

Calvary Christian Academy

*Parent / Student
Handbook*

2016-2017



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CALVARY CHRISTIAN ACADEMY GOALS

"A Classical and Christ-centered Education"

CHRIST-CENTERED

In all its levels, programs, and teaching, Calvary Christian Academy seeks to:

- A. Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17)
- B. Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40).
- C. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15).

CLASSICAL

In all its levels, programs, and teaching, Calvary Christian Academy seeks to:

- A. Emphasize grammar, logic, and rhetoric in all subjects (see definitions below).
- B. Encourage every student to develop a love for learning and live up to his academic potential.
- C. Provide an orderly atmosphere conducive to the attainment of the above goals.

Definitions:

Grammar: The fundamental rules of each subject

Logic: The ordered relationship of particulars in each subject

Rhetoric: How the grammar and logic of each subject may be clearly expressed

STATEMENT OF FAITH

The following is the foundation of beliefs on which Calvary Christian Academy is based. They are also the key elements of Protestant Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered primary doctrine at Calvary Christian Academy. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority (see Secondary Doctrine Policy).

- A. We believe the Bible alone to be the Word of God, the ultimate and infallible authority for faith and practice.
- B. We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit. He is omnipotent; that is, He can do all things. He is omnipresent; that is, He is present to all creation, and has under His immediate authority all things, which are in Heaven, in the earth, and under the earth. He is omniscient; that is, He knows all things. He readily exercises His power which is present everywhere, and to Him there is nothing that is impossible or unknown, that is, He knows what has been from eternity, what now takes place everywhere, and what will be to all eternity.
- C. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
- D. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
- E. We believe that salvation is by grace through faith alone.
- F. We believe that faith without works is dead.
- G. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
- H. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life, and they that are lost to the resurrection of damnation.
- I. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

SECONDARY DOCTRINE POLICY

This policy applies to all CCA teachers in their capacity as teachers at Calvary Christian Academy.
Secondary doctrine: Doctrinal issues, which are not addressed in the Calvary Christian Academy Statement of Faith

- A. Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents.
- B. Presentation of all sides of an issue is encouraged.
- C. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

VISION STATEMENT

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be un-swayed towards evil by the former. We aim to find them well prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at Calvary Christian Academy. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand classical education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

EDUCATIONAL PHILOSOPHY

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child(ren). Therefore, below are the most important philosophical elements that we at Calvary Christian Academy believe distinguish our approach to education.

We believe that the Bible clearly instructs parents, not the church or state, to "bring children up in the discipline and instruction of the Lord." The church's commission is essentially to spread the Gospel and train believers (Matt.28:18-20). The state has been directed to enforce God's laws and protect the innocent (Romans 13). The church trains parents and the state protects families. The family raises and educates children (Eph.6:1-4). Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.

We believe that God's character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.

God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn, by using the centuries- old, proven classical method (see following explanation), incorporating instruction in Latin.

We want to help parents teach their children that all they do should be done "heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This necessarily includes biblical discipline principles.

We have a full K-12 program because we believe that as long as a child is under the parents' authority and undergoing formal education, he should be trained biblically (Deut. 6:6,7; Prov. 22:6).

ATHLETIC PHILOSOPHY

The purpose of our athletic program is to complement, not compete, with our academic program. We reject as a false dichotomy the idea that either the academic must serve athletics or vice versa. Our goals and vision statement state the educational mission of our school, and we seek to use both academics and athletics as instruments to help us accomplish those goals.

Our athletic and physical education activities are considered an important component of our classical and Christian curriculum. We recognize that the training of the body has been part of the classical approach to education from the very beginning. Further, our understanding of the Christian worldview does not permit us artificially to limit a course of training to the mind only. Our goal has always been to educate our students in all aspects of life, with the Scriptures at the center of all things as the point of integration. We have the same standard for our athletic program and physical education classes, and see this point of integration as particularly important.

