VISION STATEMENT

To be a world-class independent school, meeting our mission in memorable ways for the benefit of every student, every day.

MISSION STATEMENT

Committed to academic excellence, Community School of Naples inspires and empowers students to realize their own potential as engaged learners and responsible global citizens.

CORE VALUES

Citizenship, Scholarship, Leadership, Stewardship

EDUCATIONAL PHILOSOPHY

Community School of Naples provides a non-sectarian, college preparatory education reflecting the highest standards of American independent schools. Essential elements of its educational program include a comprehensive curriculum, a gifted faculty, and a low student-faculty ratio. These elements ensure that each student obtains the kind of individualized education that only an independent, college preparatory school can provide. The school is dedicated to providing an opportunity for personal growth and to fostering a climate of respect, both for academic excellence and for human dignity. We believe that education is a process of transferring to the student the responsibility for his or her education through self-discipline and intellectual curiosity. We believe in a full and enriched curriculum that not only emphasizes academic content and skills, but also recognizes the importance of music, the visual and performing arts, and physical education, including intramural and interscholastic competition.

Community School curriculum is designed for students who combine academic ability, strong motivation, and the initiative to take responsibility for their education. Such students will succeed in the school’s vigorous college preparatory program by benefiting from the small class sizes and the school’s careful merging of structure and freedom. Community School is fundamentally committed to maintaining a coeducational student body that is representative of the southwest Florida area. Consequently, the school is open to all qualified students regardless of race, color, or creed. Financial aid is available.
COMMUNITY SCHOOL OF NAPLES
MIDDLE SCHOOL HONOR CODE

As a student of the Community School on Naples, I pledge to conduct myself in an honorable fashion. I will not lie, cheat, or steal, nor tolerate anyone who does. I will respect the rights of others.

COMMUNITY SCHOOL OF NAPLES
MIDDLE SCHOOL CODE OF BEHAVIOR

CSN Middle School Students…

• Will be respectful to teachers, staff, administrators and students, including language, actions and attitude.
• Will be respectful of the property of the Community School of Naples and property designated for school usage, as well as fellow students' property.
• Will be prompt and prepared for class, including homework, books and supplies.
• Will follow directions.
• Will adhere to the school Dress Code and present a neat appearance.
• Will follow the Honor Code and all rules and regulations of Community School of Naples.

COMMUNITY SCHOOL OF NAPLES NON-DISCRIMINATION POLICY

Community School of Naples admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, gender, national or ethnic origin in administration of its admissions policies, financial aid programs, athletic and other school administered programs.
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Dear CSN Middle School Families,

Welcome to the 2023-24 school year! I look forward to the opportunity to meet and share events as the new year unfolds.

Community School of Naples has a middle school program that is tailored to the developmental needs of pre-adolescents and adolescents:

- a student-centered academic approach addressing the academic, social, emotional, physical, and ethical needs of each student
- intentional and ongoing curriculum development and design responsive to the unfolding future
- rich elective choices allowing students to create a schedule that feeds their passions but also encourages exploration
- small class sizes nurturing student engagement and voice as well as accountability
- grade-specific advisory groups threading academic coaching and community building into each student’s school routine
- an articulated set of core values and honor code discussed, practiced, and lived
- a wide range of middle school clubs, sports teams, and community service opportunities complementing the classroom experience, deepening student learning, connection, and commitment to their school and the larger community
- a commitment to environmental citizenship and community partnerships
- a Global Exchange Program inviting middle school students to experience international travel and culture

Additionally, and most importantly, the CSN middle school faculty are as talented, credentialed, and experienced as they are interesting. Mr. Lindner, for example, not only teaches sixth grade English but he also has served in the U.S. Air Force and plays bagpipes wearing a full kilt outfit. The pedagogical expertise of the faculty and their relationships with students are the bedrock of the CSN middle school.

I look forward to navigating the 2023-24 school with CSN students and families. Please always feel welcome to reach out for a conversation.

Sincerely,

Colleen O. Potocki
Head of Middle School
cpotocki@communityschoolnaples.org
## WHERE TO GO FOR HELP

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<td>#145</td>
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<td>Academic Policies</td>
<td>Mrs. Leigh Stasik</td>
<td>#232</td>
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<td>Academic Programs &amp; Curriculum</td>
<td>Mrs. Colleen Potocki</td>
<td>#200</td>
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<tr>
<td>Admissions</td>
<td>Mrs. Franchesca Whiting</td>
<td>#133</td>
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<td>Behavioral Policies</td>
<td>Mr. Tod Toth</td>
<td>#232</td>
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<tr>
<td>Calling in Sick</td>
<td>Ms. Annie Katz</td>
<td>#145</td>
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<tr>
<td>Director of Athletics</td>
<td>Ms. Amber O’Malley</td>
<td>#181</td>
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<td>Discipline Actions</td>
<td>Mr. Tod Toth</td>
<td>#232</td>
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<td>Mr. Brian McWhirter</td>
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<td>Mr. Ken Becker</td>
<td>#421</td>
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<td>Mrs. Toni Rhodes (grades 6-12)</td>
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<td>School Portal/Blackbaud Questions</td>
<td>Mr. Tod Toth</td>
<td>#232</td>
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<td>School Nurse</td>
<td>Mrs. Tina Detamore</td>
<td>#220</td>
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<tr>
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<td>Schedule Questions</td>
<td>Mrs. Leigh Stasik</td>
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<td>Sign in/Sign Out a Student</td>
<td>Ms. Annie Katz</td>
<td>#145</td>
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<td>Mr. Tod Toth</td>
<td>#232</td>
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<td>Standardized Testing</td>
<td>Mrs. Leigh Stasik</td>
<td>#232</td>
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<td>Technology</td>
<td>Mr. Hunter Wight</td>
<td>#221</td>
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<tr>
<td>Head of Division</td>
<td>Mrs. Colleen O. Potocki</td>
<td>#200</td>
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## MIDDLE SCHOOL CONTACT INFORMATION

<table>
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<tr>
<th>NAME</th>
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<th>CONTACT INFORMATION</th>
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<tbody>
<tr>
<td>Mrs. Colleen O. Potocki</td>
<td>Head of Middle School</td>
<td><a href="mailto:cpotocki@communityschoolnaples.org">cpotocki@communityschoolnaples.org</a></td>
</tr>
<tr>
<td>Mr. Tod Toth</td>
<td>Assistant Head of MS – Student Life</td>
<td><a href="mailto:ttotth@communityschoolnaples.org">ttotth@communityschoolnaples.org</a></td>
</tr>
<tr>
<td>Mrs. Leigh Stasik</td>
<td>Assistant Head of MS - Academics</td>
<td><a href="mailto:lstasik@communityschoolnaples.org">lstasik@communityschoolnaples.org</a></td>
</tr>
<tr>
<td>Mrs. Toni Rhodes</td>
<td>School Counselor (grades 6-12)</td>
<td><a href="mailto:trhodes@communityschoolnaples.org">trhodes@communityschoolnaples.org</a></td>
</tr>
<tr>
<td>Mr. Evan Graham</td>
<td>Academic Coach (grades 6-8)</td>
<td><a href="mailto:egraham@communityschoolnaples.org">egraham@communityschoolnaples.org</a></td>
</tr>
<tr>
<td>Ms. Annie Katz</td>
<td>MS Administrative Assistant</td>
<td><a href="mailto:akatz@communityschoolnaples.org">akatz@communityschoolnaples.org</a></td>
</tr>
</tbody>
</table>
Accessing Grades
Student assignment grades for the current year can be accessed any time using Blackbaud, the school learning platform. Course grades from previous years are found on Radius.

Interim Reports
At the approximate midpoint of each marking period, students with a grade of C- or below in a class will receive a descriptive communication from the teacher focusing on effort, classroom attitude and behavior, as well as academic achievement.

Academic Status
A student who has no grade below a C- at the end of each quarter is considered to be in good academic standing.

Academic Warning
If a student has one or more grades of D+ or below at semester, then that student will be placed on Academic Warning. Parents will be notified and invited to attend a conference at school. Academic support systems will be put in place to help the student remediate. Students may be required to seek extra help or tutoring in addition to the school day and be closely monitored by both teachers and parents.

Academic Probation
Students who have a year-to-date GPA below 2.0 at the Q3 Interim Reports date or students on academic warning who have not improved those grades sufficiently will be placed on Academic Probation. Parents will be notified in writing and a parent conference that will outline strategies and expectations for improvement will be required. Further diagnostic and support programs may be required at this time.

When a student is on Academic Probation, that student’s Reenrollment Contract will be held until the probation is released by MS Administration.

Release from probation occurs when a student demonstrates that the academic behaviors that led to Academic Probation have been changed in a manner that causes academic improvement in both the short and long term.

Student progress/status will be reevaluated at the end of the Q3 marking period, the Q4 Interim Report date, and the end of the year to determine if the student can be released from Academic Probation.

