing physician if applicable. Also, a completed "Medical Release Form" must be signed by the parent and on file in the school office.

**Sick Day Guidelines:** *Please keep your child home if he/she has any of the following symptoms:*

<u>Symptom</u>	<u>Explanation</u>
Fever	Greater than 100.4 F. May return when fever-free for <b>24 hours</b> (WITHOUT the use of fever-reducing medication).
Vomiting	Any unexplained episode in the past 24 hours. May return <b>24 hours</b> after last episode.
Diarrhea	Three or more unexplained episodes of watery or loose stools in 24 hours <b>OR</b> sudden onset of loose stools. May return <b>24 hours</b> after last episode.
Rash	Any new rash accompanied by a fever. May return after rash goes away or clearance given by a health care provider.
Skin Lesions (Sores)	Drainage from a sore that cannot be contained within a bandage <b>OR</b> sores are increasing in size <b>OR</b> new sores are developing day-to-day.
Cough	Serious, sustained coughing, shortness of breath, or difficulty breathing.
Other	Symptoms that prevent the student from active participation in usual school activities <b>OR</b> student is requiring more care than school staff can safely provide.

### **HOMEWORK**

**Homework will be listed on the school's RenWeb site. Please check your child's folder, assignment book, and homework site each day.** Homework will be checked.

### **HOMEWORK REQUEST FORMS**

Please call the elementary office **before 9:00** for a Homework Request Form to be sent to the teacher and picked up **by 2:00**.

### **HIV, AIDS, AND SERIOUS INFECTIOUS DISEASES POLICY**

Cedar Creek School recognizes that serious infectious illnesses, such as Hepatitis, Human Immunodeficiency Virus (HIV) or Acquired Immune Deficiency Syndrome (AIDS), have a tragic impact on those afflicted and involve significant and sensitive issues for students, faculty, and school and also recognizes that both employees and students who contract such serious infectious illnesses may wish to continue their employment or education at Cedar Creek.

At the same time, Cedar Creek School is committed to satisfying its obligation to provide a safe and effective educational and working environment for its students, staff, and visitors. Cedar Creek School will take appropriate precautions to ensure that any health and safety concerns arising out of any individual's illness are managed in accordance with current medical knowledge and procedures.

With these principles in mind, the school has established the following policies for students, staff, and faculty with serious infectious illnesses. In promulgating this policy, Cedar Creek School is aware that the best course of action for dealing with an illness may vary from case to case.

#### ***General Policies:***

1. Cedar Creek School will hold all medical information, which it receives, about the medical condition of an employee or student with HIV infection/AIDS or other serious infectious illnesses in strict confidence. This means that the school restricts access to such information to those with a legitimate need for the information.
2. Cedar Creek School will adopt "universal precautions: in dealing with blood and/or all body fluids regardless of whether or not persons with serious infectious illnesses are known to be in attendance. Persons involved in such clean ups as well as persons attending to others with injuries should use such precautions to avoid exposure to blood or body fluids.
3. Cedar Creek School will provide students, staff, and faculty with the opportunity to learn about HIV infection and AIDS, its causes, effects, and prevention at appropriate times and grade levels as determined by the school.
4. HIV infection will not, by itself as a diagnosis standing alone, be a reason to exclude a student from admission (or continued enrollment) or an adult from employment (or continued employment).
5. These policies are subject to continuing review as new research findings emerge or as the school deems it appropriate.

#### ***Students with Serious Infectious Illnesses:***

1. Students with AIDS or other serious infectious illnesses are expected to inform the Principal of their medical condition so that the school can effectively implement the provisions of this policy. Cedar Creek School may also, from time to time, require further medical examinations by a physician designated by the school to ascertain the propriety of the student attending the school.

2. Cedar Creek School will make reasonable modifications in its policies, practices, and procedures in order to allow a student with AIDS or other serious infectious diseases to benefit from academic and other services offered by the school.

3. A student with AIDS or other serious infectious diseases will be allowed to remain at Cedar Creek School so long as his/her medical condition allows him/her to perform up to the school's standards and does not present a health or safety risk to other students, faculty, or staff. While at the school, a student with said illnesses will be allowed to partake fully and equally in the educational, social, and extracurricular activities offered by the school, so long as such participation does not present a health or safety risk to the student, or other students, faculty or staff.

