



Christ Church Day School

Family Handbook

2025-2026

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Head of School Message

Dear CCDS Families,

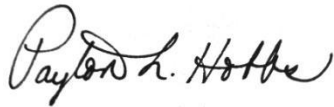
Welcome to a new year at Christ Church Day School! We are delighted that you have chosen our school community to be part of your child's educational experience.

The Christ Church Day School learning environment is designed to support the academic, social, emotional, spiritual, and physical development of each student. We believe in providing a holistic approach to learning and growth. There are many facets to your child's education, and we strive to engage students to reason, create, serve and lead in a nurturing, inclusive Episcopal learning community.

Consistent communication and collaboration between families, teachers, and our leadership team will help position students to experience joy and success in and out of the classroom and contribute to their overall well-being. This Handbook was written to clarify our school's expectations in the many areas of your child's educational experience.

I am excited to learn, lead and serve in this wonderful school community. My door is always open, and I am available to support all members of our CCDS family. Please feel free to call upon me to share questions, ideas, concerns and celebrations.

Sincerely,

A handwritten signature in black ink, reading "Payton L. Hobbs". The signature is written in a cursive, flowing style.

Payton L. Hobbs
Head of School

THE PURPOSE OF FAMILY HANDBOOK

This Handbook was developed to provide readily available answers to commonly asked questions about the many aspects of Christ Church Day School. We are aware that absorbing all the information about the School can be a time-consuming task. Therefore, it is anticipated that this Handbook will serve as a reference for students and their families in matters concerning the School.

Parents and guardians are required to read this Handbook at the start of each school year.

As this Handbook represents the understanding of parents/guardians, student(s) and the School, attendance at school is therefore to be viewed as assent to the terms and conditions stated in this document.

Faculty and Staff

Position	Name	Email
Head of School	Mrs. Payton Hobbs	phobbs@ccds.org
Administrative Assistant & Business Manager	Mrs. Carlin Glorieux	cglorieux@ccds.org
Junior Kindergarten Lead Educator	Mrs. Shanta Munoz	smunoz@ccds.org
Senior Kindergarten Lead Educator	Ms. Sophia Nickles	snickles@ccds.org
First Grade Lead Educator	Ms. Rachel Carroll	rcarroll@ccds.org
Second Grade Lead Educator	Mrs. Katie Lain	klain@ccds.org
Third Grade Lead Educator	Ms. Mackenze Tezak	mtezak@ccds.org
Fourth Grade Lead Educator	Mrs. Katie Cowan	kcowan@ccds.org
Fifth Grade Lead Educator	Mrs. Kim Gibbs	kgibbs@ccds.org
Middle School Lead Educator	Mr. Alexander Hernandez	ahernandez@ccds.org
Middle School Lead Educator	Ms. Jennifer Fordham	jfordham@ccds.org
Academic Support Specialist	Mr. Preston Lujan	plujan@ccds.org
Assistant Educator	Mrs. Maria Delgado	mdelgado@ccds.org
Assistant Educator	Ms. Catherine Jacobs	cjacobs@ccds.org
Art Educator	Mrs. Daniela Aparcio	daparcio@ccds.org
Music Educator	Mrs. Sally Greenleaf	sgeenleaf@ccds.org
Physical Education Educator & Student Affairs Chair	Mr. David Johnson	djohnson@ccds.org
Spanish Educator	Ms. Sabrina Rivera	srivera@ccds.org

School Board

Tom Murray, President	Mary Catherine Melancon, VP	Eileen Alpenia, Vestry Liaison
Lyle Anderson	Shane Durkin	Bill Golden
Saj Hansji	Bob Senko	Lauren Thrasher
Wilson Weed	Fr. Michael Foley, Preist	Keith Fargo*, Treasurer
Payton Hobbs*, Head of School	Keren Mondaca*, Secretary	

**Non-voting members*

PHILOSOPHY

A. INTRODUCTION

Christ Church Day School is a faith community that includes clergy, faculty, staff, parents, guardians, families and students. Efforts have been made to make this document representative of all who comprise this community. Christ Church Day School does not exist in isolation. We recognize our role and function in light of the larger Parish community, the local community, and the Diocesan community.

B. MISSION STATEMENT

Christ Church Day School engages students to reason, create, serve, and lead in a nurturing, inclusive, Episcopal learning community.

C. ESSENTIAL AGREEMENTS

As members of the Christ Church Day School community we agree to be:

- Respectful
- Responsible
- Safe and In-Control

D. BELIEFS SUPPORTING THE MISSION STATEMENT

Supporting the Mission Statement, the purpose of Christ Church Day School is to ensure that students in Kindergarten through Grade 8 are provided a quality learning environment which meets their developmental and individual needs and encourages their full potential. To develop that potential, we believe students should become lifelong learners and should acquire a strong foundation of Christian ethics.

We believe that students should become lifelong learners.

Therefore, we:

- encourage a natural curiosity;
- teach strong foundational academic skills, enabling the pursuit of independent learning;
- and, promote an understanding of the relationship between the arts, science, and the humanities to stimulate continued learning.

We believe that students should acquire a strong foundation of Christian Ethics.

Therefore, we:

- honor diversity, both within and outside the community;
- foster respect for thoughts and opinions of others;
- encourage an awareness and concern for local and global communities;
- and, provide an environment which promotes an awareness of God's love and forgiveness.

CHRIST CHURCH DAY SCHOOL

SCHOOLWIDE LEARNING EXPECTATIONS

Engaging students to reason, create, serve and lead in a nurturing, inclusive Episcopal learning environment



SLE	Learning Expectation in Action
Critical Thinkers 	<ul style="list-style-type: none"> • Identify needed information • Apply information • Analyze information • Use information in a new way • Evaluate information • Identify solutions to problems
Effective Communicators 	<ul style="list-style-type: none"> • Listen and speak effectively • Use verbal and nonverbal cues • Read and comprehend independently • Write effectively in all formats • Use technology as a tool • Disagree in a positive, respectful manner
Self-Directed Learners 	<ul style="list-style-type: none"> • Set goals • Access appropriate resources • Use time management skills • Take risks • Exercise intellectual curiosity • Use organizational strategies
Innovative Producers 	<ul style="list-style-type: none"> • Create intellectual, artistic, practical and physical products • Explore creative solutions • Create quality products with an emphasis on technology • Apply knowledge from multiple sources
Community Members 	<ul style="list-style-type: none"> • Use good manners • Accomplish tasks cooperatively • Work well with people of multiple ages and abilities • Demonstrate leadership skills • Participate in service learning • Respect and appreciate diversity in all forms
Positive, Healthy Learners 	<ul style="list-style-type: none"> • Make positive choices • Participate in spiritual activities • Develop awareness of healthy lifestyle • Respect the environment • Participate in physical activities • Develop healthy sense of self and understand role in community

F. THE ROLE OF FAMILIES

Christ Church Day School endeavors to act in partnership with parents and families for the benefit of students. We believe the academic, moral, and spiritual growth of children to be a ministry that begins at home; therefore, parents and families are the primary educators of their children.

Specifically this includes the responsibility to:

- establish a home environment which teaches moral values, spiritual development, social skills, self-discipline, and a commitment to learning;
- make a wise and informed choice of schools for their children, keeping in mind that each school has its own unique character, spirit, and strengths;
- be fully informed, and to support all aspects regarding their children's development, and where needed, to take and/or support the appropriate remedial action;
- read all classroom communication and school emails;
- and, make every effort to establish and maintain a collaborative and mutually supportive relationship with the school which they have selected for their children.

G. GOALS FOR AND DEVELOPMENT OF STUDENTS

Recognizing the fact that Christian personality grows neither in constraint nor permissiveness, we seek to teach students that the capacity for self-discipline is best achieved through responsible decision-making. In working toward this end, the faculty and staff at CCDS wish to motivate the student to acquire knowledge and skills and to permeate intellectual growth with the teachings of Christ.

In a world of increasing technological specialization and dehumanization, it is imperative to be able to think critically, creatively, and conscientiously. We hope to teach our youth not what to think but how to think by providing academic tasks which stress critical thinking skills.

Supporting these goals, we believe that students need to be seen in all aspects of their being. Emotional, social, physical, and intellectual areas of development will all be included in our holistic approach to admissions to CCDS. The social and emotional areas will be carefully considered when placing a student into the most appropriate grade. Emotional, social, and academic readiness will be part of the admission screening process.

H. THE SCHOOL AND THE PARISH

Christ Church Day School recognizes that we are first and foremost an Episcopal Parish educational institution. With that in mind, we believe that the Parish plays a vital role in supporting the ministry of both the School and families. Through active involvement, both liturgical and non-liturgical, we, as a faith community in the Parish, endeavor to work together in a spirit of partnership. With open communication, the Parish and the School benefit each other by utilizing one another's talents.

I. HISTORY

Christ Church Day School was founded in 1957 for the purpose of providing superior educational opportunities as well as sound Christian training for its students. The first year there were 41 students in Kindergarten through Second Grade. The following year the second school building, Brown Hall, was dedicated, enabling additional grades in the school. On February 28, 1960, the present Major Ennals Waggaman Memorial Playground was dedicated, providing a place for regular physical activity for students. That same year, Fifth Grade was added, and 1983 saw the addition of the Sixth Grade as space became available. Junior Kindergarten was added in the cottage in 2009. Seventh Grade was added in 2024 and Eighth Grade was added in 2025.