Parent Conferences
Good communication between the school and home is a shared responsibility. Teachers and administrators at CSN will initiate a conference with a student’s parents as soon as the need appears. In return, the school asks parents to request a conference when they are aware of changes at home that may have bearing on the child’s progress at school, or when they have questions about what is happening at school. Conferences should be arranged at a mutually convenient time, which may be established through a telephone call or e-mail. Impromptu and unscheduled conferences at the start or end of the school day should be avoided—unless the issue is pressing.

Student Records and Information
Requests for student records and transcripts must be directed in writing to the School Office. The School reserves the right to withhold student transcripts and records for non-payment of tuition and fees. The School will also require the parent to sign a consent form before a student’s transcript or other records/information will be released. The School makes reasonable efforts to ensure that both parents (or legal guardians) receive substantially the same information (transcripts, records, appointments, etc.). The School must rely upon the correctness and completeness of parental information when the student is enrolled. In situations of divorced or separated parents, if one parent believes that the other parent is not entitled to receive certain information, the parent wishing to restrict information provided by the School must provide the School with a court order that is still in effect that specifically restricts the other parents from receiving such information.
Academic Expectations

Students are expected to complete all assigned classwork, homework projects and other academic activities per the directions provided by their teachers by the given due dates. In the event a student misses a class or classes due to illness, a school activity, early dismissal or other reason, students are expected to make all arrangements for completing and turning in missed work.

Make up Work after Absence
Upon returning to school following absences, students have the responsibility to meet with their teachers promptly to arrange for make-up work. At the minimum, students will have the time frame corresponding to the number of school days they have missed plus one day to complete missed assignments, quizzes, tests, class work and projects from the days absent (i.e., if they are absent one day, they have until the end of the second day after their return to make up the test, quiz or class work).

Missed Class due to Early Dismissal
When a student is aware they will be dismissed from school early and will miss classes later in the day, they are expected to turn in all assigned work due for those classes before leaving campus. If a quiz, test or other assessment has been scheduled, they should meet with that teacher earlier in the day to discuss options for taking the assessment.

Excessive Absences
Attendance is required for a student to effectively contribute to and learn from classroom discussion, activities, and collaborative work. The school expects that students will be present at school when classes are in session. Students who are absent an excessive amount of time will jeopardize their grade(s) in a class or classes. The school considers ten (10) or more absences (excused and unexcused) per semester per class to be excessive. Excessive absences (not counting school-related) from a class during the course of a semester may result in an automatic grade reduction of ten points, or one grade level (i.e. A to B, B- to C-). The grade will be further reduced as follows for each additional five (5) absences in a given class per semester: B+ to B, B to B-. An appeal may be made to MS administration for extenuating circumstances such as a prolonged documented illness. Medical documentation verifying an illness should be received no later than 48 hours after the student returns to school healthy. Parents are strongly urged to consider this policy when planning medical appointments, extended vacations, participating in non-CSN athletic events/tournaments, etc.

Advisor Program
Each student in the Middle School has a faculty advisor. The advisor serves as the student’s advocate, guide, and mentor. Students meet with their advisor throughout the week and are encouraged to seek their advisor’s assistance as needed. The advisor can provide advice about motivation, organization, study habits, and communicating with teachers. Although the advisor may help students navigate daily life in the Middle School, he or she is not a professional counselor, an expert in learning differences, or an individual study proctor. Parents who have concerns about any aspect of their child’s social or academic progress should first initiate contact with the Classroom Teacher, Grade Team Leader and/or School Counselor.

Advisory groups meet once a week for 30 minutes. This time together as a cohort will be spent discussing and experiencing various aspects of student life at CSN. Some of the time will be allocated to our advisory curriculum which is broken down by grade level and is designed to help our students grow and develop as contributing members of our community.

2023-2024 ADVISORY CURRICULUM

SIXTH GRADE: Scholarship
• Components of Academic Citizenship
• Student Skills: Organization, Time Management, Study Skills
• Academic Integrity

SEVENTH GRADE: Citizenship
• Components of Global Citizenship
• Community School of Naples—History
• Current Student Role in CSN History
• Naples, SWFL Citizenship
• United States Citizenship
• Seahawk Speech Tournament (participation required)

EIGHTH GRADE: Leadership
• Components of Leadership
• Amazing Shake—interpersonal skills, public speaking, etiquette
• Minute at the Mic—student date assigned at the start of the school year
Academic Grades

Year-long courses are graded using the CSN 100-point grading scale. Each quarter, students are assessed in a variety of ways to determine individual classroom grades. Grades from Q1 and Q2 are averaged with fall exam grades to calculate a semester 1 grade. Similarly, grades from Q3 and Q4 are averaged with the spring exam scores to calculate a semester 2 grade. Those two semester grades are averaged equally to compute a final grade for the class. This percent is then translated to a letter grade. This is the only grade seen on official transcripts.

In extreme circumstances, such as the death of a parent or a student illness requiring medical leave, grades earned over the affected time period may be voided by MS administration if it is determined the situation negatively impacted student academic performance.

Grading Scale

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<td>A</td>
<td>92.5 - 100</td>
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<tr>
<td>A-</td>
<td>89.5 - 92.49</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 - 89.49</td>
</tr>
<tr>
<td>B</td>
<td>82.5 - 86.49</td>
</tr>
<tr>
<td>B-</td>
<td>79.5 - 82.49</td>
</tr>
<tr>
<td>C+</td>
<td>76.5 - 70.49</td>
</tr>
<tr>
<td>C</td>
<td>72.5 - 76.49</td>
</tr>
<tr>
<td>C-</td>
<td>69.5 - 72.49</td>
</tr>
<tr>
<td>D+</td>
<td>66.5 - 69.49</td>
</tr>
<tr>
<td>D</td>
<td>62.5 - 66.49</td>
</tr>
<tr>
<td>D-</td>
<td>59.5 - 62.49</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59.49</td>
</tr>
</tbody>
</table>

Academic Recognition

Quarterly

• High Honor Roll – Students must not have any grade below A- and must pass all electives.
• Honor Roll – Students must not have any grade below B- and must pass all electives.

There is no weighting or amplification of letter grades earned when MS students are enrolled in US classes; they have the same value as letter grades earned in MS classes.

End of Year

MS Academic Awards

Academic Excellence
The Academic Excellence Award is given to the top 10% students in a given area of study in each grade who demonstrate top academic performance and integrity in all areas.

Pursuit of Personal Excellence (POPE)
The Pursuit of Personal Excellence Award is given to ONE student in a given area of study in each grade who exemplifies perseverance, always strives to improve as a student, and contributes to the classroom with a passion for the subject.

Seahawk Scholar Award
The Seahawk Scholar Award is for ONE student in each grade who exemplifies an exceptional commitment to CSN citizenship across academics, the arts, community-involvement, and character:
• a 3.5 grade average or better
• a passion for one or more academic subjects and pursues this passion (or passions) to an uncommon degree
• an exemplary participant in classes, group work, and activities
• an involved participant outside of the classroom in CSN sports, arts, clubs, or other extra-curricular activities
• a model of good character, especially in demonstrating CSN Core Values

MS Service and Citizenship Awards

End-of-Year Service Award
The recipients of the EOY Service Award is for ONE student in each grade who has embraced the idea of service at CSN. The recipient must meet the following criteria:
• must belong to 1 or more CSN service club
• participate in on-campus and/or off-campus service work coordinated by CSN
End-of-Year Citizenship Award
The recipients of the EOY Citizenship Award is for ONE student in each grade who is a standout member of the CSN community who acts in accordance with the honor code, treats others with respect, involved with various areas of student life on campus.

MS Club Awards
Students receive a participation certificate at the end of the school year for each club membership.

Academic Information & Policies
Middle School Academic Career Award
This award goes to ONE recipient in each of the core academics (math, science, social studies, English, and world languages) who demonstrates the following criteria:
- an exceptional academic career in middle school as well as distinguished exam performance (minimum of 2 years in CSN middle school required)
  - a passion for the subject
  - a critical and creative mind that compels inquiry in others as well as engages in independent initiative and learning outside of class
  - above average classroom citizenship

Distinguished Scholar
The recipient of this award is a rising 9th grade student who attended CSN middle school for a minimum of 2 years who demonstrate the following criteria:
- Top 10% of the grade
- A passion for all subjects (learning)
- An exemplary participant in class, group work, and activities
- An involved participant outside of the classroom (CSN sports, clubs, arts, or other extra-curricular activities)
- A model of good character, especially demonstrating CSN Core Values

Ben Briggs Award
The recipient of this award is a rising 9th grade student who is academically distinguished and demonstrates at least one of the following precocities:
- Taking at least one class in the Upper School and performing well in that class
- Taking two languages, instead of one language and a study hall, through middle school
- Scoring all 9s on all parts of the ERB exams

Middle School Career Service Award
The recipient of the Career Service Award is for ONE student in eighth grade who has embraced the idea of service at CSN over the collective time spent in CSN middle school. The recipient must meet the minimum criteria:
- Must have belonged to 1 or more CSN service club each school year
- Must have participated in a on-campus and/or off-campus service work coordinated by CSN each year
- Must have attended CSN for at least two full years of middle school

Middle School Career Citizenship Award
The recipient of the Career Citizenship Award is for ONE student in eighth grade who is a standout member of the CSN community who over the entire time spent in middle school acted in accordance with the honor code, treated others with respect, and was involved with various areas of student life on campus. (Minimum of 2 full years in CSN middle school required)
Acceptable Use Policy For Students For Technology And Systems Usage, Grades Pre-K through 12

Our Community School of Naples (CSN) vision is to prepare graduates who will become innovative leaders, responsible decision makers, and informed collaborators who make a positive impact on the future of our world – therefore, the empowered, judicious and ethical users of information and communication technology (ICT) is essential.