### **IMMUNIZATION**

The State Department of Health requires the Certificate of Immunization be on file for each student, grades Pre-Kindergarten through 12<sup>th</sup>. All incoming Pre-K and Kindergarten students must provide an up to date copy to the administrative office **BEFORE THESE STUDENTS ARE PERMITTED TO ATTEND SCHOOL.**

### **LOST AND FOUND**

Please mark all coats, jackets, sweaters, gloves, glasses, etc. with your child's name. All items will be returned to students if they can be identified.

If you are looking for an item, please check with the Elementary office. A "Lost and Found" is also kept in the P.E. building. Any item not claimed from "Lost and Found" will be donated to charity.

### **MEDICATION AT SCHOOL**

Cedar Creek School requests that parents make teachers and administrators aware of any medical needs that could lead to an emergency situation. If any prescribed medications are to be taken at Cedar Creek School, the school office must have on file a completed "Authorization of Administration of Medication Form" which must be signed by the parent AND prescribing physician. Also, a completed "Medical Release Form" must be signed by the parent and on file in the school office.

All medications sent to school with your child must be given to the school nurse or to the Elm/HS secretary. The school nurse will administer the medication or delegate to the appropriate administrative staff member to administer unless the prescribing physician has approved for the student to self-administer. Nonprescription medications must contain the student's name, medication name, dosage, and instructions for administering. All prescription medications must be in the pharmacy container with the current, up to date pharmacy label attached. This includes medication boxes for medications such as asthma inhalers and Epi Pens. NO medications will be administered without a completed Authorization of Administration of Medication Form signed by parent AND physician if applicable. These forms can be found in RenWeb.

The administrative staff will administer only the over-the-counter medications listed on the Authorization of Administration of Medication Form as needed. The purpose of these medications is to assist children to complete the school day when suffering from minor headaches, pain, menstrual cramps, etc. The Authorization of Administration of Medication Form must be signed by the parent and have the over-the-counter medication checked in order for the student to receive any over-the-counter medication. A parent will be called if needed or requested. The medication and the reason for administering will be logged into the student's record.

### **PARENT CONFERENCES**

If you wish to have a conference with your child's teacher, please call or email the teacher first for an appointment.

### **PROGRESS REPORTS**

Progress reports are emailed for new students and students whose grade point average is 80% or lower at the middle of the 9 weeks of each nine-week grading period for **4th and 5th grades only.**

### **PROMOTION POLICY**

Pre-Kindergarten through Fifth grade, promotion is based on the number of subjects or skills passed and failed. All failures are reviewed by the head of school, elementary coordinator/counselor, and teachers. A student is either promoted or not promoted; a student will not be given a trial in the next grade. **Student placement is determined by school personnel only. All decisions are final.**

## REPORT CARDS

Reports cards are emailed at the end of each nine weeks as indicated on the school calendar published at the beginning of each school year. Progress Reports will be sent out the 2<sup>nd</sup> and 4<sup>th</sup> 9-weeks.

The grading system used is as follows:

<b>Pre-Kindergarten</b>	Progress Reports
<b>Kindergarten</b>	Progress Reports
<b>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades</b>	93 - 100 Excellent 85 - 92 Above Average 77 - 84 Average 70 - 76 Below Average Below 70 Failing
<b>3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades</b>	Art/Computer/Music/Spanish: S – Satisfactory U - Unsatisfactory

Semester exams will not be given to students in Kindergarten through Fifth grades.

The semester grade will be the average of two quarters. For grades 3-5, the year grade will be the average of the two semester grades.

## REQUIRED SUMMER READING PROGRAM

The books on each grade level list are compiled with the cooperation of the administration, the teachers, and the librarian. Each book is considered to be appropriate. The books chosen are available in public libraries..

## SCHOOL HOURS

The Elementary building **will not be unlocked** until 7:30 a.m. each morning. Students must not arrive to school before this time. **There will be no supervision for children prior to 7:30.** If this is a problem, please contact the Assistant Principal-Elementary. Students will not be unloaded from cars until 7:30.

### 7:55 **School begins**

All children arriving after 8:00 will be **tardy** and must sign in with the Elementary office.

3:00 Students are dismissed. Carline will start for elementary at 2:50.