AESTHETIC VISION

The apostle Paul instructs us to set our minds on that which is true, noble, just, pure, lovely; we are to meditate on those things which are of good report, virtuous, or praiseworthy. As a classical and Christian school, we have particular duties in this regard; we have been entrusted by our school parents with the responsibility to help train and discipline the minds of their children. We understand that the loveliness and nobility enjoined by the apostle involve more than just spiritual truths, and that our duty as a school includes the discipline of aesthetic education.

We therefore affirm that the triune God contains within Himself all ultimate loveliness and beauty. As His creatures, therefore, we are to serve and worship Him in all that we do in the beauty of holiness. He has created us in His own image, and requires us to strive to imitate Him in all that we do, and this includes the duty of understanding our responsibilities of appreciating and creating objects of loveliness.

In the education we provide, we therefore deny all forms of aesthetic relativism. At the same time, we affirm our limitations as creatures. This means that in any work of art containing true beauty, only God knows exhaustively all that is beautiful about the work, while we see the beauty only partially. Because different human observers see different partialities, this creates an illusion of subjectivity. Because our vision of the beautiful must necessarily be partial, we seek to instruct our students to make all aesthetic judgments in *humility*. At the same time, we want to train them on their responsibility to make grounded and informed aesthetic *judgments*, rejecting all forms of principled ugliness or aesthetic nihilism.

We seek to teach the importance of aesthetic standards in all activities associated with the school, striving for that form of excellence suitable to each activity. This obviously includes a strong emphasis throughout our curriculum on the fine arts—music, painting, sculpture, drama, poetry—with the attendant responsibilities of the students including study, meditation, and memorization. But our emphasis on aesthetics also extends to more mundane matters—the cleanliness and decoration of classrooms, student dress, athletic competition, handwriting, etc. In all this, we aim to teach our students the reasons for what we require, and not just impose the bare requirement. As a Christian school, we want to particularly avoid all forms of pious or traditional kitsch—*aesthetic frauds* which can evoke a sentimental and superficial aesthetic response.

The standards we use in determining what we consider to be aesthetically valuable include, but are not limited to conformity to the standards of Scripture; historical durability and the approval of many minds over generations; a balance of complexity and simplicity; dignity; metaphorical strength; harmony; subtlety; the power to evoke love of truth and goodness; the art of concealing art, acuity or craftsmanship; an ability to work against standards while honoring and employing them; avoidance of formulaic clichés; and wisdom.

WHAT DO WE MEAN BY CLASSICAL ?

In the 1940's the British author Dorothy Sayers wrote an essay entitled "The Lost Tools of Learning." In it she calls for a return to the application of the seven liberal arts of ancient education, the first three being the "Trivium" - grammar, logic, rhetoric. Miss Sayers also applies the three stages of children's development to the Trivium. Specifically, she matches what she calls the "Poll-parrot" stage with grammar, "Pert" with logic, and "Poetic" with rhetoric (see chart below). At Logos, the founding board members were intrigued with this idea of applying a classical education in a Christian context. Doug Wilson, a founding board member, explained the classical method further in his book, *Recovering the Lost Tools of Learning*. Calvary Christian Academy has been committed to implementing this form of education since the school's inception. — ***An excerpt from Doug Wilson's book, Recovering the Lost Tools of Learning:***

"The structure of our curriculum is traditional with a strong emphasis on 'the basics.' We understand the basics to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will also read from primary sources. Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the fundamental rules of each subject (again, we do not limit grammar to language studies), as well as the basic data that exhibit those rules. In English, a singular noun does not take a plural verb. In logic, A does not equal not A. In history, time is linear, not cyclic. Each subject has its own grammar, which we require the students to learn. This enables the student to learn the subject from the inside out.

The logic of each subject refers to the ordered relationship of that subject's particulars (grammar). What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and the object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge.

The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the history or science be correct. It must also be expressed well."