J. SPONSORSHIP

The parent body of CCDS is Christ Episcopal Church, founded in 1888, as a mission under the auspices of the Episcopal Diocese of California. Since that time, the Diocese has been divided into six Dioceses including our present region named for the City of San Diego.

The Episcopal Church in the United States is a member of the Anglican Communion, whose national Churches are affiliated with the Church of England. Its basic teachings and beliefs are expressed in the Apostles' and Nicene Creeds and the Baptismal Covenant, which, along with the Book of Common Prayer, provide CCDS with its pattern of worship and religious instruction.

K. GOVERNANCE

The School Board of CCDS operates as the governing body of the School. It is responsible to the Vestry of Christ Church under the leadership of the Rector. The Board sets overall policy for the school. [Link to detailed CCDS By-Laws](#)

The Board is composed of nine to eleven voting members and one ex-officio non-voting member, the Head of the School. Members are selected by the Vestry of Christ Episcopal Church from nominees proposed by the School Board. At least two School Board members must be parents of current CCDS students. At least one School Board member must be a member of the Parish Vestry. The remaining School Board members do not necessarily need to be members of the Church or School. The members serve three-year terms.

As currently constituted the Board maintains seven standing committees: Academic; Religious Life; Finance; Marketing; Development; Personnel; Nominating. These committees function as an integral part of the operation of the school in their respective areas.

L. AFFILIATIONS

Christ Church Day School is recognized by the State of California and is a member of the National Association of Episcopal Schools. The academic curriculum of CCDS embraces the full spectrum of classes in the arts and sciences as mandated by the State of California.

Christ Church Day School is a member of the Western Association of Schools and Colleges and, in 2016 received a 6 year accreditation. CCDS received re-accreditation status in 2023 for another 6 years.

GENERAL INFORMATION

A. Annual Calendar

An [Annual Calendar](#) of important dates and holidays will be published prior to the opening of the school. The Parent Portal in Veracross has an updated [School Calendar](#) for reference on additional activities and events that occur throughout the year. The updated Veracross calendar supersedes the annual important dates calendar.

B. School Hours

The operating hours of the school will be as follows:

7:45am	Students may enter campus and classrooms open
7:55am	Classes begin
2:55pm	Classes end and Dismissal begins*
12:00pm*	<i>Half Day Dismissal</i>
2:00pm*	<i>Wednesday Dismissal</i>

C. Family Involvement

Families play an important role in the life of CCDS and opportunities exist at all levels for families to become involved with the school. Families are asked to share their time, talent and treasure with their child's class and the greater community. CCDS values the families of its students and actively seeks their involvement in school life.

The Parent Organization (PO) strives to engage and connect families to the CCDS community with the goals of 1) enhancing the school experience for students and 2) supporting and celebrating the faculty and staff.

The PO will have regular meetings throughout the school year to provide information on special school events and activities and to host guest speakers on important topics of interest to parents and guardians. All parents and guardians are members of the PO when they enroll in CCDS and are encouraged to attend as many meetings as possible. PO dues are not required.

Parents and guardians are asked to serve on at least one committee based on their interests and talents:

Room Representatives	help plan parties and assist the teachers with field trips and special events
Special Events	support events such as Harvest Festival, Book Fair and Fun Run
Hot Lunch	assist with serving hot lunch to students three days per week
Art	assist with projects and the annual Art Show in the spring
Gala	help organize volunteers and support the annual Gala event in the spring
New Families	welcome and connect with new families as they join the CCDS community
Alumni	help keep our alumni connected to the CCDS community

D. Parent Chaperones

Teachers will determine field trip chaperones on a lottery or first response basis if more parents than the limit are interested. As this is part of the instructional day and for safety reasons, non-chaperone parents/family members/siblings are not allowed to meet and accompany students on field trips.

Parents who are asked to chaperone must follow specific instructions for the safety of students:

1. As much as possible, remain with the class as a group on the trip, under the direct supervision of the teacher
2. Count students before and after arriving at a new location
3. No purchasing of souvenirs, snacks, face painting, etc.
4. Provide a copy of current driver's license and insurance

E. Admission and Enrollment

All incoming students are assessed/screened (see Appendix VI for complete information) and will, upon satisfactory performance, be admitted as follows:

- | | |
|-------------|--|
| Priority 1: | Students who are currently enrolled whose tuition and fees are current, who have successfully completed all of the current grade level work and whose families submit enrollment forms by the required dates |
| Priority 2: | Siblings of students currently enrolled |
| Priority 3: | Children whose families are registered and active, pledging members of Christ Episcopal Church |
| Priority 4: | Children of CCDS Alumni |
| Priority 5: | All other community members who meet admissions criteria |

As a school community, it is expected that families enrolling will strive to support the philosophy, mission, virtues, and policies of CCDS. Prompt tuition payment and regular parental involvement through volunteering strengthens the experience of all students. The school reserves the right to deny re-enrollment to any family delinquent in tuition. In addition, failure to support the philosophy, objectives, and policies of the school may also result in a barrier to re-enrollment.

As presently constituted, CCDS best serves the student whose learning and maturation can be enhanced by an atmosphere of small class size, individualized instruction, and positive religious orientation.

The administration and faculty of Christ Church Day School wish to remind every family that this school is not geared to accommodate those students who demonstrate severe grade level deficiencies or behavioral challenges. We do all in our power to recommend and/or schedule specialized testing where academic challenges may be caused by specific learning differences, and will assist in referrals for alternative school placement where necessary.

F. Non-Discrimination Statement

In keeping with the Gospel imperatives of inclusiveness, Christ Church Day School accepts qualified students of all races, colors, religions, genders, gender identities and expressions, national or ethnic origins, and sexual orientations for inclusion in all the rights, privileges, programs, and activities generally accorded or made available to students at this school. The school does not discriminate on the basis of race, color, religion, gender, gender identity and expression, sexual orientation, marital and parental status, national or ethnic origin or other in the administration of its educational policies, admission policies, or other school administered programs.

G. Registration Fees

One-time New Student Fee: A one-time fee for all new students entering Kindergarten – Grade 8 is collected prior to enrollment. The fee for the 2025-2026 school year is **\$400**.

Book, Supply, and Technology Fee: Each year, for all grades, this fee reserves a student's enrollment and covers the cost of consumable workbooks, texts, class supplies, and technology. Please note this fee is non-refundable. This fee is **\$1000** and is payable upon acceptance to CCDS and will also serve as a deposit to reserve the student's enrollment.

H. Tuition Fees and Policy

The first tuition payment is due **August 1st** for all enrollment contracts. **It is non-refundable**. The balance of the tuition and fees will be paid according to the tuition payment plan chosen at the time of the signing the school enrollment contract.

1. Tuition is a yearly rate payable in a choice of three plans:
 - a. Tuition may be paid in full by August 1st.
 - b. Tuition may be paid in two installments: The first due August 1st; the second portion is due February 1st.
 - c. Tuition may be paid in ten installments The first installment due August 1st; subsequent payments are due September through May on the first day of each month.
2. Tuition procedures will be as follows:
 - a. Tuition is due on the first day of the month and is payable by direct deposit through Veracross, cash, check, or Visa, MasterCard, American Express or Discover.
 - b. Delinquent tuition will be subject to a \$25 late fee if not paid by the 15th of the month.
 - c. Any checks returned due to insufficient funds will result in a \$25 service charge.
 - d. Students whose payments are two months in arrears, in the absence of parental contact with the Head of School explaining possible mitigating circumstances, may be asked to withdraw from CCDS and will not be permitted to attend class.
 - e. If the August 1st initial tuition payment is not received by that date, the child's name will be moved to the bottom of the waiting list for their class.

3. On June 1, 2026:

- a. All tuition and fees uncollected from the current year must be paid in full. If a delinquency exists, no child will be enrolled for the next academic year from that family; this means that the delinquent family would lose its preferred position on the school rolls.
- b. All delinquent accounts will, at the discretion of the Head and School Board, be forwarded to a collection agency or pursued through court.

I. Financial Assistance

Financial assistance is provided through need-based financial aid, scholarships, sibling discounts, faculty/staff discounts, military discounts, and payment plan discounts. [Detailed Financial Assistance Guidelines.](#)

Families may complete a confidential application for financial assistance through the FACTS program found at <https://factsmgt.com/>. All requests are evaluated and approved by the Financial Assistance Committee.

J. Withdrawal

If a child is withdrawn voluntarily, for any reason other than severe illness, a catastrophic family event, or military transfer, the enrollment contract will remain in effect and full payment is expected for the entire year. If a student is asked to withdraw from the School, no further tuition payments will be charged, beginning in the next calendar month.

K. Child Abuse Reporting Obligations

All teachers and school staff in California are mandated reporters. This means all teachers and staff at all schools in California, including CCDS, are legally required to report known or suspected cases of abuse or neglect to Child Protective Services or a local law enforcement agency. If a report is made, the protocol and method of reporting dictated by Child Protective Services or the specific law enforcement agency will be followed.