## STUDENT LOCKERS

A locker is assigned to each 4th and 5th grade student and is for their use only. Our space is extremely limited so please keep this in mind when purchasing bookbags. Any damage occurring to the locker will be assessed to the assigned student unless resolution of the problem can be found. Lockers should be kept neat and clean at all times. Books should never be on the floor. No trash is to be left in or around the lockers. The administration reserves the right to examine the contents of the student's locker or book bag at any time. Students do not have to be present when lockers or book bags are being searched.

## TELEPHONE

**The telephones in the offices are business phones.** They are not for student use except in case of extreme emergency and then by permission only. Parents are asked not to call the school and ask to speak to their child. The office will deliver important messages from parents to a student **prior** to 2:00 P.M.

## TESTING

The Stanford 10 Achievement Test is given to students in grades 3–5. Test results are provided to parents by mail.

Cedar Creek School follows state guidelines set forth in Bulletin 1508 regarding the identification of students for gifted programs. At the end of 5<sup>th</sup> grade, students are identified on the basis of achievement scores and performance. With parental permission, students are tested by an independent testing agency whose recommendation is followed by the school. Students who meet the state and school requirements are placed in the Cedar Creek's Advanced Honors Program for 6<sup>th</sup> grade Reading and English.

## TEXTBOOKS

Cedar Creek School will issue all classroom textbooks for students. These textbooks are the property of the school and should be treated as such. Textbooks are the responsibility of the student. If a textbook is lost or

damaged, the student is responsible for its replacement. Students will have their grades and/or records held if the charges for lost/damaged textbooks remain unpaid.

### TUTORING

For information about outside tutoring, contact the Elementary Office.

### UNIFORM POLICIES

Students are expected to be well-groomed and appropriately dressed at all times on campus and at all away activities when representing Cedar Creek School.

Monograms are not necessary, but if you would like to monogram your child's shirt, it needs to be with the **interlocking CC emblem only**.

Only navy, gray, green or white light-weight jackets or Cedar Creek approved sweatshirts will be allowed in the classroom.

## Elementary Girls:

### SHIRTS

#### **Polo**

White, hunter green, gray, navy short or long sleeve knit. (100% cotton or poly/cotton)

Navy, Gray, green, or white polo shirts with CC logo are allowed.

**All shirts must be tucked in.**

#### **Oxford**

White short or long sleeve button-down

#### **Broadcloth**

White short or long sleeve with a peter pan collar \* **All shirts must be tucked in**

\* No long-sleeved undershirt may be worn under short sleeve school shirts

### PANTS/SHORTS

#### **Pants**

Navy trousers

#### **Shorts**

Navy walking shorts; Approved plaid walking shorts

\*Shorts may be no shorter than 3 1/2" above the knee with a 7" inseam. \*Belts are required.

### DRESSES/SKIRTS/JUMPERS

#### **Dresses**

Approved plaid Smock Set **Pre-K or Kindergarten Only**

#### **Skirts/Skort**

Approved plaid Drop-waist pleated uniform skirt and plaid skort

#### **Jumpers**

Approved plaid Drop-waist pleated uniform jumper. \*Skirts and jumpers may be no shorter than 3 1/2" above the knee. \*All elementary girls must wear bloomers or shorts under skirts, jumpers, and dresses.

**\*\* Leggings may be worn under skirts but must come down to the ankle and only be white, navy, gray, or black. No pants or sweatpants may be worn under skirts, dresses, or jumpers**

### SWEATSHIRTS

Crew neck long sleeved sweatshirt or hoodie - Hunter green, gray, navy, gold or white

\*A collared shirt must be worn under all sweatshirts.

### SWEATERS

Hunter Green or Navy Cardigan, V-Neck pullover sweater or V-Neck sweater vest. \*Shirts must be worn under all sweaters.

### COATS

Any long sleeve coat that buttons or zips all the way down the front or a Cedar Creek jackets will be allowed.

**JACKETS**

Lightweight jackets must be plain long-sleeve navy or gray or any Cedar Creek jacket

**SHOES**

Tennis shoes only with a tongue that laces-up or Velcro– no slip on shoes

**BELTS**

Black, navy, or brown tones

**SOCKS**

Must be white, navy, gray or black. Tall socks can be worn as long as they are one of the available colors

**REQUIRED ITEMS:**

White Short Sleeve Polo Shirt

**Elementary Boys:**

**SHIRTS**

**Polo**

White, hunter green, gray or navy short or long sleeve knit (100% cotton or poly/cotton)

Gray, Green, or white polo shirts with CC logo are allowed

**Oxford**

White short or long sleeve button-down. **\*All shirts must be tucked in.** \* No long-sleeved undershirt may be worn under short sleeve school shirts

**PANTS/SHORTS**

**Pants**

Navy trousers with belt loops

**Shorts**

Navy walking shorts with belt loops. \*Shorts may be no shorter than 3 1/2" above the knee with a 7" inseam.