Attaining and maintaining information fluency in our society is critical and demands continual, deliberate study and practice. To affect the safe, efficient pursuit of that vision, it is imperative that CSN students exhibit productive attitudes and behaviors regarding the use of ICT. Thus, this Acceptable Use Policy (AUP) outlines procedures that all students using CSN computers and computer systems, personal computers or other personal electronic devices on school property or over the school’s systems are required to follow. Failure to do so may result in the revocation of access privileges and disciplinary action. All computers should be used in a responsible, ethical, and legal manner. The school reserves the right, with probable cause, to search any personal computer or personal electronic device for any and all content, contacts, and usage.

Purpose: The purpose of providing access to the Internet and the school’s computer systems is to support research and academic pursuits while providing unique educational opportunities. The use of such resources should be limited to those school related activities that support academic and educational objectives.

Privilege: The use of the school’s systems is a privilege. Inappropriate or illegal use of the school’s system or of the Internet will result in loss of the privilege and disciplinary action.

Internet Access: The school community—students, faculty, administrators, and staff—have the privilege of full access to the Internet. CSN encourages students and teachers to use the Internet to expand their knowledge. The Internet allows users to send and receive e-mail, to log onto remote computers, and to browse databases of information. It also lets users send and receive files and programs contained on other computers. Files are not to be downloaded to the CSN local or network hard drives. Students who try or are found to have circumvented the CSN web filtering/Internet access will be subject to disciplinary action and will be dealt with immediately by the administration.

Downloading of peer-to-peer files is prohibited. Although the school provides blocking of inappropriate websites, no filtering system is foolproof; therefore, we expect users to act responsibly in their searches and to immediately disengage from any materials that are inappropriate and to report the situation to the administration.

Although the school cannot effectively restrict the content of information obtained by students via the Internet, obtaining material that is explicitly labeled not intended for minors will be considered a major violation of school rules. Likewise, students must not use any electronic device to photograph, record, or publicly display images of other students, teachers or staff without their consent. Furthermore, making public or passing on of any material that is pornographic, violent in nature, or otherwise harassing is wholly and completely unacceptable and will be investigated and managed by administration.

Internet safety: Students should never give out personal information (address, telephone number, name of school, address of school, date of birth, Social Security number, credit card number, etc.) over the Internet. Students also should not meet with someone that they have contacted online without prior parental approval. Safety is the responsibility of the parent and student. CSN is not liable in any way for irresponsible acts on the part of the student.

Pirated Software: The term “pirated software” refers to the use and transfer of stolen software. Commercial software is copyrighted, and each purchaser must abide by the licensing agreement published with the software. There is no justification for the use of illegally obtained software. The school will not, in any way, be held responsible for a student’s software, legally or illegally obtained, that is brought to school for personal use.

Network Access: Accessing the accounts and files of others is prohibited. Attempting to impair the network, to bypass restrictions set by the network administrator, or to create links to the school’s web page is prohibited.

Obtaining another student’s password or rights to another student’s directory or e-mail, whereby a student may inadvertently leave a computer without logging out, is prohibited. Using someone else’s password or posting a message using another’s log-in name is a form of dishonesty, just as plagiarism or lying, will be treated as an Honor Code violation.
CSN’s Right to Inspect: CSN reserves the right to inspect a student’s personal device if there is reasonable suspicion. The inspection will include, but is not limited to, review of user directories and files, Internet history, social media, app and program usage, images and messages, contracts and usage. If inappropriate files/materials and usage is found, action to be taken may include removal and other appropriate actions if deemed necessary, including notification of parents. Do not assume that any messages or materials on the school’s system are private.

E-mail, Social Media and Chat Rooms: E-mail, short for electronic mail, transmits a form of electronic information, representation of a page or message from one location to another. E-mail is used by CSN for academic purposes and cannot be used to harass or threaten others.

E-mail messages must not include personal attacks and should not contain any language or content that the author would not be willing to share from the podium at a school break meeting. Students should be made aware that a deleted e-mail can be undeleted. Participation in social media, “chat rooms,” and instant messaging on campus is prohibited. Inappropriate e-mails, such as mass e-mails, advertising, or spam are also prohibited.

Viruses: Every effort is made by the school to keep our system virus free. Even with the best techniques, however, computer viruses can be transmitted to and from any computer. CSN is not responsible for the transmission of any virus or for damage suffered from a virus.

Computer Care: Members of the CSN community will not abuse, tamper with, or willfully damage any computer equipment, use the computer for other than appropriate school-related work, or bring food or drink into any computer area. Any intentional acts of vandalism will result in disciplinary action. Students will be held responsible for replacement and repairs.

Reporting Requirements/Discipline: Any student who accesses inappropriate material on the Internet, receives harassing, threatening, or inappropriate materials via e-mail or on the Internet, must immediately report the concern to the Assistant Head/Dean of Students so that the situation can be investigated and addressed appropriately. Students who violate any aspect of this Acceptable Use Policy will be subject to appropriate disciplinary action and will lose computer or Internet privileges.

Computer Usage At Home
Parents must play an active role in teaching Internet safety. Websites such as www.nelsmarz.org are dedicated to assisting with this task. A parent link on this site has information every parent needs to know about keeping children safe while on the Internet. Remember to keep your child’s computer in a place where you can monitor what they are doing. Technology has become an important and valuable resource and tool used in the classroom. Projects, homework assignments and web access for checking homework assignments may be necessary at home; therefore, it is necessary that all CSN students have access to a computer at home, as well as to the Internet.

Digital Citizenship: Below are guidelines that all students should respect on-campus or off-campus when using technology.
• Never give out personal information over the Internet for any reason.
• Never meet with anyone who contacts you over the Internet for any reason.
• Do not post or publish any comment or material that could be interpreted as derogatory, defamatory or negative in nature towards any individual, the school or your community.
• Taking photos or making audio or video recordings without the consent of the person being photographed or recorded is prohibited.
• Do not forward e-mails without the original author’s permission.
• Do not send junk/mass e-mail (spam), or forward chain letters.
• Conserve resources, including paper, printer ink/toner, and power. CSN does reserve the right to limit use of resources, if necessary.

While laptops may be brought to class, phones must remain in student lockers throughout the school day.
Academic Program
**Academic Program**

In light of Community School’s mission statement and research conducted by the foremost educational institutions today, we believe it is our responsibility as educators to enable students to think independently, deeply, and critically in every discipline. Children need ample opportunities to extend classroom work at home and in real-life scenarios. With the capacity to

- Read thoughtfully
- Write meaningfully
- Solve math problems using a variety of strategies
- Think through concepts within content areas creatively, critically and with engagement.

Students in Middle School should expect nightly homework. Parents should assist their children in the learning process by facilitating in the completion of homework. Parents, for example, should provide their child(ren) with a quiet place to study, good lighting, and a desk that is the child’s own as well as review assignments placed in the child’s folder/binder, written in the planner, or posted on the school’s website. Parents should not do the homework for their children, but instead provide encouragement and nurture growing independence.

Student Evaluations are completed each quarter and may vary by division. Course assignments and grades are open for parents to view in Schoology.

Standardized achievement tests are administered every year beginning in Grade 2. These tests are given in the Spring and are used not only to gauge student progress but also as a tool to evaluate school curriculum and programming. Students in the Middle School are introduced to summative assessments in the form of semester exams and final exams.

**ENGLISH**

Middle School English courses encourage students to discover their voices and strengths as readers and writers, to acquire new vocabulary, and to articulate their opinions as critical thinkers. Key reading, writing, communication, and grammar skills are introduced, developed, and secured at each grade level. Students mindfully use these skills to intensify their understanding of what they read, to communicate this understanding both in writing and in classroom discourse, and ultimately to transfer their learning to new situations.

**Sixth Grade English**

The Sixth Grade English curriculum develops students’ understanding of the written word and an appreciation for critical reading, writing, and thinking. Students hone their critical reading skills through close examination of texts and the development of their ability to annotate. They practice these skills using independent reading selections as well as texts studied in class with their teacher, who oversees each student’s progress.

Whole class reading in sixth grade begins with a study of the novel *Anabar’s Run*, which includes the opportunity to work directly with the author. Other works studied throughout the year connect with units of study in history and science classes, including the Greek myths and legends (excerpts from the *Iliad*, the *Odyssey*, and Norse mythology; Jack London’s *The Call of the Wild*; Linda Sue Park’s *A Single Shard*; and William Kamkwamba’s *The Boy Who Harnessed the Wind*). The class also contains a poetry unit in which students read, analyze, and write a variety of poems. Students may also elect to participate in the Seahawk Reading Challenge, which promotes the habit of reading daily.