L. Federal Asbestos Management Compliance

Asbestos regulations for schools found in the Asbestos Hazard Emergency Response Act and promulgated by the Environmental Protection Agency are followed at Christ Church Day School. Following an initial inspection, non-friable asbestos is assumed to be present in certain portions of the Parish buildings. An in-place management program has been followed since that inspection. The management program will control fiber releases to ensure that the day-to-day management of the buildings is carried out in such a fashion as to prevent injury to students, staff, and others.

ACADEMIC INFORMATION

A. Overview

In Kindergarten, the introduction of skills and concepts lays the foundation for academic success and a growing sense of confidence throughout the school years. The development of the whole child is of the utmost importance and we focus on social, emotional, physical and intellectual development. There is an academic emphasis on early literacy and math concepts and skills. Students also experience Art, Physical Education, Science, Social Studies, Spanish, Music, and Spiritual Nurture.

Kindergarten, First, and Second Grades constitute the primary elementary levels. Teachers work closely with each other, observing and guiding development in the areas of phonics, decoding, and other basic reading skills, as well as basic math concepts. Literacy skills are developed through whole group direct instruction, small group guided instruction, and independent exploration with emphasis on mastery of skills and English language development. Math is taught using the Singapore Math model. Development continues in Science, Social Studies, Spanish, Physical Education, Art, Music, and Spiritual Nurture.

Grades Three, Four, and Five constitute the upper elementary grade levels and introduce the students to new levels of comprehension, synthesis, evaluation, and critical thinking in the areas of math and literacy, as they prepare for the middle school experience. Writing skills receive added emphasis at this level. Development continues in Social Studies and Science, and specialty classes in Art, Physical Education, Spanish, Music, and Spiritual Nurture continue.

Grades Six, Seven, and Eight constitute the middle school grade levels and focus on providing a learning environment and academic program that honors the unique developmental stage of adolescence. The academic program consists of core classes in English, History, Mathematics and Science and speciality classes in Art, Music, Physical Education, Spanish, and Spiritual Nurture. Students also participate in a weekly Master Class that brings in experts from a variety of fields and occupations to connect students to the real world and connect the broader community to our students. Service learning projects, experiential education field trips, and school-wide leadership opportunities contribute to a rich and robust middle school experience in a small school setting.

Technology skills are embedded into the content material for all grade levels. Manuscript handwriting instruction is provided in Kindergarten through First Grade and then cursive handwriting is introduced in Third Grade. Additionally, instruction in Social Studies and Science are taught at every grade level utilizing the California State Standards curriculum guidelines and the Next Generation Science Standards with the Mystery Science program.

Standardized testing occurs annually in Grades 3-8 utilizing the [Comprehensive Testing Program \(CTP\)](#) from the Educational Records Bureau. The CTP is a summative assessment covering reading, listening, vocabulary, writing, mathematics, science, and verbal and quantitative reasoning subtests. The CTP helps educators assess content-specific, curriculum-based performance alongside reasoning ability and conceptual knowledge

A more detailed overview of the [CCDS Academic Standards and Expectations](#) is currently in the process of being developed and can be viewed in draft form with the understanding it will be updated throughout the 2025-2026 school year.

B. School Liturgy

We strive to develop in each child a strong self-image through spiritual nurture, academic achievements, physical skills, and the fine arts. We believe that each child is a unique, lovable creation of God who needs to feel their own self-worth so they may mature with a rich sense of security and love.

Twice a week the students assemble as a group in Chapel to celebrate and further understand their Episcopal identity as a school community. Instruction in Bible stories and basic Episcopal beliefs and principles of behavior are part of the normal routine. In addition, lessons are extended in the classroom through Spiritual Nurture classes held once a week.

Holy Eucharist is celebrated once each week on Tuesdays. All students who desire to take communion are welcome, or they may receive a blessing instead. During Community Chapel on Thursdays, “birthday blessings” will be celebrated, and seasonal observances will occur throughout the year.

All students serve as Class Chaplains and lead the class prayers each week during Community Chapel, and the upper grade students serve as lectors and acolytes, who in the process receive valuable experience in public reading and speaking. We hope that all children will live the liturgy of faith, both here and in their home church. Families are welcome to attend the Holy Eucharist Chapel or the Community Chapel services.

C. Technology Education

Technology literacy is taught through acquisition of skills in order to use the computer and other devices as tools to facilitate learning as well as prepare children for future work experiences. Technology skills are taught at all grade levels. iPads are available in classrooms for K-2nd Grade students, and laptop computers are provided for the use of our 3rd-8th grade students. Software is chosen to integrate with the curriculum in each classroom.

Access to the Internet is networked throughout the school. A firewall is installed to provide web filtering to screen out inappropriate material and block specific websites and content. Signing a usage policy is required of all students and their parents. A copy of this policy is in [Appendix IV](#) of this handbook.

Laptops or iPads will be issued to each student to access our curriculum from home should we need to return to Distance Learning. Instruction on appropriate usage and handling will be taught by all teachers and monitored throughout the year. Devices will be returned to the school at the end of the year, and families will be invoiced to replace any device that is not returned.

D. Spanish

The main objectives of Spanish instruction at CCDS are to help each child attain an acceptable degree of proficiency in the four language skills of listening, speaking, reading, and writing in an informal and relaxed manner and to introduce children to the customs and cultures of Spanish-speaking people.

E. Fine Arts

1. Music: Students attend music classes twice weekly with a specialized music instructor. Children learn a variety of action and entertaining songs. The students learn to read and clap rhythms in music, basic notation, and note values. They learn to play instruments including recorder, hand bells, tone chimes, and ukulele and are given brief sessions on music appreciation. Field trips, often to the symphony, and/or assemblies throughout the year enhance this program. CCDS also offers choir as a club activity, and the choir typically performs 2 - 3 times a year in the community, in addition to singing during Chapel.
2. Art: In addition to curriculum related and seasonal arts and crafts classroom projects, students in K-Grade 6 meet with an art teacher weekly throughout the year. Students explore different art media and develop their own innate artistic ability.

F. Physical Education

Studies show a correlation between motor development and academic achievement exists. Spatial relationship and the ability to move one's body in an integrated way around and through objects is stressed at the early primary level to develop perception. A quality physical education program is offered to students as part of our curriculum. Activities are from the SPARK (Sports, Play, and Active Recreation for Kids) Physical Education program, which is an "Exemplary Program" of the U.S. Dept. of Education. Activities for students are inclusive, highly active, integrate academic and wellness concepts, and are fun for all students. There are many opportunities for students to practice and participate in high levels of moderate to vigorous physical activity. Middle school physical education opportunities extend to local community resources and facilities to broaden students' experience off campus (tennis, golf, swimming, cycling, dance)

G. Community Service Program

Part of the CCDS Mission Statement expresses the school's desire to help students reason, create, serve, and lead, and our students will participate in schoolwide and grade level service learning projects throughout the school year. The CCDS Community Service Program was established to foster relationship building throughout the community and encourage our students to continue this relationship after leaving CCDS. This program helps our students contribute to the local and global communities. Our Middle School students have trimester requirements for service hours, and these expectations will be explained during the Back to School Night.

H. Extra-Curricular Activities

Each year a variety of after school clubs are offered to the students at Christ Church Day School. Notice of the current year's offerings is given in the fall and winter each year and will be sent home with your child. Clubs offered have included: Cooking, Sports, Computer Programming, Art, Drama, Robotics, and Homework.

I. Homework Policy

The time spent on homework should be quiet and free from distractions of T.V., radio, phone calls and media devices. The following is a general guide for the approximate time spent daily on homework:

Kindergarten	10 minutes per night
Grade 1	10 to 20 minutes
Grade 2	20 to 30 minutes
Grade 3	30 to 40 minutes
Grade 4	40 to 50 minutes
Grade 5	50 to 60 minutes
Grades 6-8	60 to 90 minutes

In addition to the above times, it is highly encouraged that all students read 20 minutes each night. This can be shared reading with an adult or older sibling, or may be reading a specific school subject for review.

Long-range research assignments should be carefully planned, giving adequate time so as to avoid last minute rush efforts.

In recognition of the role of families as primary educators, and in recognition of the school's philosophy with respect to the value of quality family time outside of regular school hours, homework is not usually assigned on weekends except in the following cases:

- unfinished class work may be assigned as homework where the student was able to finish the work in class but did not do so;
- make-up work may be assigned over the weekend in the case of student absence;
- previously assigned homework which was not completed.

We urge all families to take an active interest in their child's homework. It is the responsibility of the student, with guided instruction from the teacher, to see to it that assignments are properly written down and are completed on time. All students are urged to contact the teacher if problems arise, and parents are asked to monitor their child's efforts in that regard. Concerns relative to homework should be immediately addressed with the teacher who assigned the homework via email, or during a scheduled conference.

Students will not be allowed to call home when homework is forgotten. We believe that this policy, which encourages personal accountability, will help instill positive lifelong habits of responsibility and ownership in our students. Homework is part of the school journey, and we encourage all families to value this part of the experience. We require that students try all problems and questions assigned, and when applicable, show their work. Homework will not be busy work for them, but instead, a tool for the teacher to evaluate which concepts the student is secure in, and which concept needs more review and practice.

J. Make-Up Work

Students who are absent or tardy are held responsible for any work they may have missed.