\*Belts are required. **\*All shirts must be tucked in.**

**SWEATSHIRTS**

Hunter green, gray, navy, gold or white crew neck long sleeved sweatshirts.  
shirt must be worn under all sweatshirts

\*A collared

**SWEATERS**

Navy or green cardigan, V-Neck pullover sweater or V-Neck sweater vest. \*Shirts must be worn under all sweaters

**COATS**

Any long sleeve coat that buttons or zips all the way down the front or any Cedar Creek jacket will be allowed.

**JACKETS**

Lightweight jackets must be plain long-sleeve navy or gray or any Cedar Creek jacket

**SHOES**

Tennis shoes only with a tongue that lace-up or velcro. No slip on shoes

**BELTS**

Black, navy, or brown tones

**SOCKS**

Must be white, navy, gray or black. Tall socks can be worn as long as they are one of the available colors

**REQUIRED ITEMS:**

White Short Sleeve Polo shirt



**Spirit Shirt Policy**

Students, Faculty and Staff may wear Cedar Creek School Spirit shirts, Club shirts, Athletic shirts and jerseys on Friday with jeans. **Cheerleader Uniforms are NOT allowed except on Pep Rally Days.**

Spirit shirts, Club shirts, and Athletic/Team apparel must be green, gold, white or gray. All shirt and apparel designs must be representative of Cedar Creek School and submitted, before purchasing, to the Director of Development for approval by the Administrative Council.

Apparel purchased from sources other than Cedar Creek School must be representative of Cedar Creek School and may only be green, gold, white, or gray.

## **ELEMENTARY (GRADES PRE-KINDERGARTEN - 5) CURRICULUM OVERVIEW**

### **PRE-KINDERGARTEN**

A wide variety of activities are planned that simply introduce children to the school environment. Pre-kindergarten children are surrounded by language through speaking, listening, and pre-writing activities. Children learn by playing and doing. By combining developmentally appropriate instruction with opportunities to engage in explorative play, DIG offers a balanced path to kindergarten readiness. DIG features: Thematic, integrated instruction; Daily, robust math; Active, meaningful literary; Explicit oral language development; Purposeful differentiation; Classroom strategies from Dr. Jean; an early childhood expert and teacher advocate. Whole language and pre-Spalding methods are used to provide a smooth transition to kindergarten. Pre-kindergarten children are exposed to a variety of math concepts and skills. Math concepts, such as patterns, shapes, measurement, numbers, sorting and classifying are taught in daily learning centers. Themes discussed weekly include science and social studies concepts. Some themes of interest include dinosaurs, community helpers, space, and our country/state, weather, transportation, the five senses, nutrition, plants, and winter. Field trips are taken throughout the year to enhance our curriculum.

### **KINDERGARTEN**

The kindergarten children have the privilege to discover that learning can be fun. The curriculum strives to meet the physical, emotional, social, and intellectual needs of each child.

Spalding enhances the Cedar Creek School curriculum. This is a comprehensive, research based reading and writing approach taught to meet student's literacy needs. Whole group and small group strategic reading are integrated to support students reading ability. Literacy skills are integrated with science and social studies topics. The program follows the writing process providing instruction in the four key elements of writing. Through this approach to reading, the children learn that speech, writing, spelling, and reading all work together. Students are immersed in a variety of good literature throughout the school day while learning snap words and phonograms.

The students learn math concepts of sorting and classifying, shapes, patterns, size, graphing, more or less, measuring, time, money, adding, taking away, whole and two equal shares and numbers to 100. Everyday use of number concepts is taught throughout the day with manipulatives.

The Kindergarten student is able to develop an awareness of the foundation of civics, history, geography, and economics by following rules and demonstrating character traits of good citizens, naming important American holidays and symbols, and identifying fundamental elements of geography and economics.

Science topics explored are five senses, food and nutrition, life cycles, motion, magnets, weather and the earth.