Students write frequently, both formally and informally, in a variety of genres and modes: personal, analytical, and persuasive. Attention is given to all stages of the writing process: pre-writing, drafting, revision, editing, and publishing. Students actively and intentionally acquire new vocabulary through a year-long study of *Vocabulary from Classical Roots*, which is augmented with word lists taken from each reading selection. Word study includes emphasis on Latin and Greek roots, primary and secondary definitions, parts of speech, and analogies. Grammar, punctuation, and mechanics are taught using daily mini lessons and sentence diagramming, which students apply to their own writing.

Discussion boards, email, presentation software, word processing, and other technology applications are used as tools to expand understanding, facilitate communication, and publish student work. The class includes the online Readlee program, which provides detailed statistics on student pronunciation, comprehension, and overall reading ability. Students may also elect to participate in the Seahawk Speech Activities Challenge, in which they may submit their written work and deliver presentations in a variety of rhetorical contexts.
When reading and writing, students learn how to think critically about what they are reading and writing. In this, students begin to assume more responsibility for processing the texts that they read and for presenting their interpretations and ideas.

**Seventh Grade English**

Seventh graders challenge themselves through their independent reading and may also elect to participate in the annual Seahawk Reading Challenge. A habit of independent reading is necessary and complementary to school work. Careful reading, comprehension, time management, and critical thinking are exercised with in-class assigned readings in all core courses. Whole-class reading focuses in the first quarter on an extended study of the elements of fiction in short stories using the anthology *Little Worlds*. Writing emphasis in these early months of the year is on shaping and refining an effective and organized paragraph of analysis. Second-quarter novels (*When You Reach Me* by Stead and *Beowulf: A New Telling* by Nye) offer opportunities for analytical writing (compare/contrast and argument-driven essays). In third quarter, an extended unit on the hero’s quest and *King Arthur and His Knights of the Round Table* by Green dovetails with work the seventh graders are doing in history. Fourth quarter focuses on a study of William Shakespeare, including sonnets and *Romeo and Juliet*. Attention is given to all stages of the writing process—pre-writing, drafting, revision, editing, and publishing. Students write frequently, both formally and informally, in a variety of genres and modes: personal, analytical, and persuasive. Students actively and intentionally acquire new vocabulary through a yearlong study of *Vocabulary from Classical Roots Book A*, which is augmented with word lists taken from whole-class reading and participation in the WordMasters challenge. Word study includes emphasis on Latin and Greek roots, primary and secondary definitions, parts of speech, and analogies. Grammar, punctuation, and mechanics skills are taught using the *Prentice Hall Grammar Handbook Grade 7* and applied in writing. Dropbox, discussion boards, e-mail, presentation software, word processing, and other technology applications are used as tools to expand understanding, facilitate communication, and publish student work.

**Eighth Grade English**

In preparation for the transition to Upper School, eighth graders tackle important literary questions related to themes of society, identity, justice, and love. Whether through their work with texts assigned in class or with independent reading selections, students develop their analysis, synthesis, and inference skills through active reading.

The school year begins with a study of science fiction through a variety of novels, short stories, and plays. Students then read and analyze S.E. Hinton’s classic novel *The Outsiders* and examine the many elements of the coming-of-age literary genre. In the second semester, they tackle the realities of human injustice through a study of the American classics *Of Mice and Men*, by John Steinbeck, and *To Kill a Mockingbird*, by Harper Lee. At the end of the year, students resume their study of Shakespeare through the play *Romeo and Juliet* and enjoy the intricacies and beauty of the early modern English language.

Students work actively to develop proficiency in all stages of the writing process: pre-writing, drafting, revising, editing, and publishing. They write frequently, both formally and informally, in a variety of genres and modes: personal, analytical, and persuasive. Students actively and intentionally acquire new vocabulary through an in-depth study of the vocabulary found within the whole-class novels they read as well as through Greek and Latin root words. Grammar, punctuation, and mechanics skills are taught daily and in conjunction with writing assignments. Online communication platforms, presentation software, word processing, and other technology applications are used as tools to expand understanding, facilitate communication, and publish student work.

**SCIENCE**

The Science Department course offerings are designed to provide students with an introduction to the sciences, to acquire knowledge of and appreciation for the natural world, to understand how scientific topics relate to their lives and the well being of our planet. Students in Middle School science will practice the skills of thinking, reading, and writing critically from a scientific perspective. Students actively participate in testing hypotheses, conducting experiments, analyzing data and solving problems. Well-equipped classrooms and willing teachers ensure that our students have numerous and applicable hands-on experiences.
Sixth Grade Science
Earth and Environmental Science concepts are presented using inquiry-based instruction in classroom environments that include laboratory experiences, both individual and cooperative group learning activities, which promote understanding of unifying concepts, principles and themes. Students learn the laws of nature, the scientific method, the process of critical thinking, and mastery of the basic concepts of the fundamental sciences of geology, astronomy and oceanography, through a variety of activities and strategies. The Earth Science curriculum integrates with the middle school math, history, language, and computer science course curricula. Assessment practices are varied and focus on achievement and the opportunity to learn. The ultimate goal is to encourage the innate curiosity and interest of sixth grade students, so they may become lifelong learners and scientifically literate individuals, in order to make informed choices in society.

Seventh Grade Science
Life Science is the study of living things and their interactions with the environment. In this course students will have the opportunity to conduct and design experiments, identify and classify organisms, perform dissections, and explore Florida’s rich natural habitats. Students will develop skills in scientific research, data recording, classification, measuring, conducting observations, hypothesizing, analyzing, evaluating and inferring. Students in seventh grade science develop an appreciation for the interconnection between living things and their environment and continue to study the scientific method. The course is designed to encourage the innate curiosity of seventh grade students, so they may become lifelong learners and scientifically literate individuals.

Students in seventh grade will study:
• Lab Safety and the Metric System
• Cells
• Heredity
• Human Biology and Health
• Ecology
• Diversity of organisms
• The History and Nature of Science

Eighth Grade Physical Science
Physical science is the study of matter, energy, and the changes they undergo. Hands-on labs and activities are incorporated into the daily lesson to help students gain a conceptual understanding of the concepts presented.

In Physics, students develop an understanding of the relationship between motion and force, and learn about the different forms of energy and the physical laws that govern them. In Chemistry, students study the properties of matter and how matter changes. They learn about the fundamental composition of matter and how it relates to energy, about atoms and elements and how the periodic table is arranged and then use this information to understand chemical reactions. Students are encouraged to think critically about the world around them and make connections to their everyday life.

Students in eighth grade science will study:
• Scientific Method
• Motion & Forces
• Work and Power
• Physics of Fluids
• Energy and Heat
• General Properties of Matter
• Classes of Matter
• Physical and Chemical Changes

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Social Sciences
The Social Sciences Department offers a wide range of courses, encompassing the social, political, economic, cultural, religious, and intellectual tradition of humankind. The department seeks to inspire students to think critically and creatively by asking students to compare historical knowledge to situations they encounter in their lives today.

Two key skills taught through history are analyzing sources and committing that analysis to written word. Through the study of history, students are introduced to expository and analytical writing starting in the sixth grade, then growing in both length and depth through seventh and eighth grades. Both primary and secondary source documents are used.
Sixth Grade Social Science - World Geography and Ancient Civilizations

In World Geography and Ancient Civilizations, students examine the relationships among people, places, and environments that result in patterns on the Earth’s surface. Students use the tools and methods of geography to study the world and see the correlations between the world’s people and the physical geography. Students describe the influence of geography on events of the past and present and analyze how location affects economic activities in different economic systems throughout the world. Students use problem-solving and decision-making skills to ask and answer geographic questions. The latter half of the school year, the focus of the curriculum shifts to an introduction to ancient civilizations. Applying the lessons learned in first semester, students gain an appreciation for the rich cultures and contributions of ancient mankind, starting with the beginning of civilization in Mesopotamia and ending with the fall of the Roman Empire.

Seventh Social Science - Medieval History and Beyond

Medieval World and Beyond is the study of historical Europe and beyond. This course will begin with the fall of the Roman Empire and the birth of Islam. It will focus on many civilizations that were developing concurrently throughout the world during medieval and early modern times. Subjects will include the rise of Christianity, the growth of Islam, the Crusades, life in medieval towns, Feudalism, the Middle Ages, and the beginnings of the Renaissance. Students will also gain knowledge of African cultures, Imperial China, Japan, South and Southeast Asia, and the Mongols. The course will conclude with the age of Exploration and the Industrial Revolution as Europe begins looking elsewhere for colonization. Students will continue to focus on investigative skills and interpretation of primary sources and critical thinking skills with effective analysis of reading and writing of factual information.

Eighth Grade History – United States History

Students will study the modern world through the eyes of the United States. They will analyze and review selected topics in United States history. Ultimately, the students will evolve as more abstract thinkers, and will be able to understand and compare multiple perspectives of single events, linking the outcomes of those events through history to current times. Expectations will include regular reading and homework, specific attention dedicated to vocabulary pertaining to history, map making and essay writing. Additionally, to complement the curriculum of all subject areas, the year will culminate in a trip to our nation’s capital in late spring.