Parents should request the child's assignments when notifying the school about the absence at the beginning of the day. Work will be ready for pick up 20 minutes after school dismissal, and may either be picked up at the office or sent home with a designated student or parent. Please do not expect that make-up work be made ready on short notice, especially before school or during class, as the teacher's priority at that time must be to the class as a whole. Tests and other class work missed during an absence may need to be made up after school with the teacher.

K. Grading Policy

Insofar as possible, the administration and faculty of Christ Church Day School are seeking to measure total student growth and performance: in-class work, homework, formal assessment performance, class participation, and, where appropriate, work on special projects. Therefore, evaluation feedback will be given so as to keep students and families aware of growth and performance. We encourage students to do their best and complete all assigned work. Frequent family contact is encouraged with the teacher first, and then with the teacher and Head of School if necessary. It is our desire that families recognize the necessity for proper channels of communication. As part of this process, we strive for respectful dialogue among all parties.

The Evaluation System is as follows:

Kindergarten through Fifth Grades:

Learning Levels are assessed using the following rubric:

M	Mastery level of learning and exceeding grade level standards and expectations
S	Secure level of learning and meeting grade level standards and expectations
D	Developing level of learning and working towards grade level standards and expectations
B	Beginning level of learning and extra support and attention is required

Middle School Grading Scale:

A+	98 - 100%,	Mastery, above grade level
A	94 - 97%,	"
A-	90 - 93%	"
B+	88 - 89%	Secure, right at grade level with independence
B	84 - 87%,	"
B-	80 - 83%	"
C+	78 - 79%	Developing, right at grade level with support
C	74 - 77%,	"
C-	70 - 73%	"
D+	68 - 69%,	Beginning, not yet performing at grade level
D	64 - 67%,	"
D-	60 - 63%,	"
F	0 - 59%,	"

L. Report Cards and Progress Reports

At the end of each trimester, report cards will be available on the Veracross Parent Portal. A formal parent-teacher conference will be scheduled before the end of the first trimester. At the end of the second trimester, parents and/or the teacher, may request an additional formal conference after school hours. Parent-teacher conferences are recommended any time a parent or teacher recognizes a need. Informal contact by note, e-mail, phone, or visit is welcomed with the reminder that arrangements should be made in advance for a visit with the teacher. Informal progress reports will be sent home, as necessary, mid-trimester if additional information and/or support is needed for an individual student.

M. Parent-Teacher Conferences

Regular conferences between parents and teachers provide an opportunity to discuss many details about the child's school experience. Either the teacher or parent may request these conferences in order to share knowledge about the child and/or to gain a better understanding of the child's needs and interests. Regular contact between the home and school will help the child see that both parents and teachers care about their progress and have confidence in them.

We hope that each parent will be able to confer with their child's teacher on a regular basis throughout the school year. A parent-teacher conference should be scheduled to avoid conflict within the school day. Teachers will be available for conferences by appointment. **Please do not try to have conferences with teachers before or after school unless scheduled in advance.** If you would like assistance in scheduling a conference with your child's teacher, please call the school office (619-435-6393). Please do not attempt to conference at school meetings or outside of the school setting. Parents may send e-mail messages to teachers, and teachers will answer within 24 hours during the workday, or by the evening of the day school resumes after a weekend or holiday.

The following areas of development will be discussed during conferences:

1. Progress in curricular areas
2. Effort and dependability
3. Sense of self and well-being
4. Relationship with other children
5. Respect for the rights of others

Your child's teacher would like to be informed about:

1. Hobbies and interests
2. Specific medical and health information
3. Relationship with the family
4. Any observations that would allow the teacher to know the child better

Before bringing a concern to the Head of School, parents should first make a formal appointment to conference with the teacher.

Communication: School personnel will answer emails and phone calls within 24 hours of receipt during the work week. Communication should not occur after 8:00 p.m. Parents not receiving a response after 24 hours are asked to contact the school office as there may have been an issue with the technology being used.

SCHOOL POLICIES

A. Classroom Visits

For the safety of our school, **all visitors must first check in at the school office.**

All classroom visits must be arranged in advance with the classroom teacher.

All forgotten items, including lunches, must be delivered to the school office, not to the classroom.

B. Absences, Tardies, Dismissal for Medical and Dental Appointments

Parents and students must realize the importance of consistent attendance at school - especially with regard to punctuality each day. Students who are absent or tardy are held responsible for any work they may have missed.

If a child is absent from school, you must notify the office before 8:30 a.m by emailing attendance@ccds.org. This policy is for the child's safety and everyone's peace of mind. If a child has been diagnosed as having a contagious disease (e.g. Chicken Pox, strep), parents/guardians must notify the office so that precautions can be taken and notifications sent home if necessary. If the child is not well prior to the beginning of the school day, it is requested to keep the child home. Additionally, if the child has experienced fever, nausea, vomiting, diarrhea, or severe cold symptoms including drainage from ears, eyes or nose and/or cough within the previous twenty-four(24) hours, please do not send them to school.

A child must be fever, vomit, and diarrhea free without the aid of fever reducing or similar medicine for 24 hours prior to returning to school, including after school/evening events.

At no time during the daily session are students allowed to leave the school grounds, even during recess or lunch period, except by previous arrangement. If arrangements have been made and the child is to be picked up, the parent or legal guardian must present to the office to sign the child out before the child is released. If someone other than the parent or guardian is picking up the child, they must present a signed note from the parent or guardian before the child is released. After school arrangements (i.e play dates, etc.) must be made prior to the start of the school day and the school notified by 8:30 a.m.

Students may not leave the school grounds during school hours when ill and then return for an after school-sponsored activity. Students who are not in attendance due to illness during the school day may not attend any after school or evening events. For the safety of other students and teachers, students may not attend special events during the school day if they are ill (see above definition of illness).

In case of long-term absences of three days or more, parents must apply in writing for permission from the Head of School and notify all of their child's teachers at least two (2) weeks prior to departure. Advance assignments will be given at the discretion of the teacher, and tests, etc. will have to be made up upon the student's return and may require staying after school. If for any reason your child must leave school prior to the last day of the school year, an "incomplete" will be given in any affected subject area, and all work necessary to clear the "incomplete" from the transcript must be completed during June, in order for grades to be entered for the third trimester.

Tardiness - It is the parents' responsibility to see to it that the student arrives before 7:55 a.m. Students are considered tardy if they are not present in the classroom by 7:55 a.m. Students arriving late to school need to first check in at the front office and receive a tardy slip to enter their classroom.

Dismissal for Medical or Dental Appointments - Excused absence is granted for medical and dental appointments. Frequent absences of this type are detrimental to the student's classwork and should be kept to a minimum. Please see that these appointments do not conflict with dates of standardized testing. Wednesday afternoons are a great option for appointments due to the 2pm early dismissal every week on this day.

C. Parent Custodial, Visitation Policy

Parents holding current custodial, visitation, or restraining orders affecting students attending CCDS are reminded that CCDS is neither an enforcer nor an interpreter of court orders pertaining to parental custodial rights. Parents anticipating difficulties are requested to file valid court orders with the Coronado Police Department and deliver a copy to the Head of School. CCDS is willing to meet with parents to ensure an orderly transition of custody while children are within the jurisdiction of the school. The school's policy, however, is to refer all custodial disputes to the CPD for adjudication.

D. Address or Telephone Number Changes

It is necessary that you notify the office when there is a change in your address or phone numbers, either home, business, or cell phone. This is extremely important so that we keep our emergency information up to date. **All family profile information, including emergency contacts, must be completed in the Veracross Parent Portal by the student's first day of attendance or they may not be admitted to class.**

E. Email Address

E-mail addresses shared with the school or Room Representatives are to be used only for school business or activities. In order to respect people's privacy and knowing that many of these addresses may be hosted at a business address, the school's policy is that no e-mail addresses will be shared with any person or entity other than for communication within the CCDS community and for school purposes. Parents may opt out of the publication of e-mail addresses and other personal information that is shared with parents by notifying the office staff or updating email preferences in Veracross Parent Portal.

F. Bicycles

Bicycles, skateboards, scooters, and rollerblades are to be walked or carried on and off the school grounds. Students who violate this rule will not have the privilege of riding any of these pieces of equipment to school for a designated time. It is necessary that your child wears a helmet. The school accepts no liability for any of these pieces of equipment if they should become damaged, lost, or stolen. In addition, all bike riders are to enter the school grounds by walking their bikes onto the campus through the gate. All other equipment is to be carried on and off the campus.

G. Birthdays

Recognition of a student's birthday gives CCDS the opportunity to acknowledge each student's individuality and their special qualities which are unique. On their birthday, students are allowed to wear appropriate free dress, and bring in a small item if you wish. Some suggestions are pencils, fun erasers, bookmarks, stickers, or you can donate a book to the classroom library. **Food treats are not allowed at this time.** Students also receive a birthday blessing in Community Chapel of the week the birthday falls. Summer-month birthdays are acknowledged in the last Community Chapel of the school year. Invitations for birthday parties, or any party, that do not include all students in the classroom, may not be handed out in the classroom or at the school gate. These should be distributed in an alternative manner (i.e. mail, electronically, phone, in person off-site) instead. Please advise your child that it is impolite to discuss a party at school if all classmates have not been invited because it may unnecessarily hurt the feelings of another child.

H. Flowers and Balloons

School is not an appropriate place for delivery of flowers or balloons to a student. It disrupts the class, may cause unnecessary peer pressure, and can even present challenges to those with allergies.