The students have the opportunity to develop physically by attending a planned P.E. class each day. They also develop an appreciation of fine arts area by attending art and music classes each week. The students participate in programs during the year. Kindergarten students also attend computer and library.

### **FIRST GRADE**

In the first grade curriculum, reading, writing and mathematics are still the basic subjects. By using The Writing Road To Reading (Spalding), first graders understand the decoding process and develop a large vocabulary for both reading and writing. Many opportunities for using these newly acquired skills are provided as children read together in small groups, independently, and in other subject matter areas such as science and social studies. During Writer's Workshop, first graders are encouraged to write sentences and original stories. Students are immersed in a variety of good literature throughout the school day.

Envision Math encourages the first grade children to learn with understanding. The student will use objects, pictures, and number sentences to relate to real life situations using addition and subtraction facts to 20. Reasoning and problem solving as individuals and with groups is one of our main goals. Communicating in mathematical terms is emphasized. Students use strategies for learning addition and subtraction facts. The use of blocks, play money, counters, and other manipulatives allows a hands-on approach to learning. Working cooperatively with partners or in small groups instills a love of math in the children and gives them a feeling of success.

Social studies units are developed throughout the year and help to build an awareness of the geography and rich history of our country. Science units about animals, plants, weather, matter, light and sound make the children aware of our beautiful world and the responsibility that we have to preserve our earth.

### **SECOND GRADE**

The second grade expands the basic skills and concepts taught in kindergarten and first grade. The second grade language arts curriculum includes reading, language skills, spelling, and writing.

The student will apply fluency skills in reading and model comprehension skills using age appropriate text. The student will use the development process to write a paragraph using proper structure. Through reading, writing and spelling, we continue to revisit the Spalding. The Accelerated Reading Program is an important part of the reading curriculum. The students choose appropriate library books, read for enjoyment, and are computer tested on each Accelerated Reader Book. Records are kept so that each student can see the progress that they have made.

The course purpose for second grade math is for students to demonstrate accuracy and fluency of addition and subtraction facts to 18, and to demonstrate addition and subtraction of two-digit numbers with or without regrouping. Second grade children experience math through the use of manipulatives, sometimes working in small groups or with partners. They also develop an understanding of various concepts in graphing, patterns, time, money, geometry, place value, and fractions.

In science, the student will explore and investigate the world around them using appropriate tools and resources to demonstrate their knowledge of plants, animals, measurement and preserving the world around them.

The student will identify and describe their heritage and those of our state in social studies. The student will compare different communities in terms of their geography, governments and jobs. The student will apply their knowledge of basic economic terms and mapping skills through hands-on on projects and activities.

### **THIRD GRADE**

The third grade curriculum focuses on the academic and social needs of the children. Our goal is to develop within the child a desire for learning and sense of responsibility to self, school, community and society.

The language arts program consists of reading, writing, language, spelling, and speaking. Children read many types of stories, poems, plays and informational articles. Lessons stress reading comprehension and various other language and reading skills. The writing experience emphasizes creativity, revising, editing, and sharing original pieces orally with the class. The language program is based on learning the fundamental rules of grammar and applying these rules in reading and writing. The spelling program is a phonetic spelling method with an emphasis on spelling rules and phonograms. In addition to the core spelling lists the third grade also incorporates frequently used words from other subject areas. The Accelerated Reading Program is an important part of the reading curriculum. The students choose appropriate library books, read for enjoyment, and are computer tested on each Accelerated Reader. Records are kept so that each student can see the progress that they have made.

In third grade math, the students compare and contrast the concepts of multiplication and division, demonstrate accuracy and fluency of multiplication and division facts 0 through 10, and apply all four basic operations in solving “real-life” problems. The program incorporates many hands-on experiences with manipulatives and stresses number sense and thinking skills. Graphing, geometry, fractions, estimation, telling time, counting money, and measurement are equally a part of the curriculum.

The third grade social studies program focuses on Louisiana. Geography, history, culture, civics, economics, and map skills are all taught in context of the state of Louisiana. Students are allowed to research topics of interest to them as they participate in the Elementary social studies fair. The social studies curriculum is complemented with special guest speakers, field trips, and a “Louisiana Night” Program.

The science program in third grade involves several different emphases. The students use the scientific method and grade-appropriate measurement procedures to investigate the basic forces and simple tools, the solar system, weather conditions, human nutrition, and digestion system. Students are actively involved by doing experiments, research, and field trips. Every student also may participate in the Elementary Science Fair at Cedar Creek School.