LOST TOOLS OF LEARNING CHART

The following material is drawn from the essay “The Lost Tools of Learning” by Dorothy Sayers. It illustrates the applications of the Trivium (Grammar, Logic, Rhetoric) we use.

<i>Beginning Grammar (Pre-Polly)</i>	<i>GRAMMAR (Poll-Parrot)</i>	<i>LOGIC (Pert)</i>	<i>RHETORIC (Poetic)</i>
Grades K-2	Grades 3-6	Grades 7-9	Grades 10-12
Approx. ages 4-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
<i>Student Characteristics:</i>	<i>Student Characteristics:</i>	<i>Student Characteristics:</i>	<i>Student Characteristics:</i>
<ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative 	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk to topic, or just to tell a story 3. Wants to relate own experiences to topic, or just to tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss) 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items, others 4. Shows off knowledge 5. Wants to know "behind the scenes" facts 6. Curious about Why? for most things 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
<i>Teaching Methods:</i>	<i>Teaching Methods:</i>	<i>Teaching Methods:</i>	<i>Teaching Methods:</i>
<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field trips 	<ol style="list-style-type: none"> 1. Lots of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, models 4. Integrate subjects through above means 5. Categorize, classify 6. Recitations, memorizations, catechisms 7. Drills, games 8. Oral/written presentations 	<ol style="list-style-type: none"> 1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, reenactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips 9. Socratic Discussion 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g. working with younger students, organize activities 5. In-depth field trips, even overnight 6. World view discussion/ written papers

ELEMENTARY CURRICULUM OVERVIEW

Calvary Christian Academy Elementary Curriculum Overview 2016-17

	K	1st	2nd	3rd	4th	5th	6th
	Beginning Grammar Level (Pre- Polly Stage)						
	Grammar Level (Poll-Parrot Stage)						
Bible	<i>Bible Truths K</i> BJU	<i>Bible Truths 1</i> BJU	<i>Bible Truths 2</i> BJU	<i>Bible Truths 3</i> BJU	<i>God's Great Covenant: OT 1, (Genesis to Ruth)</i> Classical Academic Press	<i>God's Great Covenant: OT 2 (1 Samuel to Malachi)</i> Classical Academic Press	<i>God's Great Covenant: New Testament I, CAP</i>
Reading	<i>Sing, Spell, Read and Write (Level 1, On Track and All Aboard)</i>	<i>Sing, Spell, Read, and Write (Level 1, Off We Go)</i>	<i>Harcourt Brace Trophies</i> (See CCA Literature List) Reading Comprehension Guides	<i>Heath Reading</i> See CCA Literature List) Reading Comprehension Guides	(See CCA Literature List) Reading Comprehension Guides	(See CCA Literature List) Reading Comprehension Guides	(See CCA Literature List) Reading Comprehension Guides
English		Shurley English 1	Shurley English 2	Shurley English 3	Shurley English 4	Shurley English 5	Shurley English 6
Math	Saxon K	Saxon 1	BJU Math 2	BJU Math 3	BJU Math 4	BJU Math 5	BJU Math 6
History & Geography	(BJU and A Beka) -Family & Community -Bradford Pilgrims -Columbus -Washington -Major Land Forms -7 Continents	(BJU and A Beka) -Family History -Colonial Life -Famous Inventors -Maps	(BJU and A Beka) -Beginning United States History	(BJU and A Beka) -New Mexico History and Geography -US Geography -US Regions -States (Facts and Capitals)	(BJU and A Beka) -US History and Geography from Age of Exploration through the War of 1812	(BJU and A Beka) -US History and Geography from 1812 to the Present	BJU/ Beautiful Feet -Ancient World History and Geography
Science	<i>Good Science for Home and Christian Schools, Book 1</i> by Richard Bliss		BJU Science 2	BJU Science 3	BJU Science 4	BJU Science 5	BJU Science 6
Latin	<i>Latin For Children, Primer A and B</i> Classical Academic Press						
Art	<i>I Can Do All Things (Beginning Drawing and Painting)</i> by Barry Stebbing						
P.E.	Horizons P.E. K-2 (Alpha Omega Press)						