I. Backpacks

All students are encouraged to use a durable, protective backpack so that wear and tear on school materials may be lessened. Place your child's name in a prominent place on the backpack.

J. Cars and Parking

Parking near CCDS is limited, and extreme caution should be taken while entering and exiting the parking facilities owned by the Church on "C" Avenue. Children should be escorted across the street by adults using the designated crosswalk or at the corner of C Ave. Please observe the NO STOPPING ZONE between the signs in front of the school, as well as the rules of no double parking or U-turns in mid-block. Parents should remain in their cars if they are in the loading zone and pull forward as cars move forward. Note that loading zones are designated for a three minute stay as outlined in traffic regulations.

All parents will be issued a CCDS parking sticker to display on their car to identify they are allowed to park in the Christ Church parking lot. These can be picked up in the front office

K. Emergency / Natural Disaster

Emergency

Parents are notified immediately of serious injury or sudden illness that occurs during school hours. For this reason, you must notify the school office when there is a change of phone number or persons to be contacted when you cannot be reached. It is understood that enrollment at Christ Church Day School confers upon the school the obligation to select and contact emergency care providers in the absence of our ability to reach the parents, and that no liability would attach to such a decision in the event that the parents cannot be reached.

Natural Disaster

In the event of a natural disaster, we will follow the direction of the Coronado Unified School District as to the opening and closing of the school. An email and text of the school status will be sent to all families once the necessary procedures have been followed.

L. Forgotten Lunches, Books, Homework, etc./Telephone Use

To minimize classroom interruptions and to protect instructional time, any forgotten article brought to school during class time must be deposited **in the front office**, not the classroom. The children may then come to the office at recess or lunch to collect anything left for them. Individual grade levels have policies regarding returning to school after hours for forgotten or missing items and homework. Please consult with your child's teacher for policy guidelines.

Any student who needs to use the telephone during the school day may and must have permission from the teacher to come to the front office to place the call. Cell phones, in the possession of students, must remain in the silent mode and placed in backpacks until the end of the school day.

Texting or making cell phone calls during the school day is not allowed. Arrangements for play dates, etc. should be made at home, not during the school day or during drop off and pick up times at school. **The policy also pertains to Apple Watches and other devices that can make phone calls or send text messages.**

M. Immunizations/Medical Records/Medications/Allergies

Immunizations:

State of California requirements are that students entering school for the first time must bring a record of five (5) DPT/DTaP, four (4) Polio, two (2) MMR, both given after the 1st birthday, Hepatitis B (series of 3), and two (2) Varicella. For 7th graders, at least one dose of pertussis-containing vaccine is required on or after the 7th birthday. The month and the year of the immunization must be provided to the school office. While not a State of California regulation, a tuberculosis screening is strongly recommended before entering Kindergarten. Please contact your family physician for information. [Immunization Guide \(see Appendix X\)](#)

State regulations demand that each Kindergarten student and any new student have a blue California Immunization Record card on file. In some cases, the information required on this form might be repetitious to that of the School Health Record, but it is necessary to complete both. Failure to provide the requested verification will result in suspension.

Kindergartners must have a green Report of Health Checkup for School Entry form on file at school. Forms are available in the office. Students must also have an oral health assessment on file at school by May 31 in either Kindergarten or First Grade, whichever is the first year in school.

Students who attended CCDS last year need only to have immunization cards kept current. If the student has received any immunization during the summer, or there is any additional information that should be listed on the health card, please bring dates and/or information to the office prior to the first day of school.

Medications:

No prescription or over-the-counter medications, vitamins, herbs, or alternative medications may be carried by students on their person, in a backpack or other container. Limited over-the-counter medications may be available in the front office and can be given only with parent or guardian consent on file. There is no CCDS school nurse, therefore, if medication must be taken at school, parents must follow these procedures:

- No narcotic medications will be allowed
- Nonprescription medications must be in original containers with legible labels
- Prescription medications must be in original containers with labels identifying the student's name, medication, dosage, and doctor
- All medications, prescription or nonprescription, should be turned in to the School Office
- All prescription medication to be administered to a child during school hours will be done only under written instructions from a physician per California Education Code section 49423

The following information must accompany each medication:

MEDICATION PERMISSION FORM ([see Appendix IV](#)):

Student's Name	Start Date
Medication	Stop Date
Time to be taken	Dosage
Reason for medication	Parent Signature
Prescribing Doctor	Doctor Signature

Allergies and Asthma:

Students who have identified food allergies that require the use of emergency medication, (epinephrine i.e. Epi-Pen) will need to file a [Severe Allergy Medical Action Plan](#) with the school office. The emergency plan/form must be completed by the child's treating physician annually and submitted to the office at the start of the school year or when the child is first diagnosed with a severe allergy. We also require an [Asthma Action Plan](#) and/or [Seizure Action Plan](#) for any student with severe medical conditions.

CCDS is a Nut-Free School as we have students with severe allergies to nuts.

N. Personal Technology Devices

All personal technology devices (cell phones, smart watches, tablets, ect.) that can send and receive text messages and/or phone calls and/or access the Internet or games are not allowed to

be used on campus during school hours. All personal devices must be turned off and kept in backpacks while on campus during school hours.

O. Uniform Policy

Christ Church Day School believes that a dress code is necessary in order to de-emphasize the material incentive placed on what one wears, and to foster an appreciation of the beauty that each student possesses as a child of God. All CCDS students are required to wear the specified school uniform. Red sweaters are to be worn to chapel on Tuesdays and Thursdays beginning in October of each year. Adjustments to the red sweater policy may be made and published by the Head of School due to weather conditions.

Regulation school uniforms (except the shoes) are available from:

Lands' End School

landsend.com/myschool

Preferred School Number: 900200064

Customer Service 800-469-2222 6am-12am (CST)

Students are required to wear the complete uniform each day. There should be no substitutes. Uniforms are expected to be kept clean, in good repair, correctly sized, and **marked with the student's name**. Shorts and long pants, if not purchased from Lands' End, should match the required style.

Uniform Requirements:

- **Shorts-** Plain, navy blue walking shorts for class
- **Pants-** Long, navy blue slacks for class
- **Shirt-** Short sleeve red or white piqué polo or long sleeve knit polo with CCDS logo
- **Socks-** Solid white, navy, or black socks
- **Shoes-** "Tennis" shoes/sneakers with a main base color of navy blue, black, or white (all accent colors must be navy blue, black, or white to match school colors)
- **Red Sweater-** Solid red cardigan sweater with CCDS crest

Additional Uniform Options:

- **Jumper-** Classic navy/white plaid jumper (K-5th) and Classic navy/white plaid skirt (6th-8th)
 - Skirts and jumpers must not be hemmed shorter than 2 inches above the knee
 - Plain navy blue or black shorts to be worn daily underneath jumper or skirt
- **Shirts-**
 - Plain white short sleeve blouse with "Peter Pan" collar
 - Plain white long sleeve turtleneck in cold weather
- **Outwear-**
 - Navy blue or red long sleeve sweatshirt with CCDS logo
 - Navy blue sweater or fleece vest with CCDS crest
 - Navy blue fleece jacket, lined jacket or windbreaker with CCDS logo
- **Socks-** White or navy knee socks, or plain white or navy tights. Plain white ruffled socks are acceptable.
- **Accessories-** Hair bands, bows, etc. must be solid red, navy, white, or navy/white plaid
- **Masks-** Plain fabrics are requested

Red or blue sweatshirts or navy blue polar fleece jackets may be worn only if they have the CCDS logo on them. All other sweatshirts and jackets must be removed during class. Children should arrive in the morning with clothes and person clean and neatly groomed.

Make-up: Clear chapstick or lip gloss only. Clear nail polish only, no artificial nails or nail embellishments. Middle School students may wear neutral nail polish to include tan, light pink, or white.

Accessories: Earrings must be simple posts. Only crosses may be worn around the neck outside the uniform. Tattoos, temporary or permanent, are not allowed. **Smart watches that can send and receive texts or phone calls and/or access the Internet or games are not allowed to be worn on campus during school hours. Smart watches must be turned off and kept in backpacks during school hours.**

Hair: Hair should be clean and well groomed. Extreme fad haircuts will not be acceptable at school. This shall include, but not be limited to, shaved designs on parts of the scalp or hair, and tinted or dyed hair. Bangs must be secured or cut so as not to impede vision.

“Free Dress Days”: On their birthday or half birthday, every child is invited to forgo wearing their uniform and instead wear the clothing of their choice. The guidelines for free dress include wearing sneakers/tennis shoes on days where physical education class meets or close toed shoes. Shorts and skirts are to be an appropriate length and must not be hemmed shorter than 2 inches above the knee. Graphics on clothing must be in good taste and not have any reference to violence, drugs, and/or alcohol. The same guidelines apply when the entire student body is invited for a free dress day, which is approximately each month on a declared “Free Dress Day.”

P. Lost and Found

Please label all uniform items and lunches. Lost articles may be claimed after school from the school office. Any article left for more than two weeks, other than uniform components, will be donated to the Christ Church Thrift Shop.