MATHEMATICS

The study of mathematics at Community School of Naples comprises four key components: mastery of traditional mathematical concepts that prepare all students for success in future mathematics courses, effectively communicating mathematics both in written and oral form, building creativity and confidence in problem solving, and providing challenging opportunities for individual growth through competition and classroom environments. Students are assessed annually by the mathematics faculty to determine appropriate mathematics placement.

Sixth Grade Mathematics

The goal of sixth grade mathematics is for all students to develop the critical thinking skills and concepts that are the building blocks for future mathematics courses. Sixth grade students continue to practice and master operations on expressions involving real numbers. As understanding improves, there is an improvement in the ability to recognize and convert numbers to equivalent quantities based on the needs of applications. Students continue to expand their study of algebra, statistics, geometry, measurement and probability.

- The Real Number System (including fractions, decimals, integers, whole and irrational numbers)
- Measurement
- Number Theory
- Scientific Notation
- Equations, Inequalities and algebraic thinking
- Ratios, rates, proportions and percent
- Geometry (both two- and three-dimensions)
- Graphing on the coordinate plane
- Displaying and analyzing data
- Probability
- Mental math
- Test taking strategies
**Pre-Algebra**

The goal of Pre-Algebra is to extend, enhance and expand the study of mathematics from sixth grade in anticipation of the formal study of algebra. Students will work to master and retain pre-algebra concepts while working on introductory algebra skills. The focus is on building mathematical maturity through analysis and application of skills when encountering problem-solving opportunities.

- Identifying appropriate units of measure and conversions
- Continuing to build number sense through applications with problem solving and equation transformations
- Applying rational number concepts and operations
- Applying integer concepts and operations
- Analyzing data and statistics
- Finding probability of independent and dependent events as well as set and geometric applications
- Counting methods
- Applying formulas to measure two- and three-dimensional geometric shapes
- Defining and applying proportional thinking whenever appropriate
- Performing basic polynomial operations
- Graphing linear functions
- Identifying patterns in algebraic transformations through solving equations and inequalities

**Algebra**

The goal of the algebra course is to give each student a solid foundation in algebraic thinking and methodology in conjunction with experience and fluency in problem solving, applications. This is a critical foundation course essential for future success in high school mathematics.

- Identifying properties of numbers
- Mastering operational fluency with all types of real numbers
- Applying accurate and efficient transformations to solve multistep equations and inequalities
- Graphing linear and quadratic functions and inequalities
- Applying and transforming formulas
- Writing and solving systems of equations and inequalities
- Simplifying and performing operations with exponents
- Solving radical expressions and solving radical equations
- Factoring and performing operations on polynomial expressions
- Writing and solving proportional equations
- Simplifying rational expressions and solving rational equations
- Using algebraic skills and techniques to solve problems involving applications of all topics

**WORLD LANGUAGES**

In philosophy, the Department of World Languages believes that direct acquaintance, through language, with the varied cultures and peoples of this world provides students an understanding of human interconnection. At CSN not only is language the focus of study in foreign language courses, but additionally the history, literature, civilization, and contemporary mores of the peoples speaking these languages.

Currently the Middle School offers programs of modern language study in Spanish (three levels), French (three levels), and Chinese (three levels). Students are expected to take at least one language course in every year of Middle School.

**Spanish A**

In Spanish A students will use the target language daily in reading, writing, and speaking. Students learn about Spanish cultural likenesses and differences. Technology is used to support and enhance the acquisition of language.
Topics studied in Spanish A include:
• Vocabulary – physical characteristics, family and home, school and activities, food, sports, well-being.
• Grammar - article, noun, and adjective agreement, regular present tense verbs, irregular present tense verbs, contractions, subject pronouns, object pronouns

Spanish B
In Spanish B, students transition from a Novice Low Level to the Novice Mid/High Level of proficiency. Technology continues to enhance the acquisition of language. Students in Spanish II delve even deeper into cultural similarities and differences.
Topics studied in Spanish B include:
• Vocabulary – greetings, numbers, currencies, seasons, physical descriptions, shopping, after school activities, current events, music, museums, art, weather
• Grammar – nouns, adjectives, verbs (study of tenses), ser and estar, comparatives, preterit tense

Spanish C
In Spanish C, students transition from a Novice Mid/High Level to the Intermediate Low Level of proficiency. Although the study of vocabulary continues, there is an even greater emphasis on correct grammatical usage. Cultural studies continue to be a cornerstone of the course.
Topics studied in Spanish C include:
• Expanded vocabulary concepts from the B level
• Grammar – present tense regular and irregular verbs, preterite tense regular and irregular verbs, imperfect tense regular and irregular verbs, reflexive verbs, object pronouns

Spanish D
Spanish D is designed for students who have demonstrated superior ability with the language. There is greater emphasis on grammar and vocabulary usage and students are exposed to authentic materials that help increase fluidity, comprehension and analytical skills in the target language. At the end of this course, they should be in the Intermediate Low/Mid levels of proficiency.
Topics studied in Spanish D include:
• Vocabulary related to health, technology, communities, education and daily routines.
• Grammar – regular/irregular preterit and imperfect tenses; reflexive tense; object pronouns; present subjunctive tense.
• Spanish is used almost exclusively in this class.

Chinese A
Chinese A is designed for non-Chinese language educated or experienced students. The class focuses on Chinese Pinyin, radicals and character writing. Focus is also on Chinese reading, writing, speaking and listening training. Upon completion of Chinese A, students will have the ability to use simple Chinese in daily conversations.
Primary topics or units studied during course:
• To identify and read all 36 consonants and 21 vowels in Chinese Pinyin.
• To use Pinyin to decode Chinese syllables.
• To read and speak Chinese using the correct tones.
• To identify basic character strokes and radicals alone or in a character.
• To communicate basic information in Chinese.
• To master basic Chinese grammars.
• To write and type short paragraphs in Chinese on certain topics.
• To research and present different topics in Chinese culture.

Chinese B
Chinese B will continue to focus on Chinese reading, writing, speaking and listening training. Students will be motivated to understand and appreciate interest in Chinese calligraphy, Chinese painting and paper folding. The course will complement the regular studies with Chinese culture, traditions, customs, festivals and project demonstrations. Upon completion of Chinese B courses, students will have the ability to use Chinese in daily greetings and daily conversations.
Primary topics or units studied during course:
• Students will read and speak Chinese using the correct 4 tones.
• Students will identify character strokes and radicals alone or in a character.
• Students will understand the correct order to write Chinese characters.
• Students will communicate information in Chinese.
• Students will write correctly Chinese characters.
• Students will master Level 1 & Level 2 Chinese grammars.
• Students will research and present different topics in Chinese culture.

Chinese C
Chinese C will continue to focus on Chinese reading, writing, speaking and listening training. Students will be motivated to understand and appreciate interest in Chinese calligraphy, Chinese painting and paper folding. The course will complement the regular studies with Chinese culture, traditions, customs, festivals and project demonstrations. Upon completion of Chinese C courses, students will have the ability to use Chinese in daily conversations.
Primary topics or units studied during course:
- Students will use the correct 4 tones in reading and speaking.
- Students will identify radicals alone or in a character.
- Students will understand the correct order to write Chinese characters.
- Students will communicate information in Chinese.
- Students will type Chinese characters correctly.
- Students will write or type and essays in Chinese.
- Students will master Level 1, Level 2 & Level 3 Chinese grammars.
- Students will research and present different topics in Chinese culture.

**French C**

In French C students continue development of listening, reading, writing, and speaking skills. They move from low intermediate to advanced intermediate. Communication in the French C classroom is conducted almost exclusively in French.

Topics studied in French C include:
- Vocabulary - Cultural activities, travel, health, banking and mailing, modern communication, health, and gastronomy.
- Grammar – Pronouns, imperative tense, relative pronoun, future tense, reciprocal action, conditional tense, irregular present tense verbs, past tense (Imparfait/P.composé)

**PHYSICAL EDUCATION AND WELLNESS**

Physical Education and Wellness is a required course for grades 6-8. Both team sports and personal fitness are practiced in Middle School P.E. The course also offers a health and wellness component. Over the three year period, students work through an age appropriate, middle school health curriculum. Each area of health – physical, mental, emotional, and social – is examined. Students are continually encouraged to reflect upon daily choices and analyze how these decisions can impact their overall level of health and wellness.

Physical Education electives include Health 6, Health 7, Health 8, Lacrosse, CSN-X, Gym/Hockey/Handball, Kickball Games, Outdoor Racket Sports, PE Games and Exercise, Soccer, Swim Games, Volleyball, Rockwall Climbing, Basketball, Yoga and Movement, and Zumba and Aerobics.

**French A**

In French A, students use French daily in reading, writing, and speaking. Students have opportunities to dialogue about everyday interactions, such as greetings and casual conversation. The course introduces students to French culture by incorporating cultural events such as movies, research projects about famous French people and countries where French is the official language. French A students will apply what has been learned in class to real life situations.