SECONDARY CURRICULUM OVERVIEW

Calvary Christian Academy Secondary Curriculum Overview 2016-17

	7th	8th	9th	10th	11th	12th
	Logic Level			Rhetoric Level		
Bible	New Testament II	The Gospels/Acts	The Letters	Church History	Doctrine/Theology I	Doctrine/Theology II
English	English 7 Shurley English/CCA Lit. List	English 8 Shurley English/CCA Lit. List	English 9 Shurley English/CCA Lit. List	Classical Literature/English 10	American Literature/English 11	British Literature/ English 12
History	Christendom A Beka and Beautiful Feet	Modernity (Age of Exploration to Present) A Beka and Beautiful Feet	New Mexico History/ Geography	World History and Geography	American History and Geography	Government and Economics
Logic/ Rhetoric		Logic I	Rhetoric I	Logic II or Rhetoric II	Apologetics I	Apologetics II
Math	BJU Fundamentals of Math	Saxon Pre-Algebra	Saxon Algebra I	Saxon Geometry	Saxon Algebra II	Saxon Pre-Calculus or Consumer Math
Science/Health	A Beka Science 7	A Beka Science 8	A Beka Physical Science/Health	A Beka Biology w/ Lab	A Beka Chemistry w/Lab	A Beka Physics w/ Lab
Music	<i>The Listener: Perspectives in Music for Christian Schools</i> BJU Press					
Art	<i>God and the History of Art I</i> by Barry Stebbing			<i>God and the History of Art II</i> by Barry Stebbing		
PE	Horizons Physical Education 6-8 (Alpha Omega Publications)		<i>Total Health</i> by Susan Boe	Horizons Physical Education 9-12 (Alpha Omega Publications)		
Electives	Foreign Language, Music, Art, Concurrent Enrollment Classes, Computers, Journalism, and other electives available by arrangement.					
Community Service	1/2 Credit every year through classroom service projects (Gospel Mission)					
Foreign Lang / Communication	Latin in the Christian Trivium		Greek, Spanish, Hebrew, or other Available as Electives by special arrangement			

LEARNING DISABILITIES

This policy applies to all students and teachers in all the classrooms of Calvary Christian Academy.

- **Severe Learning Disability:** Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents. (e.g. Down's syndrome, deaf/mute, blind, etc.)
- **Learning Disability:** Any condition in a potential student or student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents. (e.g. Hyperactivity, Attention Deficit Disorder, dyslexia, etc.) For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

Guidelines:

1. Children with a severe learning disability will not be admitted to Calvary Christian Academy due to the lack of adequate staff, funding, and facilities.
2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
3. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

ADMISSIONS

Calvary Christian Academy admits students of any race to all rights, privileges, programs, and activities generally made available to all students. Calvary Christian Academy practices a biblical philosophy of admissions, not discriminating on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletic, and other school- directed programs.

Admission Procedures:

- A. Upon return of a completed application, an interview with the family will be arranged with the admissions committee.
- B. After the interview, and after reviewing all other required materials (as stated on the application form), the committee will make the decision whether or not to admit the student. After admission, placement exams are administered to new students to ensure proper placement in reading and math.
- C. The committee will then notify the parents of the decision regarding acceptance. If accepted, the parents will receive an Admissions Packet, including a Transfer of Records form, if the student attended another school previously.

Admission Requirements for the Student:

- A. A child must have reached the age of three years and be fully “potty-trained” by September 1 of the fall in which he would be entering Preschool (four years for Pre-Kinder, five years for Kindergarten, six years for 1st grade, etc.).
- B. If a child has successfully completed the previous school year and his school work and behavior compare favorably to the comparable grade at CCA , the child will likely be placed in the grade for which he is applying. However, if through the administration of the entrance exam or other evidence, it is determined that the child may not be adequately prepared for the next sequential grade level, it may be necessary that he repeat the previous grade.