Q. Lunch

Students bring their own lunch to school and should arrive in the morning with their lunch. The school cannot accommodate lunches that need to be cooked or microwaved. **Soft drinks and candy are not permitted** in student lunches and will be returned, uneaten, if found. Written parental notices are required to dismiss students from the campus for lunch. Students will be dismissed only under adult supervision. We encourage reusable containers to minimize the negative impact on the environment. **Lunch delivered after school begins must be delivered directly to the school office.** Hot lunch will be offered on Tuesdays, Wednesdays and Fridays and can be ordered through [Ki's Lunch](#).

R. Snacks

Students are to bring a nutritious snack for a mid-morning break. Foods requiring utensils or spreaders, or foods with a highly refined sugar content should be enjoyed at home. Water is the only acceptable beverage for snack time. Please check with your child's teacher to learn of any restrictions due to students with severe food allergies, to ensure the safety of all our students. ***CCDS is a Nut-Free School as we have students with severe allergies to nuts.***

CODE OF CONDUCT

A. Philosophy and Expectations

CCDS cares deeply about the well-being of children and strives to provide a learning environment where all students can experience joy and success. Students' character and their treatment of others are important to achieving this goal in our school community. Just as we nurture and encourage students academically, we also seek to help students grow ethically. We promote common courtesies and affirm kind and respectful treatment of children and adults. We value responsible and honorable work habits. We strive to accept, appreciate, assist and include others. We value the thoughts, ideas, belongings, feelings and dignity of others. We expect students to accept responsibility for their own actions and behaviors.

The faculty and staff of Christ Church Day School commits themselves to the belief that all students have the right to learn in a positive and productive environment. We develop a set of expectations for student conduct, communicate those expectations to students and parents, and establish feedback cycles which may include verbal and written praise, recognition, special privileges, and special classroom celebrations to further encourage meeting those expectations. To support this goal, we have a set of core virtues that serve as the foundation for our code of conduct. Additionally, teachers may employ a behavior management system in the classroom that supports our core virtues. Each teacher applies this system in a developmentally appropriate manner that is dependent upon the age of the children in the class.

- ★ **Belonging**
- ★ **Respect**
- ★ **Responsibility**
- ★ **Patience**
- ★ **Kindness**
- ★ **Honesty**
- ★ **Compassion**
- ★ **Forgiveness**
- ★ **Generosity**

Our core virtues, good judgment, and a sense of conscience provide a moral compass when making decisions and when communicating and collaborating with other community members. Christ Church Day School students are expected to make positive decisions and to understand the impact these decisions have on their experience and the experience of others.

When students fall short of meeting these expectations, restorative practices and logical consequences will be implemented to support students as they develop the self-discipline necessary to uphold the ideals of the virtues. No handbook can describe or predict every situation which may arise over the course of a school year. Rules, when they stand alone, are an insufficient means to guide children; they must be supported by a spirit of cooperation between student and teacher, parent and child, School and family, and our code of conduct seeks to facilitate cooperation and support between all parties. Collectively, we are working to build a community where all members are respected, feel safe, have a sense of belonging and can reach their full potential. Students and parents are urged to contact the Head of School when they have questions regarding School policy, student expectations, or standards of behavior.

B. Disciplinary Policies

We have written about the kinds of behavior we value and encourage. We should also be clear that there are behaviors we actively discourage. Teachers and administrators seek to intervene effectively in instances where misbehavior has occurred, poor choices have been made, or students have been unkind or unhelpful to each other. We have identified behaviors that have a particularly high potential to harm others, and these behaviors are specifically prohibited:

- Making obscene gestures or using inappropriate language;
- Inappropriate or unwanted physical contact;
- Abuse or harassment of a teacher, staff member or fellow student;
- Academic dishonesty;
- Bullying or cyberbullying (defined below);
- Stealing, misrepresentation or lying;
- Vandalism or abuse of School property;
- Violent or aggressive behavior, including threats of such behavior;
- Deliberate disobedience and/or disrespect to another community member;
- Major violation of computer and network policies;
- Cutting school or leaving campus without permission;
- Possession and/or use of any kind of weapon, explosive or other dangerous material.

These examples of high potential to harm behavior will result in disciplinary action.

Discipline is about guiding children and helping them learn what is expected. CCDS thoughtfully responds to disciplinary issues with developmentally appropriate consequences that match each specific incident. Some of these consequences may include:

- Verbal warning and explanations
- Acts of apology
- Written reflections
- Missed recess or special activity
- Service to the community
- Parent phone calls and/or meetings
- Conversations with administrators
- Lunch detentions
- In-school and out-of-school suspensions
- Separation from the school

C. Bullying and Cyberbullying Definitions

We seek to build a safe community where all members are welcome and respected. Bullying and cyberbullying is detrimental to students of all ages, and, in addition to affecting the victim, this behavior impacts the entire community. Bullying and cyberbullying will not be tolerated at Christ Church Day School.

Bullying: Bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of bodily harm or of damage to the student's property;
- creates a hostile environment for the target;
- infringes on the rights of the target;
- materially and substantially disrupts the educational process or the orderly operation of the School.

Bullying can include, but is not limited to, any of the following:

- hitting, slapping, pushing and other physical conduct that causes bodily harm;
- threatening in a manner that puts someone down or is cruel or in an aggressive manner;
- spreading hurtful rumors about another person;
- embarrassing or threatening to embarrass another person;
- deliberately excluding someone as a way to humiliate or demean them.

Cyberbullying: Cyberbullying is bullying through the use of technology or electronic devices such as cell phones, computers and the Internet. It includes, but is not limited to: e-mail, instant messages, text messages and social media postings, whether on a webpage, in a blog or otherwise. Cyberbullying may include, but is not limited to, any of the following kinds of behaviors:

- taking a private e-mail, instant message or text message and forwarding it, or threatening to forward it to others or posting it where others can see it to embarrass or intimidate a person;
- spreading hurtful rumors online about another person;
- threatening or insulting through aggressive e-mails, instant messages or text messages;
- posting or threatening to post embarrassing pictures of someone online without his or her permission;
- creating a Web page, blog, or account in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation causes any of the conditions listed in the definition of bullying listed above.

D. Student Support Team

Christ Church Day School believes in education through dialogue and discussion, and employs a team approach to determine if and when disciplinary actions, restorative practices, and/or support plans are to be implemented for persistent or severe concerns. The Student Support Team (SST) is comprised of the Head of School, Student Affairs Chair, faculty members and the Rector or Chaplain as needed. The SST works in partnership with the involved students, classroom teachers, and parents/guardians with the goal of making sure all community members are respected, safe and have a sense of belonging. The SST referral process is summarized below and outlines how we support a student who is experiencing challenges related to their academic, social, emotional and/or physical development.

- ☐ **Initial Assessments and Observations:** Teacher completes classroom observations and implements formal and informal assessments for all students to monitor learning and development. Teachers should document observations and assessment findings to determine if support is needed.
- ☐ **Initial Support Strategies:** Teacher implements in-class support strategies based on initial observations and assessments as needed. These support strategies may include, but are not limited to: small group differentiated instruction, preferential seating, scaffolded or adjusted assignments, dictation, audio recordings, positive feedback, goal setting, etc.
- ☐ **Initial Parent Communication and Connection:** Teacher should reach out to parents/guardians of any students facing challenges with the goals of 1) establishing positive communication and relationship with family, 2) seeking additional information on the student's prior experiences, and 3) making the family aware of initial challenges and concerns and the current support provided.
- ☐ **Student Affairs Communication and Connection:** Teacher should reach out to the Student Affairs Chair to share information about any student facing challenges with the goals of 1) seeking additional information about student from other people who work with the student, 2) gaining additional insight and support for the student on campus, and 3) establishing partnership and team approach to supporting the student. Student Affairs Chair will update the Head of School during weekly meetings as needed.
- ☐ **Ongoing Observations, Assessments and Support:** Teacher and Student Affairs Chair will monitor and update support plans as they continue to observe, assess, and support students.
- ☐ **Head of School Communication and Connection:** If progress is limited, challenges continue, and/or the concerns become more severe, the Teacher and Student Affairs Chair should schedule a support plan meeting with the Head of School to discuss recommendations for next steps.
- ☐ **External Support and Intervention Referral**
All recommendations for external support or intervention should only occur after the above steps have been completed. [Student Support Resource List](#)

E. Reporting Complaints

Any Christ Church Day School community member who believes they have been harassed or bullied, who has witnessed such an incident or who otherwise has relevant information about such an incident, should bring the matter immediately to the attention of the classroom teacher, Head of School, or to any other faculty member or staff member with whom the person is comfortable speaking. The individual receiving the complaint is **required** to ensure that it reaches the proper channels for investigation. Also, any community member who is subject to retaliation in violation of this policy or who knows of another person who has been subject to retaliation is likewise required to promptly report it.

Any member of the faculty or staff who witnesses or otherwise becomes aware of discrimination, harassment, or bullying in violation of this policy, or who becomes aware of retaliation against anyone who provides information concerning a violation of this policy is **required** to report it immediately to the Head of School. A member of the faculty or staff may not make promises of confidentiality to a student, parent or anyone else who informs that employee of an allegation of harassment, discrimination, bullying or retaliation.

F. False Complaints/Abuses of Process

Because allegations of discrimination, harassment, or bullying are serious and can be damaging to accused persons' reputations, any person who knowingly, maliciously or recklessly makes a false complaint will be subject to severe discipline. In addition, because candor and honesty are essential to the investigation and remediation process, they are required of all participants, including third-party witnesses.