Topics studied in French A:
- Vocabulary - Greetings and basic French, family and home, physical characteristics, school and activities, food, clothing
- Grammar – Article, noun, and adjective agreement, regular present tense verbs, irregular present tense verbs, possessive adjectives, and comparisons.

**French B**

The French B course is a continuation of skills learned in French A. Goals of the course include development of listening, reading, writing, and speaking skills; moving from advanced beginner to intermediate level; and communicating in the classroom almost exclusively in French. Students in French B will work to master the grammar skills of regular present tense verbs (Third group), irregular present tense verbs, regular and irregular past tense, reflexive verbs in present tense and past tense, imperative tense, negative, interrogative, demonstrative adjectives and pronouns through the following topics: train and train station, sports, seasons, cultural activities, health, and everyday life.
**Middle School Concert Band**
This course is an ensemble for all Middle School Band students who (preferably) have at least one year of experience on brass, woodwind, or percussion instrument. Instruction is directed toward strengthening the fundamentals of playing (embouchure, fingerings, proper breathing) while expanding the students’ knowledge of rhythms, dynamics, key signature (6, plus minor relatives), ear training, and deeper musical concepts like phrasing and structure. A diverse repertoire of band literature (classical through modern marching band) is used to improve both individual and ensemble skills. Attendance at concerts (2-3) is required and an end of the year trip to perform (for a rating) at a festival in Orlando will be scheduled. **Grades 6, 7, 8**

**Middle School Orchestra**
This course is an ensemble for all Middle School Band students who (preferably) have at least one year of experience on String (Violin, Viola, Cello, Bass) instrument. Instruction is directed toward strengthening the fundamentals of playing (bow technique, positions, intonation, vibrato) while expanding the students’ knowledge of rhythms, dynamics, key signature (6, plus minor relatives), ear training, and deeper musical concepts like phrasing and structure. A diverse repertoire of Orchestral literature (classical through modern and pop) is used to improve both individual and ensemble skills. Attendance at concerts (2-3) is required and an end of the year trip to perform (for a rating) at a festival in Orlando will be scheduled. **Grades 6, 7, 8**

The diverse combination of academic, music, art, and athletic opportunities available to CSN middle school students are necessary to maximize development, exploration, and learning. The mere listing of middle school elective offerings demonstrates the programmatic diversity that complements the core classes of English, history, science, social studies, and world languages (Chinese, French, and Spanish) at CSN.
MIDDLE SCHOOL ELECTIVES

CSN middle school students benefit from a rich elective program, including Fine and Performing Arts electives; Computer, Technology, and Innovation electives; and Academic electives.

**Fine and Performing Art Electives**
- 3-D Design/Sculpture
- All About Theater
- Art 8
- Art 7
- Art 6 (6th grade requirement)
- Calligraphy
- Cartooning
- Concert Band
- Crafts
- Digital Art
- Drumline
- Fashion and Fabrics
- History of Music Theater from Showboat to Hamilton
- History of Rock and Roll
- Just Clay
- Just Drawing
- Just Painting
- MS Musical-Spring
- Music History, 300 Years of Music
- Mystery Theatre
- Orchestra
- Piano
- Principles of Guitar
- Vocal Workshop-Fall
- Vocal Workshop-Spring
- Woodworking, Wood Sculpture and Mixed Media

**Computer, Technology, and Innovation Electives**
- AI and Machine Learning
- Animation and Game Design
- Filters, Means and Digital Art
- Code Combat
- Competitive Robotics
- Digital Story Telling
- Excel (required for 8th grade)
- Furniture Design and Build
- Introduction to 3-D Printing & Design
- Intro to Engineering
- Introduction to Photography
- Introduction to Robotics
- Holiday Maker’s Space
- M8kers Playground
- Pinball Wizardry
- Science Olympiad Builds
- Toy Design

**Academic Electives**
- Bagpiping
- Build It, Destroy It (physics/bridge building)
- Creating with Canva
- Creative Writing
- Crypto 101
- DIY Crafts
- E2: Entrepreneur Experience
- Environmental Capstone for Saving SW FL
- Exploring Family History
- Garage Band Beat Lab
- Gardening
- Gourmet Science (Science of Food)
- History of Cinema
- Introduction to Ancient Greek
- Introduction to Ecological Design/Living Machines
- Introduction to Model United Nations
- Jewelry Making
- Journalism
- Keep it Simple (Simple Machines)
- Leadership
- Mathletics
- Model United Nations
- Mythology
- Op-Ed
- Peak Performance
- Pokemaniacs
- Public Speaking (7th Grade Requirement)
- Saving SW Florida
- Science Fiction and Film
- Science in Art
- Science of Viral Videos
- Science Olympiad
- Scrapbooking
- (SAS) Self-Reliance, Adventuring, Survival
- Solar Energy
- Sooners and Steelers
- South American Survey
- Speech Activities
- Spirit Week Planning
- Staycations
- The Market
- Time=Money
- Water Works
- World Peace Game
- Yearbook
School Hours
Grades 6th - 8th Monday - Friday 8:00AM - 3:30PM
After School Study Hall Hours - 3:30PM - 5:30PM

Daily Attendance
Supervision of students begins at 7:45AM
Students are expected to report to class no later than 8:00AM.
• Parents must accompany students to sign in tardy students at the middle school office.
• Repeated tardiness puts a child at a severe disadvantage, academically and socially, and may necessitate a parent conference to develop a plan to enable students to become punctual in meeting responsibilities.

The MS program ends at 3:30 PM each day
• Study hall from 3:00 PM to 3:30 PM is considered an integral part of the MS student's day.
  • This time is used to complete assignments, see teachers for extra help, complete make-up work and prioritize upcoming academic responsibilities.
  • Using study hall to establish academic routine and scholarship habits is important for MS students as the grow towards becoming independent learners.

Reporting Tardiness or Absence
• When a child misses class due to tardiness or absence, the family must notify the School by calling the middle school administrative assistant at extension 145 for grades 6-8 or emailing Mrs. Katz at akatz@communityschoolnaples.org.

Interscholastic Athletics
• Students must attend at least four academic classes during the day (not including advisory or study hall) in order to participate in school sponsored athletic practices and games that day.

Trips and Activities
• Academic success is directly influenced by school attendance. Families should schedule trips and other activities away from school during the scheduled school vacation time.

Parent/Guardian Travel
Parents or guardians on an extended absence from the home are required to leave emergency contact information with the Division Head. This information should include the length of absence and the name(s) and contact number(s) of those responsible for the student’s care during parent absence.

Daily Dismissal
• Dismissal for MS students is at 3:30PM with the designated pick-up location being the Livingston Road entrance to the main campus in front of the school store/MAC.
• For the safety of our students, parents may not park their cars in the designated car line lanes or exit their vehicle. Cell phones are not to be used at any time in the car line.
• In the event of inclement weather, students will remain in their classrooms or will be moved to the MAC until it is safe to continue dismissal.
• An after-school study hall is available to middle school students Monday-Friday until 5:30.

Early Dismissal
The School encourages you to schedule your child’s doctor and dental appointments around school hours. If this is not possible, parents must email, call or send a note to the Middle School Administrative Assistant for grades 6-8.
• If this happens first thing in the morning, please bring the doctor/dentist note when you sign them at the MS office.
• If the appointment is during the day, students are not allowed to leave campus during the school day except by agreement between the parent and the School.
  • Parents/guardians of MS students must sign their child in and out from school in the Middle School office.
  • Adults authorized to pick up a child must be made known to the MS office prior to pickup
  • US students may pick-up MS siblings with parent approval.

Make up Work after Absence
Upon returning to school following absences, students have the responsibility to meet with their teachers promptly to arrange for make-up work. At the minimum, students will have the time frame corresponding to the number of school days they have missed plus one day to complete missed assignments, quizzes, tests, class work and projects from the days absent (i.e., if they are absent one day, they have until the end of the second day after their return to make up the test, quiz or class work).
Field Trips
Field trips are an important extension of the classroom experience, and classroom teachers plan for them according to units of study. Parents are notified in advance of scheduled field trips and are made aware of any specific instructions regarding the trip. Necessary permission slips as well as consent and release forms must be submitted to Divisional offices prior to student participating in a field trip. Some field trips may come at an additional expense to the family. Transportation for field trips is provided by the school. While participating in a field trip, students are representatives of the School community and are expected to abide by the rules and regulations of the School.

Storing Valuables
It is recommended that students not bring valuables or large amounts of money to school. All belongings must be kept in locked lockers. The school does not assume or accept responsibility for the loss of or damage to personal property. While we recognize the need for students to carry cell phones if they are participating in after-school activities, students may not display or use cell phones during the school day, any co-curricular activity, or school sponsored activities or trips. Any student violating this policy will have his/her phone confiscated and taken to the MS Office, and may be subject to disciplinary action. Confiscated cell phones may be required to be picked up by a parent or guardian.

Use of Personal Information
The personal family and faculty information provided in this handbook, the on-line family directory and other CSN publications, is published in order to facilitate school-sponsored communication only. At no time should this information be provided to anyone outside the School by a member of the CSN community or used for non-school sponsored communications unless cleared beforehand in writing by the Head of School. Access to this information requires that everyone act responsibly and ethically.