Admission Requirements for the Parents:

- A. Though not required to be Christians, the parents of students in CCA should have a clear understanding of the biblical philosophy and purpose of Calvary Christian Academy. This understanding includes a willingness to have their child exposed to the clear teaching (not forced indoctrination) of the school's Statement of Faith in various and frequent ways within the school's program.
- B. The parents should be willing to cooperate with all the written policies of Calvary Christian Academy. This is most important in the area of discipline (see Discipline Guidelines and School Rules) and school-work standards, as well as active communication with the respective teacher(s) and administration.

PARENT INVOLVEMENT

"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord"
Eph. 6:4.

As a support and extension of the family unit, Calvary Christian Academy considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at CCA we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Below are just a few ways we do this. Please feel free to ask if you would like to try additional ideas.

- A. Visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)
- B. Assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher concerned.)
- C. Act as chaperone on field trips and/or library visits.
- D. Serve as a story-reader, song-leader (in K-3), guest artist or offer your special talents.
- E. With permission and arrangements with the teacher, present your vocation to the class.
- F. Share your experiences, trips, vacations, as they may relate to an area of study in a class.
- G. Volunteer your help in the preparations for the many tasks related to the annual fundraiser.
- H. Help host class parties at home or in the classroom.
- I. Attend all Parent-Teacher Conferences that are formally conducted each year. Informal conferences may be held anytime at the parent's request.
- J. Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!
- K. Teach an elective course.

STUDENT HEALTH RECORDS

- A. All students attending Calvary Christian Academy must have on record with the school office, either a current immunization record or an exemption statement according to Idaho Code, before entering school in the fall. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.
- B. Before the school will issue any medication to a student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol & Tums), we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student's file. No prescription medicines will be dispensed without written parental permission each time.
 - a. Other forms necessary for student health records that can be obtained from the school office are:
 - b. Health History: Describes the basic health/illness history of each student.
 - c. Emergency Form: Lists the emergency contact names and phones numbers of people who may need notification in a medical emergency. Includes signed waiver in order to facilitate necessary surgical action.

GUIDELINES FOR KEEPING SICK CHILDREN HOME

Colds: Please keep your child at home if he has a fever over 100 degrees or is experiencing discomfort that would interfere with his ability to perform in school (i.e. uncontrollable coughing, severe lack of energy).

Conjunctivitis (pink-eye): Follow your doctor's advice for returning to school.

Diarrhea/Vomiting: A child with diarrhea and / or vomiting should stay at home and return to school only after being symptom-free for 24 hours.

Fever: The child should remain at home with a fever greater than 100 degrees. The child can return to school after he has been fever free for 24 hours (without fever-reducing medicine such as Tylenol or Motrin).

ELEMENTARY CURRICULUM GOALS

In keeping with our understanding and practice of the Grammar Stage methodology (see School Goals) and its approximate correlation to the elementary years, we have divided each area below into Goals and Memory sections. The Goals are those basic principles we seek to achieve throughout the elementary years. The Memory section contains an abbreviated list of material (the Grammar) we seek to have the students commit to memory through repetition within that subject area.

BIBLE GOALS: We seek to:

- A. Have the students read the actual text for themselves vs. only prescribed verses.
- B. Encourage the students to understand the verses in context, along with other good interpretation principles.
- C. Let the scriptures speak for themselves with clarifications and illustrations by the teacher.
- D. Show the students the richness and requirements of the Bible.
- E. Teach the biblical pattern of salvation; Law before Grace.
- F. Encourage each student to come to the Father, through the Son, and grow in their knowledge and love of Him.