The withholding of material information in an investigation by complainants, witnesses and/or the accused party is prohibited. All members of the community are expected to cooperate fully in an investigation conducted by the School; failure to demonstrate such cooperation will lead to disciplinary action. Abuse of the process, including falsifying information, will result in discipline being imposed, up to and including dismissal from school or termination of employment.

G. Protection Against Retaliation

Retaliation is any form of intimidation, reprisal or harassment directed against a student or adult because that person reports a behavior of concern, provides information during an investigation of such behavior, or who witnesses or has reliable information about such behavior.

Retaliation against any individual for reporting violations of the policy, whether by the object of the complaint or someone else, will not be tolerated and will be subject to the same strict discipline as harassment, discrimination, or bullying itself. Each retaliatory offense will be investigated and sanctioned separately. Individuals who themselves are not the complainant, but who participate in an investigation, for example, as witnesses, will also be protected from retaliation under this policy.

PROCEDURES FOR PROCESSING PARENTAL GRIEVANCES

In delineating this process, Christ Church Day School endeavors to support parents/guardians, faculty/staff, and the Head of School in providing the best learning environment for the students enrolled in the School. Our primary concern is for students' well-being and providing what is best for each child within the context of the School's identified mission and values. It is hoped that all parties will work within this framework to ensure everyone has a positive and productive experience in our learning community.

1. Whenever questions or concerns arise regarding your child's classroom experience (procedures, curriculum, grading, discipline, etc.), parents/guardians are requested to contact the child's teacher to schedule an informal, after school conference or phone call to discuss together. It is hoped that questions will be answered at that time, and/or a plan of action will be established to be monitored by both the parent(s) and the classroom teacher. We believe most questions and concerns can be answered and addressed at this point when the parties directly involved have a conversation.
2. If, however, resolution is not reached by connecting directly with the classroom teacher, parent(s) may then request a meeting or phone call with the Head of School to discuss the concern further. Generally, this is followed by all concerned parties sitting down to discuss the concern and work out a solution together. These parties include the parent(s), teacher, Head of School, and where appropriate, the student. After this collaborative meeting, a written plan of support will be drafted by the Head of School for implementation and monitored by all parties.
3. Should the matter still not be resolved to everyone's satisfaction, and after an appropriate period of time has elapsed in order to adequately monitor the support plan, and after consultation with the Head of School, parent(s) may then schedule a meeting with the School Board President. A written grievance should be sent to the School Board President in advance of the meeting. The School Board President will decide if the matter needs to be discussed with additional members of the School Board in an Executive Session.
4. If the problem is still not resolved to everyone's satisfaction, the final step is to bring the matter to the Senior Warden of the Vestry of Christ Church for further discussion. The Senior Warden will decide if the matter needs to be discussed with other members of the Vestry in an Executive Session.

It is hoped and truly believed that all problems will be addressed long before steps two (2) through four (4) are taken. However, these procedures have been established in the event of an impasse or other situation which needs more input than that of the parent(s) and the teacher.

The Rector of Christ Church will be informed by the Head of School, School Board President and Senior Warden when grievances are brought to them. The Rector will be available to provide support and pastoral guidance as needed to all parties involved.

TUITION AND FEES 2025-2026

Annual Tuition: \$14,705

Payment Plans offered:

- Plan I- One Payment (4% discount)
- Plan II- Two Payments (2% discount)
- Plan III- Ten Monthly Payments

A non-refundable BST Fee/Enrollment Deposit of \$1,000.00 must be paid in advance and is due when completing online enrollment agreement. Total amount is credited to the book, supply, and technology fee and secures the student's enrollment.

The first tuition payment is due August 1, 2025 and is nonrefundable.

If the August 1, 2025 tuition payment is not made, the student's place may be forfeited.

New Student Fee: One-time New Student Fee: \$400.00

Sibling Discount: Five percent (5%) for first sibling: \$735.25
10 percent (10%) for each additional sibling: \$1,470.50

Military Discount: Twenty five percent (25%) for each student: \$3,676.25
Must have an active duty military parent

Appendix III

AIDS POLICY FOR ELEMENTARY STUDENTS

In keeping with the Resolutions passed by the 70th General Convention of the Episcopal Church in America establishing “ . . .THE TEN PRINCIPLES FOR THE WORKPLACE as the standard by which Episcopalians will function in relationship to people with HIV/AIDS in the workplace,” Christ Church Day School will observe the following standards in dealing with students who have been diagnosed with HIV/AIDS:

1. Any student found to be infected with the Human Immunodeficiency Virus (HIV) which leads to Acquired Immune Deficiency (AIDS) or AIDS-Related Complex (ARC) will be treated with respect and dignity.
2. Every precaution will be taken to protect the confidentiality of records, files, and other information about the HIV status of the student.
3. Decisions regarding the type of educational and care setting for a student infected with the AIDS/ARC virus should include the behavior, neurologic development, and physical condition of the student.
4. For most infected school-age students, the benefits of an unrestricted environment should be given priority in the decision-making process.
5. Any decision regarding the type of educational service to be provided to a student based on the presence of AIDS/ARC virus must be made in consultation with the student’s physician, counselor, the student’s parents or legal guardian, teacher, Head and where appropriate Rector of the Parish. Consultation with public health personnel is also advised.

MEDICATION PERMISSION FORM

In accordance with California Education Code section 49423, this form must be completed by an authorized California healthcare provider and be on file for any student who requires medications(s) during the regular school day or on a school field trip.

Student Name: _____

Date of Birth: _____

List Prescription Medications:

Name of Medication	Dosage	Time of Day to be Taken	Start Date	Stop Date

Physician's Name (Print): _____

Physician's Phone Number: _____

Physician's Signature: _____

Date: _____

Parent's Signature: _____

Date: _____

Appendix V

CHRIST CHURCH DAY SCHOOL ADMISSION PROCEDURES

Admission Process

The admission process for CCDS begins in October as we begin school visits and tours for interested families. Applications will become available in November for families who wish to apply for the following school year. In February, we will receive re-enrollment contracts for current students and know the number of openings, if any, in each grade level. In March will offer new enrollment contracts to applicants who successfully completed the admission process and where there are spaces available.

The school tour is an opportunity for parents to observe the individual classrooms and ask questions about all aspects of the school experience at CCDS. We believe this is the best tool we can give you as a parent to help determine if this is the right learning environment for your child. The initial tour is structured to discuss many aspects of our school life, and we recommend your child not join you on this initial tour. Following the tour, the admission process proceeds depending on the grade level the child is eligible for and will include a student specific visit day.

Senior Kindergarten and Junior Kindergarten Admission

In order to help us better determine if a child is ready for the Senior Kindergarten or Junior Kindergarten classroom, we administer the Gesell Early Screener. This helps us look at a child's development in several areas, and, most importantly, in the areas of cognitive and social maturity. The assessment takes about twenty minutes and consists of such tasks as copying and drawing, building with blocks, and verbal interaction. There are no right or wrong answers, and for the child it is experienced as a structured playtime.

The Gesell assessment sessions will begin in February for the first group of applicants. It is administered one-on-one with your child. The Admissions Committee will meet and recommend placement for the student. Parents will be contacted to discuss any readiness issues and make a recommendation.

If it is decided that your child will attend CCDS, we ask you to respond with the non-refundable deposit and enrollment contract within approximately two weeks. It is mandatory that we have the paperwork returned within the time period to secure the spot.

CCDS gives preference to siblings of all currently enrolled students and families that are Christ Episcopal Church parishioners.

First through Eighth Grade Admission

New applicants in First through Eighth Grade are asked to take an assessment usually lasting approximately one hour, and this is included as part of their student visit day.

Following the assessment, the Admissions Committee will meet and recommend placement for the student. Parents will be contacted to discuss readiness and make a recommendation.

If it is decided that your child will attend CCDS, we ask you to respond with the non-refundable deposit and enrollment contract within two weeks. It is mandatory that we have the paperwork returned within the time period to secure the spot.

Financial Assistance Applications

Financial aid is need-based and is awarded on a case-by-case basis. Documents are gathered through the FACTS system, and a recommendation is made to the Financial Assistance Committee. Families will be notified of the application dates.

Enrollment Contracts

Enrollment contracts will be sent following the financial assistance process and are due back within approximately two weeks with the non-refundable deposit.

Appendix VI

Technology Use Policy (Signed online in Parent Portal)

Christ Church Day School strives to provide the highest quality of education for our students. We seek to foster the development of our students as responsible citizens, and encourage them in the development and exercise of personal integrity. CCDS recognizes the potential to support student learning by facilitating resource sharing, innovation, and communication through technology, school-sponsored social networking, and blogging. While empowering our students with access to information, the use of technology requires the use of personal and familial responsibility to fulfill this purpose. Teachers will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and cyberbullying awareness and response. Teachers will also enable proper privacy settings to ensure the safe use of the websites. Your signature will indicate acknowledgement and understanding of the following standards, and that you have reviewed these guidelines for technology use, school-sponsored networking, and blogging accounts with your child.