### **FOURTH GRADE**

The fourth grade curriculum is directed toward helping each student become an independent learner and thinker. Students are able to integrate many of the skills they have learned in previous grades, while using their imagination and originality to build on these skills.

The language arts program consists of reading, language, spelling, and creative writing. Reading is based on children’s literature emphasizing fantasy, realistic fiction, non-fiction, and poetry. The reading program is designed to capture the students’ imaginations, interest them in reading for enjoyment, increase their knowledge, and motivate them to write. Comprehension, vocabulary, and the ability to express one’s understanding in spoken and written form are some of the many skills stressed. The Accelerated Reading Program is an important part of the reading curriculum. The students choose appropriate library books, read for enjoyment, and are computer tested on each Accelerated Reader. Records are kept so that each student can see the progress that they have made. The language program emphasizes grammar and creative writing. The fourth grade curriculum in language builds on punctuation and word usage lessons taught in the lower grade. It consists mainly of a thorough teaching of the eight parts of speech. The writing program develops good creative writing skills and encourages the students to write more often, use their imaginations, and be confident in their writing ability. The fourth grade spelling program continues to build on spelling rules, strategies, and patterns.

The students will solve mathematical problems using multiplication and division skills and demonstrate addition and subtraction of decimals to the hundredths. Problem solving will be emphasized in both and individualized as well as group learning situation. Graphing, place value, numeration, estimation, prime and composite numbers, decimals, geometry, fractions, and measurement are some of the concepts that will be taught in fourth grade.

The social studies program emphasizes on land, resources, and people of the United States. The students will participate in many map activities, including learning the states and capitals of the U.S. Each student is encouraged to participate in the school's social studies fair. The students will also study our government, the history

of our nation's capital and the importance of being a good citizen. All students will participate in the school's White House Dinner after completing this unit.

The Science Program's goal is to develop thinking skills that will enable the students to make intelligent, deductive decisions in order to become a better problem solver. A variety of hands-on and learning activities will be used to teach the scientific method, human body, phases of the moon, energy, matter, measurement, and geology. Fourth grade students are required to participate in the annual science fair further enriching their learning of the scientific method and utilizing their research skills.

## **FIFTH GRADE**

The fifth grade program is a departmentalized setting where the children are involved in math, science, language arts and social studies. This allows for small group instruction during math and reading. Students also participate in P.E., music, and art. The library is available for students' use. However, each class is designated a specific time weekly for library skills and checking out books.

The reading program's goal is to have students apply a variety of strategies in analyzing stories for their elements. The school wide Accelerated Reading Program encourages independent reading. We engage in oral and silent reading in class. We also engage in literature circles. Novels which are used come from the suggested list of the Scholastic Book Club; these novels have been approved. Groups of students read, discuss, record information, present a book review, and take an AR test. Book reports are required for fifth graders; some are written and some are oral. All written book reports will be done in class. We also engage in vocabulary enhancement outside of the reading series through a program known as Wordly Wise.

One of the goals of our language program is to have the student demonstrate use of information literacy skills to produce a multi paragraph, two page research paper. The writing of a research paper will introduce students to the basics and give them experience in researching a given topic. Our language program is a strong one which compliments the reading program. Grammar and creative writing are emphasized. The fifth grade curriculum builds on punctuation and work usage lessons taught in fourth grade. The student will use writing skills which have been mastered by fifth grade. There are several major writings to be done throughout the year: personal narrative, how to, compare/contrast, persuasive, etc. The goal of the math program is to ensure that students have a command of the basic skills of mathematics, and that they know how to apply problem-solving skills in their everyday lives. Emphasis is placed on the mastery of computation, problem solving, mental math, and estimation. Instruction includes the use of manipulative and involves students in small cooperative groups and independent, individual work.

The social studies program emphasizes the development of the United States as a country. Students will analyze the various historical periods of the United States to build awareness of the rich history of our nation. All students are required to participate in the school's Social Studies Fair, as well as Pioneer Day.

The science program's goal is to develop thinking skills enabling students to make intelligent deductive decisions and to become better problem solvers. Students are involved in learning activities including hands-on learning experiences, cooperative learning, and guided research through various resources. Topics cover chemistry, physical science, physics, earth science, and life science. Every student is required to participate in the Science Fair focusing on the scientific method, using research skills, and evaluating outcomes. The use of resource persons, supplemental reading materials, and internet resources enriches topics being taught.