MEMORY: The students will recall:

- A. The entire list of books of the Bible in correct order.
- B. The major attributes of God, i.e. Loving, Just, Omnipresent, Omniscient, Creator, etc.
- C. The names and significance of Adam, Abraham, Moses, David, Paul, Peter, etc.
- D. The major acts and themes of the Gospels: Jesus' birth, miracles, crucifixion, resurrection.
- E. The Ten Commandments

ENGLISH GOALS: We seek to:

- A. Equip every student with the skills necessary for good writing, including correct spelling and grammar, pleasing style, clarity of focus, proof-reading, and self-correcting.
- B. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
- C. Encourage clear thinking by the students through requiring clear, focused writing.
- D. Introduce the students to many styles of writing using the Bible and other high quality literature.

MEMORY: The students will recall:

- A. The names and functions of a noun, verb, adverb, adjective, preposition, etc.
- B. Basic spelling rules.
- C. Correct punctuation marking and capitalization rules.

READING GOALS: We seek to:

- A. Use phonics as the primary building blocks for teaching students to read.
- B. Encourage the students to read correctly as soon as possible (normally in Kindergarten or first grade).
- C. Introduce the students to high-quality children's literature as soon as possible through our literature program.
- D. Carefully monitor the student's reading abilities to ensure he is at a reasonable level, is comprehending adequately, and is reading fluently, both orally and silently. This includes the proper use of word-attack skills.
- E. Integrate, wherever possible, other subjects into reading, such as history and science.
- F. Foster a life-long love of reading and high quality literature, especially the Scriptures, after being taught to recognize the characteristics of such literature.

MEMORY: The students will recall:

- A. The vowels and their sounds.
- B. The consonants and their sounds.
- C. The definitions of plot, character, fiction, non-fiction, biography, etc.
- D. Oral reading skills.
- E. Their favorite authors.

LATIN GOALS: We seek to:

- A. Instruct the students in the fundamental vocabulary and grammar of Latin to better their fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.
- B. Reinforce the students' understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English grammar class work, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.
- C. Cultivate study and logical thinking which are inherent in the study of Latin.

MEMORY: The students will recall:

- A. The vocabulary introduced and used.
- B. The first and second declensions of nouns.
- C. The first and second conjugations for active verbs.
- D. Other chants, including verb examples and pronouns.
- E. Subject-noun agreement.
- F. Noun-adjective agreement
- G. Forming questions and commands.

MATHEMATICS GOALS: We seek to:

- A. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
- B. Put an emphasis on conceptual, as well as practical, understanding through the frequent use of story problems.
- C. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

MEMORY: The students will recall:

- A. The four basic mathematics properties; i.e. addition, subtraction, multiplication, division, and their uses.
- B. Multiplication facts to 12.
- C. Addition and subtraction facts to 20.
- D. All aspects of telling time, reading thermometers, and identifying dates.
- E. All cardinal directions and basic geometric shapes.

HISTORY/GEOGRAPHY GOALS: We seek to:

- A. Teach the students that God is in control of History and He will determine its ultimate outcome.
- B. Enable the students to see God's hand in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
- C. Broaden the students' understanding of history and geography as the students mature, specifically by deepening the level of exposure and research into various topics kindergarten through sixth grade.
- D. Make history and geography "come alive" for the students through the use of a unit approach to history and its related areas and by using many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.

MEMORY: The students will recall:

- A. The names and capitals of all fifty United States.
- B. The names of most major countries of the world.
- C. Key figures in history; e.g. Homer, Martin Luther, George Washington, etc.
- D. Key dates and their significance in history; e.g. Fall of Rome, 1492, 1620, 1776, etc.
- E. Preambles to the Declaration of Independence and the U.S. Constitution.

SCIENCE GOALS: We seek to:

- A. Teach that the biblical creation account is true and that the theory of evolution is false.
- B. Teach the students the basic elements of both accounts and that both systems are based on either sound or unsound faith.
- C. Show the students that, because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method), as well as to identify, classify, and categorize elements of creation.
- D. Treat the study of science as a part of the study of history. That is, show the students the natural integration between the advances, individuals, and applications of science, with the development of historical events within the cultures studied.