1. I understand that the school computers, laptops, and iPads are for CCDS educational purposes only. I know computers, laptops and iPads are not toys. I will not download music, videos, games, etc. that are not part of any CCDS assigned project. I will only use my school laptop at home to complete my school assignments. Furthermore, I understand that I could be held financially responsible for damages that occur to the laptop when I use it off school property.
2. I will use the hardware and software that constitute CCDS's network in a responsible and respectful manner. I will not remove hardware or software from the school.
3. I am responsible for my individual account and should take all reasonable precautions to prevent others from being able to use my account.
4. I will never login as another student, and interfere with the computer use of others.
5. I will not post personal contact information about myself or other people without the permission of my parents and teacher. Personal contact information includes, but is not limited to, pictures, email address, home address, phone number, or other information that could help someone locate or contact you in person. (You may share your interests and ideas.) Furthermore, I will not attempt to access, modify, or distribute personal information in databases which I did not create, even if I have access to them.
6. I will promptly disclose to my teacher or other school employee any message I receive that is inappropriate or disrespectful.
7. I will treat online sites as classroom spaces. Speech that is inappropriate for class is not appropriate for posting online. Posts should be respectful and represent CCDS in a positive way.
8. Posting online is to be used as a tool for learning, and I will follow the same rules we have for classroom discussions.

I have read and understand these technology guidelines, and agree to follow them.

Student Name (Printed): _____ Grade: _____

Parent's Signature: _____ Date: _____

Appendix VII

Christ Church Day School Parent Code of Conduct *(signed online during enrollment)*

At Christ Church Day School we are fortunate to have a supportive and friendly parent body. Our parents recognize that educating children is a process that involves a partnership between parents, teachers, and the school community. As a partnership, we understand the importance of a positive working relationship. For these reasons, we continue to welcome and encourage parents to participate fully in the life of the school. The purpose of this policy is to provide a reminder to all parents of the expected conduct so we can continue to thrive, progress, and achieve in an atmosphere of mutual understanding.

We expect parents to:

- Follow the school's rules, calendars, and deadlines, as stated in the Family Handbook, and expect your child to do the same.
- Familiarize themselves with the CCDS mission statement and to support their child as needed in their day-to-day school life.
- Respect the property of others.
- Treat others with dignity and respect.
- Follow the drop off and pick up rules and park in designated spots.
- Bring their child to school on time with the necessary supplies and appropriate dress.
- Sign up and attend scheduled conferences.
- Make an effort to attend informational and educational events and volunteer when available.
- Speak respectfully to the teachers, staff, students, and other parents, especially when there is a disagreement.
- Build a bridge of understanding and acceptance, and assist their child to do the same.

In order to support a peaceful and safe school environment, the school will not tolerate parents exhibiting the following:

- Shouting at a member of the school staff in person or over the telephone.
- Breaching the school's security procedures.
- Physically or verbally intimidating a member of the staff or student body.
- Defamatory, offensive, or derogatory comments regarding the school or any student/parents/staff, at school or on social media.
- Abusive or threatening emails, text messages, or other written communication.
- Disruptive behavior which interferes or threatens to interfere with the safe operation of the classroom, staff's office area, or any other area on the school grounds.
- Using loud or offensive language and cursing.

We trust the parents will assist our school with the implementation of this policy, and we thank you for your continuing support of CCDS.

Parent or Guardian Signature _____ Date _____

Parent or Guardian Signature _____ Date _____

Appendix VIII

Christ Church Day School Student Code of Conduct

(signed online during enrollment)

At Christ Church Day School we are fortunate to have small class sizes, where students, teachers, parents, and staff work closely together. This partnership is important to us, and we must do our best to be cooperative and respectful to each other. The purpose of this policy is to remind all students of the expected behavior so we all can thrive, progress, and achieve to the best of our abilities.

We expect students to:

- Respect the property of others.
- Be responsible with the supplies, books, and tools that are provided.
- Treat others with kindness and respect.
- Include all students in groups and activities.
- Come to school on time with the necessary supplies.
- Adhere to the uniform policy.
- Follow the school rules and the rules in classrooms.
- Be safe on campus and walk through the hallways and courtyard.
- Be encouraging to others on the playground and include others in games.
- Speak respectfully to all adults and children.
- Try to do your best in all areas of school.
- Report any issues that are unsafe or dangerous.

We will not tolerate students who:

- Shout at adults or other students.
- Mistreat other students either verbally or physically.
- Use offensive language or talk about inappropriate topics.
- Send hurtful or threatening emails, text, or messages.
- Are unkind or disrespectful to other students.

We trust that all students will strive to make our CCDS campus a safe, encouraging, welcoming, and kind place for all students. If unsatisfactory behavior occurs, the student may be sent to the Head of School's office for additional support, and, if necessary, parents will be contacted and the student may be sent home. Continued infractions will result in additional restorative practices and/or logical consequences.

Student signature _____ Date _____

Parent or Guardian signature _____ Date _____

Appendix IX

COVID Guidelines and Restrictions

We are committed to providing the best education for our students while keeping them safe and healthy. CDC, San Diego County Office of Education, CA Department of Public Health, and our Episcopal Diocese will help guide our decisions to ensure the best environment for our students' learning.

The California Department of Public Health released guidance for K-12 schools that was last updated July 11, 2024:

[COVID-19 Public Health Guidance for K-12 Schools](#)

Supporting Documents:

- [San Diego County Health Orders](#)
- [CDC Guidance for Preventing Spread of Infections in K-12 Schools](#)

This information is currently not required by the San Diego County Department of Health and will no longer be updated. We are including it in the handbook for prior reference.

Key highlights:

- [Staying Up to Date on Vaccinations](#)
- [Optimizing Indoor Air Quality](#)
- [Using Face Masks](#)
- [Maintaining Good Hygiene](#)
- [Managing Individuals with Symptoms](#)
- [Reporting Diseases and Responding to Outbreaks](#)
- [Cleaning Facilities](#)
- [Getting Tested for Respiratory Infections](#)

Immunization Guidelines

Parents/Guardians – Are Your Kids Ready for School?

REQUIRED IMMUNIZATIONS FOR SCHOOL ENTRY

Please bring your child's immunization records with you at the time of registration. You may view and print a digital copy of your child's California vaccine record at: [MyVaccineRecord.CDPH.CA.gov](https://myvaccinerecord.cdph.ca.gov)

Students Entering Transitional Kindergarten or Kindergarten Need Records of:

- ☐ **Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap or Td) — 5 doses**
4 doses OK if one was given on or after 4th birthday;
3 doses OK if one was given on or after 7th birthday.
- ☐ **Polio (IPV or OPV) — 4 doses**
3 doses OK if one was given on or after 4th birthday. Oral polio vaccine (OPV) doses given on or after April 1, 2016, do not count.
- ☐ **Hepatitis B — 3 doses**
- ☐ **Measles, Mumps, and Rubella (MMR) — 2 doses**
Both doses must be given on or after 1st birthday.
- ☐ **Varicella (Chickenpox) — 2 doses**

New and Transfer Students Entering TK/K-12th Grade Need Records of:

- ☐ **All immunizations listed above**
For 7th-12th graders: at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday. Hepatitis B vaccine is required for any grade, except for entry into 7th grade.

Students Starting 7th Grade Need Records of:

- ☐ **Tetanus, Diphtheria, Pertussis (Tdap) — 1 dose**
- ☐ **Varicella (Chickenpox) — 2 doses**

What other immunizations should I ask my health care provider about?

When you visit your health care provider for back-to-school immunizations, make sure to also ask about other vaccines that help keep your child healthy, including **hepatitis A, COVID-19, and the annual flu vaccine**. Preteens and teens should also get the **human papillomavirus (HPV) vaccine** to protect against certain cancers and **meningococcal vaccines**.

Learn more about [vaccines your child needs according to their age](https://bit.ly/CDCVaccinesByAge) (bit.ly/CDCVaccinesByAge) and [where you can get your child immunized](https://bit.ly/Where2BVaxed) (bit.ly/Where2BVaxed).

Appendix XI

Media Release

(Signed online in Parent Portal)

Christ Church Day School (CCDS) would like to celebrate our students and our school community by sharing learning experiences and special accomplishments with a broader audience.

In order for us to do so, we publish digital images and videos through online newspaper articles, social media posts, and website updates.

Do you give permission for digital images and videos of your student(s) to be published on the Internet, including the CCDS website and school-sponsored social networking sites?

- ☐ I give permission for digital images and videos of my child to be published on the Internet, including the CCDS website and school-sponsored social networking sites.
- ☐ I do not give permission for digital images and videos of my child to be published on the Internet, including the CCDS website and school-sponsored social networking sites.

**All students will be featured in our school sponsored yearbook that is shared with CCDS families. If you do not want your student's image and name in the yearbook, please discuss your request with the Head of School.*

***All students perform in school-wide performances that are live-streamed through the Christ Church live streaming link. If you do not want your student included in these performances, please discuss with the Head of School to make arrangements.*

Appendix XII

Walking Field Trip Permission Form

(Signed online in Parent Portal)

Throughout the school year certain classes, both academic and extracurricular, will go on various walking field trips to places in Coronado to include: parks, beaches, library, fire and police departments, restaurants, etc.

You will receive details from the teacher on when the walking field trip is taking place, where the students will be going along with travel information prior to each walking field trip.

Do you give permission for your child to go on these Walking Field Trips?

☐ I give permission for my child to go on walking field trips

☐ I do not give permission for my child to go on walking field trips