Emergency Weather Closing
Please check the weather forecast during the rainy and hurricane seasons and prepare your child with a waterproof jacket with a hood. Metal rod umbrellas can be dangerous conductors of lightning and should not be brought to school. Should we experience severe thunderstorms during pick-up time, children will be held in their classrooms or the MAC until the all clear has been given. “Pick-up Delayed” signs will be posted and bus drivers will be notified to delay their departure. Your child’s safety is our number one concern. After 3:30PM, the parent may exercise their option to pick a child up in the classroom and walk to their vehicle.

In the event of bad weather, flooding, hurricanes and the like, Community School of Naples follows the Collier County Emergency plans for school cancellations. Parents may receive electronic notifications with updates but should check the school website at www.communityschoolnaples.org, listen to the local radio/television stations, and check the internet for updates.

Transportation
Transporting students to and from school is solely the responsibility of the parents. Bus transportation is available to certain areas. Please contact the Business Office for information.
Conduct and Discipline

Code of Student Conduct
The Code of Student Conduct for all students at Community School of Naples has been determined to emphasize the principles of personal and academic integrity. It is our purpose to encourage the core values reflected in our Character Education program, including citizenship, scholarship, leadership and stewardship.

We feel that the behavior of students is a maturational process. It is our goal to work with parents to encourage personal growth and increase academic and social responsibility.

The teacher will be the primary contact with the parents regarding behavioral concerns. This is supported by the Grade Team Leader, Assistant Head of Middle School, and/or Head of Middle School through the discipline referral process.

Behavioral infractions are rated at three levels—Level 1 being the least serious infractions and Level 3 being the most serious infractions. (see following pages for detail)

Corrective measures for each level are also increasingly more severe. Parents will be contacted for Level 2 and Level 3 infractions. For each infraction, one or more corrective measures may be employed, as deemed necessary. The level of infractions and corrective measure(s) will be determined by the Teacher, Assistant Head of Middle School and Head of Middle School. The degree of consequences will be determined by a student's previous infractions and the cumulative disciplinary record, as well as by the severity of the infractions.

Academic Integrity
Cheating and other incidents involving academic integrity will result in a zero on the assignment for all involved as well as detentions or suspensions depending on severity of the incident. Repeat occurrences by the same student will result in more elevated consequences.

Behavioral Status
Continued enrollment at Community School is contingent upon adherence to the Code of Student Conduct and maintaining a positive behavior standard.

Student enrollment can be terminated at any time for serious infractions of the Conduct Code.

Chronic Behavioral Misconduct
• If during an academic school year, a student receives seven (7) notable discipline entries (not including tardies or dress code), the student will be placed on Behavioral Warning for the remainder of the school year. Parents will be notified in writing, and parents and student will attend a conference at school.
• If the student receives another discipline entry (8th) while on Behavioral Warning, the MS Leadership team will conduct a behavioral review to consider all discipline entries and determine appropriate consequences.
• If the student receives additional discipline entries (9th or more) after the behavioral review by the MS Leadership team, the student will be placed on Behavioral Probation. Parents will be notified in writing. Parents and student will be required to attend a conference at school.

Behavioral Probation
Students who have established a pattern of chronic behavioral infractions (both in-class and out-of-class) may be placed on Behavioral Probation at any time depending on the nature of the behavior. Placement on Behavioral probation will depend on the number (detailed above) and/or severity of discipline entries they have received. When a student is on Behavioral Probation, that student’s Reenrollment Contract will be held until the probation is released by MS Administration.

Release from probation occurs when a student demonstrates that the actions that led to Behavioral Probation have been changed in a manner that causes behavioral improvement in both the short and long term.

Student progress/status will be reevaluated at the midpoint and end of each quarter to determine if the student can be released from Behavioral Probation.
Conduct and Discipline

In addition to the school day, the Code of Student Conduct applies to all school-related activities and programs (i.e. after school care program, field trips, and sporting events and social activities).

Student Conduct During Athletic Functions

CSN students are expected to uphold the school’s values and mission statement whenever and wherever they are representing CSN, including before, during, and after athletic practices and games. In the event that a student-athlete fails to represent the school’s core values during an athletic function, the team’s coaching staff and Athletic Department will conduct an investigation, which may include interviewing teammates, coaches, parents, etc. Any consequence(s) incurred by the athlete will be determined and administered by the athletic department and/or team’s coaching staff.

Students and/or parents who have concerns about a student-athlete’s conduct during athletic functions should contact their team’s coaching staff and/or the Athletic Department.

Counseling

Our school provides individual guidance and support-group opportunities for important issues such as conflict resolution, eating habits, mediation skills, communication and listening skills, and time management strategies. Assessments and referrals are provided, and counseling resources are available for students with our School Counselors:

Toni Rhodes, (grades 7 - 12) at (239) 597-7575 x 202
Joshua Rauguth (grades PK3 - 7) x195.
LEVEL I
Infractions
• Classroom disruption
• Inappropriate language
• Littering
• Disrespect and unkindness to others
• Unwanted physical contact
• Violation of dress code
• Minor insubordination to someone in authority
• Gum chewing, eating at times other than snack, lunch, or designated times.
• Tardiness to school or class
• Violation of the Technology Usage Agreement (minor)
• Abuse of cell phone, music device or smart watch Policy

Corrective Measures – Level 1
• Parent contact (by teacher, Assist. Head of Middle School or Head of Middle School, when necessary)
• Verbal reprimand
• Lunch/play detention
• Withdrawal of privileges
• Temporary removal from setting
• Written assignment
• School clean-up
• Repeated Level 1 Infractions—after school detention or removal from school-related activities.

LEVEL 2
Infractions
• Classroom disruption (major)
• Disorderly conduct (major)
• Disrespect or meanness to others
• Unwanted physical contact or endangering welfare of others
• Misbehavior on school trips or related functions
• Cheating or other academic integrity offenses
• Open defiance to someone in authority
• Threats/intimidation
• Forging
• Unauthorized absence from school or class
• Violation of the Technology Usage Agreement or Technology Code (major)
• False or misleading information
• Profane or obscene language or materials
• Mean behavior
• Repeated Level 1 infractions
• Honor Code violations
• Betting/gambling or wagering

Corrective Measures – Level 2
• Parental contact (mandatory by teacher, Assistant Head of Middle School or Head of Middle School)
• Parent conference
• Withdrawal of privileges
• After-school detention
• In-school suspension
• Out-of-school suspension
• Restitution of property
• Temporary removal from school-related activities or programs
• Required counseling (in or out of school)
• School clean up

LEVEL 3
Infractions
• Fighting
• Endangering the welfare of others
• Cheating and other academic integrity offenses (repeated and of a serious nature)
• Destruction of property/vandalism
• Gross insubordination and disrespect for those in authority
• Bullying
• Stealing
• False fire alarm
• Breaking and entering
• Sexual harassment
• Alcohol
• Smoking, use of tobacco products, vaping
• Drugs
• Weapons at school
• Other very serious misconduct
• Honor Code violations (of a serious nature)
• Repeated Level 1 and 2 infractions
• Violation of Technology Usage Agreement (major)

Corrective Measures – Level 3
• Parental contact (immediate, followed by written notification)
• In-school suspension
• Restitution of property
• Immediate removal from school
• Out-of-School suspension
• Expulsion
• Required counseling (in or out of school)
• Removal from school related activities or programs
• School clean up

Middle School Handbook
**Dress Code**

**Student Daily Dress Code**

**SHIRTS/TOPS**
- Students must wear a solid color, collared, polo-style shirt with sleeves (long or short).
- Shirts must fully cover the torso throughout a normal range of motion (no exposed backs or midriffs).
- Hoodie sweatshirts (all sweatshirts, sweaters or jackets in cold weather) are not considered collared shirts but may be worn over a collared shirt if they are a single, solid color or have a CSN logo. All other logos must be no larger than a quarter.
- On Spirit Shirt Days, students may wear CSN affiliated (athletic/team/club) tee shirts (no uniform jerseys) if a CSN logo is on the shirt.

**PANTS/BOTTOMS**
- Students may wear solid color, khaki style shorts, skirts, capris, or pants.
  
  Note: All bottoms are khaki style (non denim).
- Shorts length is mid-thigh or longer.
- Skirts and skorts must be no higher than mid-thigh.

**SHOES**
- Students may wear shoes or sandals (closed-toed preferred).
- Certain school activities (e.g. science labs, PE, field trips) may require specific footwear. In such instances students must follow the directions of the teacher.