- E. Use many forms of instruction to teach science, particularly identifying, classifying, categorizing, integrating with history and math, as well as experiments, demonstrations, collecting, field trips, and guest speakers.

MEMORY: The students will recall:

- A. The work of each of the six days of Creation.
- B. The basic anatomy of the human body.
- C. The major classifications and fields of science.
- D. The basic steps to the scientific method.

ART GOALS: We seek to:

- A. Teach all our students the basic fundamentals of drawing to enable them to create adequate renderings.
- B. Encourage the students to appreciate and imitate the beauty of the creation in their own works.
- C. Introduce the students to masters' works of the Western culture.
- D. Equip the students to knowledgeably use a variety of art media.

MEMORY: The students will recall:

- A. The primary and secondary colors.
- B. The use of perspective in drawing.
- C. The basic techniques for shading.
- D. At least four famous artists.

PHYSICAL EDUCATION GOALS: We seek to:

- A. Systematically work with the students to teach them basic exercises and game skills.
- B. In cooperation with the families, encourage the students to establish and maintain good health.
- C. To enhance biblical patterns of behavior through activities requiring cooperation, teamwork, and general good sportsmanship.

MEMORY: The students will recall:

- A. The benefit specific exercises provide for various body parts.
- B. The function of different muscles and how to strengthen them.

Latin/Greek

Considering the sheer number of years and number of quality schools wherein the teaching of Latin/Greek was an integral part of any good academic training, the instruction in Latin/Greek at Calvary Christian Academy should need no explanation or defense. However, like many traditional particulars of good education lost in the name of "modern" or "progressive", Latin/Greek's advantages have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.

Calvary Christian Academy teaches Latin and Greek, therefore, for two major reasons:

- A. Latin is not a "dead language", but rather a language that lives on in almost all major western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages (French, Spanish, Portuguese, Italian and Romanian). Greek is also foundational in the English language and will also enhance Bible study through word studies.
- B. Learning the grammar of Latin/Greek reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English class work, e.g. plurals, nouns, verbs, prepositions, direct objects, etc.

The Elementary Latin/Greek Program consists of the following basic objectives:

Third-Fourth Grade: Vocabulary acquisition, declensions, chants of endings.

Fifth-Sixth Grade: More vocabulary, beginning grammar work, basic verbs, simple sentences

Seventh Grade: More sentences, vocabulary, basic translation work, phrases, grammar

Eighth Grade: Translation work, grammar, writing of sentences, stories, Classical background

ELEMENTARY AND JUNIOR HIGH SCHOOL PROMOTION POLICY

Elementary and junior high students currently in CCA must meet all the following basic criteria for promotion to the next successive grade:

- A. Pass at least three quarters of *reading, math, and English* (1st -8th grades), and have at least a 70% average in those classes for the entire year.
- B. Pass at least three quarters each of *history* (geography), and *science*.
- C. Failure to pass at least two quarters each of *Latin, Bible, spelling, art, music, or PE* will necessitate some make-up work in summer school, at the recommendation of the teacher and director.
- D. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objective) of the following skills/subjects in the grades noted:

Preschool to Kindergarten: Behavioral maturity for Kindergarten.

Kindergarten to First Grade: Behavioral maturity and reading readiness for First Grade.

First Grade to Second Grade: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write complete sentences with neat lettering. Able to add and subtract single-digit numbers with at least 70% accuracy.

Second Grade to Third Grade: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books *within one year of grade level*. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% accuracy.

Third – Seventh Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Eighth Grade to High School: Academic records from grades 7 and 8 will be used as criteria for promotion to high school.