## **ART**

The elementary art program provides each child an opportunity for creative growth and development. It includes the knowledge of the elements of art and design. Students will be introduced to the works of art of many artists and become aware of the social and historical contexts in which art is created. Your child will have the opportunity to use many types of media in the creation of his art work. Most work will be displayed.

## **ADVANCED HONORS PROGRAM**

Cedar Creek School follows state guidelines set forth in Bulletin 1508 regarding the identification of students for gifted/gifted art programs. Students are recommended on the basis of achievement scores and performance. With parental permission, students are tested by an independent testing agency, whose recommendation is followed by the school.

## **COMPUTER**

The elementary computer program is committed to providing a variety of computer experiences, which encourages students to build confidence in computer usage and to develop necessary skills. In addition computer lab of 20 PC machines, grades 1 – 5 are equipped with two or more computers located in the grade areas.

Children in Pre-K – 5 learn operational parts of a computer and associated terminology. Computer software and the Internet are used to supplement and reinforce the daily curriculum. In the 3rd grade, students are introduced to keyboard skills. Development of keyboard skills continues through 4<sup>th</sup> and 5<sup>th</sup> grades. In addition to the keyboard skills, the upper grades learn word processing, spreadsheets, including making charts and presentation applications. The elementary computer group uses Microsoft Office 2007 for these programs. The skills are integrated into the classroom through creative writing and special projects completed on the computer.

The elementary building is networked for Internet use. Cedar Creek uses a filter at the server for the student's protection of unwanted sites. The elementary lab is available for classroom use at least one day a week.

## **LIBRARY**

The elementary library updated the circulation, catalog search, and inventory to a web based program. The card catalog is accessible from any computer on campus and through the Cedar Creek web site via a quick link.

Participation in the Accelerated Reading program is encouraged in grades 1 – 5. Reading quizzes are web based and accessible from all computers on campus. Cedar Creek School upgraded its commitment to the Accelerated Reading Program by providing the Enterprise Program. Parents and students can locate books that have quizzes at [www.arbookfind.com](http://www.arbookfind.com). Also, the Enterprise program provides Home Connect so parents can see the books their student tests on and can receive emails with the results of test taken by their students. Students are rewarded each nine weeks with a variety of activities.

The goals of the elementary library include the following:

- To provide time to assist children in choosing quality reading materials
- To provide a variety of literature and library based activities
- To promote good, life-long reading habits and to develop an appreciation of literature

## **Elementary Performing Arts (Music)**

Elementary performing Arts is part of an aesthetic education. Through experience with the arts, the learner will be increasingly capable of feeling, creating, discovering, performing, learning, and thinking. Students will develop their voices with appropriate techniques of singing applied to musical selections suited to specific ages and abilities. Students perform these curriculum based selections in a variety of musical settings throughout the school year.

## **PHYSICAL EDUCATION**

### **Level 1 (Grades PreK-2)**

The lower elementary program is based on educational movement. Fundamental locomotor, non-locomotor, and manipulative skills, games, and creative play are designed to allow each child to develop motor skills on an individual level. In level 1 classes students are introduced to as many physical and cognitive experiences as possible to allow the individual child to experiment and to find success in movement. The program is designed to offer something for everyone, to make every child a "winner" and to promote a positive self-image. Students begin participating in the President's Challenge Fitness Program. This program encourages a healthy life-style and a positive attitude toward physical activity (exercise). The Cougar Mile is one highlight of an exciting year in P.E. Students are able to compete against classmates in a mile run. Parents attend this festive and exciting event.

### **Level 2 (Grades 3<sup>rd</sup> – 5<sup>th</sup>)**

The Level 2 program is extended to become more challenging, allowing for improved hand-eye and motor coordination, interest in sports and group play, development of social consciousness and the introduction of more physical contact in games and activities. Students continue to participate in the President's Challenge Physical Fitness program.

## **SPANISH**

The Elementary Foreign Language Program is an exploration of Spanish as a second language. Students are exposed to Spanish through games, sounds, hands-on activities, dialogues and role play situation. The exposure to Spanish provides a beginning for communication skills in Spanish and creates a foundation for continued language learning.

**(Revised 07/17/18)**