**STUDENT SPIRIT SHIRT**
- Polo-style shirt or CSN affiliated (athletic/team/club) tee shirts (no uniform jerseys)

**NOT PERMITTED**
- Exposure to midriff
- Underwear should not be visible
- Clothing that is too tight or too baggy including but not limited to spandex, jeggings, leggings, yoga pants, velour, terry cloth or other baggy or “tights-like” clothing
- Athletic pants, shorts, or sweatpants
- Hawaiian/surf shirts or shorts; plaid shirts or shorts
- Tank tops, blouses; anything other than a polo shirt is NOT permitted
- Cap sleeves on polo
- Laces, zippers, hooks and eyes, snaps or any other fasteners on polos No extra zippers or buttons on pants
- No torn, frayed, or ripped clothing. No ragged edges, paint, patches or holes in clothing.
- Headwear of any kind
- Changing of hair to unnatural shades (i.e.: pink, green, etc.
- Body piercing other than earrings. Jewelry should be understated - no unreasonable large chains/medallions, pocket chains, dog collars etc.
- Tattoos
- Facial hair
- Cell phones, iPods or CD players during the school day
- No Apple watches and other smart watches

**Consequences for Dress Code Violations**
The interpretation and appropriateness of the dress code will be subject to the discretion of the MS administration. Students not dressed in the appropriate dress code may be asked to call home for appropriate clothing to be delivered; or loaned appropriate clothes from office (if available); or sent to bookstore to purchase appropriate clothing which will be billed to the students’ account.

Special dress code may be required for field trips at the teachers’ discretion. If no specific dress code is stated, students must follow the Middle School dress code guidelines.

Students are required to wear athletic shoes when participating in P.E. and any science labs.
Health & Medical Policies  
(As directed by the school nurse)

Community School of Naples has a licensed registered nurse on campus from 8:00 am to 3:45 pm every day.  
Physicals, Immunizations, Health and other required forms must be on file by the first day of school in addition to up to date immunizations and health physicals.

Medication
The nurse will administer prescription and over-the-counter medications from her office if the appropriate forms are signed by a physician; however, the School will not dispense medicines (including over-the-counter medications) to any student unless the student’s parents bring the medication to the school nurse with written permission and directions for administering the medicine. No student should carry medicines of any kind while at school. By Florida school regulations, CSN must dispose of any medications that are received in anything other than the original, current container or prescription bottle. Pharmacists are usually more than willing to divide a prescription between two bottles. However, if a student must carry an Epi-Pen for severe allergies or an inhaler for asthma with him/her at all times, a letter from a doctor is required. Students with diabetes utilizing the insulin pump should communicate their individual circumstances with the nurse.

If your child wakes up sick on a school day:
Please call the Middle School Office at ext. 145 prior to 8:30 am and let the office know of your child’s absence in each day your child will not attend school. Please do not send your child to school with a bad cold or the flu. Students may not return to school until 24 hours without:
Fever (or any fever reducing medications such as Tylenol/Advil/Motrin)
Nausea, vomiting or diarrhea (and tolerating normal diet)
Receiving prescription medication (ex. Antibiotics, eye ointments)

If your child sustains an injury outside of school:
Please contact the school nurse regarding injuries that require medical treatment during the day. Medical treatment required once the child returns to school may include ice and elevation, medication, bandage change, use of crutches or wheelchair.

If your child should become ill during the school day:
The school nurse is not equipped to care long-term for children with fevers, vomiting or diarrhea. If a student is observed to be ill, or complains of illness, the teacher will send the student to the Nurse’s office. Parents will be called if the nurse deems it appropriate. If a student is unable to attend class due to an injury or illness, a parent or designated responsible guardian should be available to pick the child up within 30 minutes from the time the nurse notifies the parent/guardian. The student must be symptom free for 24 hours (off all fever reducing medications) before returning to school. Further treatment by a private physician or Emergency Room is at the discretion of the parent/guardian. Students may not contact their parents to go home without first reporting to the school nurse.

If your child has a contagious illness:
Please call the School and notify the nurse immediately if your child has been diagnosed with conjunctivitis(pink eye), strep throat, head lice, chicken pox, Fifth’s Disease, the flu, respiratory infection, impetigo, staph infection, rash, or any other type of infectious type illness. The child may not return to school until free of symptoms for 24 hours. Please have your child’s health care provider sign a note approving the student’s return to school.

Physical Education Policy
Students with injuries or other legitimate reasons not to participate in physical education must submit written excuses to the Middle School office specifying the reason for, and the duration of, the absence. In cases of an extended absence which requires removal from participation in physical education for more than one school week, a doctor’s note is required.
Middle School Athletic Program

Eligibility For Extra-curricular And Co-curricular Activities/Athletics
Community School of Naples recognizes the importance that both academics and extracurricular activities play in the growth and development of all students. Students in grades 6-8 are eligible to participate in a formal middle school sports program. Community School of Naples is a member of the Florida High School Association (FHSAA) and adheres to all rules and regulations of each governing body. The middle school sports program offers the students an opportunity to develop fundamental skills and basic team concepts in an organized, competitive setting. Details regarding the Athletic Program can be found on the CSN website.

Academic Eligibility
The School will use the following FHSAA guideline for grade 6-12 schools to assist students in maintaining an appropriate level of achievement in academics, while pursuing school-related interests outside of the classroom. Students must maintain a 2.0 GPA at the conclusion of each semester to be eligible to represent CSN in interscholastic contests in the upcoming semester.

Student Conduct During Athletic Functions
CSN students are expected to uphold the school’s values and mission statement whenever and wherever they are representing CSN, including before, during, and after athletic practices and games. In the event that a student-athlete fails to represent the school’s core values during an athletic function, the team’s coaching staff and Athletic Department will conduct an investigation, which may include interviewing teammates, coaches, parents, etc. Any consequence(s) incurred by the athlete will be determined and administrated by the athletic department and/or team’s coaching staff.

Students and/or parents who have concerns about a student-athlete’s conduct during athletic functions should contact their team’s coaching staff and/or the Athletic Department.

Interscholastic Athletic Participation Requirements
Per Florida High School Athletic Association (FHSAA) bylaws 11.6–11.8, all student-athletes must have a physical exam (EL2 Form), parental consent and release form (EL3 Form), concussion and heat related illness form (EL3CH), and proof of age before participating in athletics. The physical exam and parental consent and release form must be completed. Proof of age must be certified by presenting a valid birth certificate to the athletic department. A copy of the birth certificate will be kept on file for the duration of the student-athlete’s high school career. These forms are available in the athletic office and for download on Community School of Naples’ website at www.communityschoolnaples.org. The required forms will be uploaded to the school's Magnus School Forms.

Athletic Activities For Students Grades 6-8
Boys’ and Girls’ Basketball
Boys’ and Girls’ Soccer
Boys’ and Girls’ Golf
Boys’ and Girls’ Tennis
Boys’ and Girls’ Cross Country
Boys’ and Girls’ Track and Field
Boys’ and Girls’ Swimming and Diving
Boys’ Baseball
Boys’ and Girls’ Lacrosse
Boys’ Football
Girls’ Softball
Girls’ Beach Volleyball
Girls’ Volleyball
Cheerleading
Other School Information

Rights of the School
Community School of Naples believes that a positive and constructive working relationship between CSN and a student’s parents is essential to the accomplishments of the educational mission of the school. Accordingly, CSN reserves the right to terminate CSN’s obligations under the enrollment contract or not renew a student’s enrollment in future years, if CSN reasonably concludes that the actions of student or parent make a positive and constructive relationship impossible or otherwise seriously interferes with the accomplishments of the educational purposes of CSN.

School Pictures And Yearbook
School pictures are taken in the Fall and families are billed by the photographer upon ordering the pictures. Each student will be automatically billed for a middle school yearbook. Please contact the business office if you do not wish to receive a yearbook.

Snacks And Classroom Treats
Community School of Naples is a PEANUT/PEANUT PRODUCT AWARE environment. Student snacks or treats should not contain these ingredients. Students may bring their snacks, including beverages, in thermal lunch boxes which are stored in lockers. The School suggests that parents pack healthy, nutritious snacks, avoiding soda, candy and energy drinks.

Food Delivery
Students are not permitted to contact outside food services (i.e. Jimmy Johns, Chick-fil-A, Jet Pizza, etc.) for the purpose of arranging for food delivery to CSN campus, nor should parents drop off food from outside vendors. SAGE Dining provides on-campus food service for breakfast and lunch.

Telephone Use
Student phones must be kept in their lockers from 8:00 to 3:30. Children’s use of school telephones should be confined to emergencies. Teacher permission is required, and all calls must be made with an adult present. After-school arrangements should be planned in advance.
• Parents who need to contact their children may do so by calling or e-mailing the Middle School office. Please do not call students as cell phones are to be kept in lockers.
• In order to remain focused on our school’s mission and to maintain an appropriate environment, we kindly request that parents not attempt to contact their child through their cell phone or messaging on the computer during the school day.
• In case of emergency, a message may be left with the Middle School office that will be relayed to the student in a timely manner.

Birthdays
On a student’s birthday, families may send simple refreshments such as fruit, cupcakes or cookies. Please notify the advisor in advance if planning a special treat for the class to share during break time. Be mindful that CSN IS A PEANUT/PEANUT PRODUCT– AWARE SCHOOL. The School asks that families consider the feelings of all children in the class when planning a party: parties are not held at school; presents should not be brought to school; and invitations for birthday parties should not be distributed in school unless the entire class is invited.

Pets On Campus
Because people have varying sensitivities, fears, and allergies to animals, pets are not allowed on campus (with the exception of service animals).