SECONDARY COURSES

	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
BIBLE	New Testament II	The Gospels/ Acts	The Letters	Church History	Doctrine/ Theology I	Doctrine/ Theology II
ENGLISH	Shurley English 7/ CCA Literature List	Shurley English 8/ CCA Literature List	Shurley English 9/ CCA Literature List	Ancient and Medieval Lit./ English 10	American Literature/ English 11	British Literature/ English 12
MATH	Math 87	Pre-Algebra	Algebra I	Geometry	Algebra II	Trigonometry, Pre- Calculus, or Consumer Math
SCIENCE	Earth Science	Logic	Physical Science/Health	Biology	Chemistry	Physics
HISTORY	Medieval History/ Christendom (Fall of Rome to Reformation)	Modern History (Age of Exploration to Present)	New Mexico History/ Geography	World History and Geography	American History and Geography	Government and Economics
LATIN	Latin 7	Greek 1		Greek 2		
LOGIC/ RHETORIC/ APOLOGETICS		Logic	Rhetoric I	Logic II or Rhetoric II	Apologetics I The Church	Apologetics II Cults
PHYSICAL EDUCATION	PE		Health	PE or one season of a JV or Varsity sport		
COMMUNITY SERVICE	½ Credit every year through classroom service projects (Gospel Mission, etc.)					
ELECTIVE	Foreign Language, Music, Art, Concurrent Enrollment Classes, Computer, Journalism, or other electives available through arrangement.					

HIGH SCHOOL GRADUATION REQUIREMENTS

(starting with the graduating class of 2019)

- A. To graduate from CCA High School, a student must earn 32 credits from grades 9 through 12. One credit is earned for passing a course that meets three or five days per week in two semesters. One-half credit is earned for passing a course that meets two days per week in two semesters.
- B. Seniors must be enrolled in eight credits of approved coursework.
- C. The director may amend the credits listed in guidelines number one and two to keep graduation requirements current with course changes approved by the Calvary Christian Academy Board.
- D. Students who are transferring to CCA High School from another school or home school may receive credit for work completed previously when Calvary Christian Academy receives sufficient documentation of their previous work. The director is authorized to accept this work toward CCA High School graduation requirements provided the work is of similar nature, i.e., similar course objectives and similar time of study.
- E. Students who are transferring to CCA High School from another school or students who have failed a course at CCA High School may petition for a waiver of individual graduation requirements. The petition will be reviewed by the curriculum committee.
- F. Upon written request of the parents, the director may waive or reduce up to two course credits for students who have academic difficulty, subject to the following conditions: the student is a long-time CCA student; the parents have demonstrated a clear commitment to their child's education by working with Calvary Christian Academy teachers and administrators; the parents and director agree that the work required is too difficult for the child in question.

CCA High School Graduation Requirements

Bible – 4 Units

English – 4 Units

History – 4 Units

Logic/Rhetoric/Apologetics – 4 Units

Math – 4 Units

Science – 4 Units

Fine Arts – 1 Unit

Physical Education – 1 Unit

Health – ½ Unit

Community Service – 2 Units

Electives – 3 Units

*** ONE OF THE ABOVE CREDITS MUST BE DUAL CREDIT OR DISTANCE LEARNING**

GRADING GUIDELINES

Progress reports are sent home at the beginning of each school week. Report cards are sent home with the students at the end of each quarter. Teachers are required to notify parents before the end of the grading period if a student is in danger of receiving a failing grade for the quarter or the semester. Parents are encouraged to respond to the mid-term reports and the report cards via email or other communication.

All academic grading in Calvary Christian Academy uses a criterion-referenced base for evaluation. (The students' work will be evaluated against an objective standard in each class). The grade point average (GPA) is computed at the end of each quarter for secondary students. Only semester grades appear on the student's high-school transcript. The following percentages, grades, and grade points are used school-wide.

%	Grade	GPA	Meaning
100-90	A	4.0	Excellent
89-80	B	3.0	Surpassing
79-70	C	2.0	Satisfactory
60-69	D	1.0	Unsatisfactory
59-0	F	0.0	Failing

SECONDARY ACADEMIC PROBATION POLICY

This policy is intended to provide additional motivation to students whose academic achievements are not up to their capability. If implementation of this policy would be counterproductive to this end, the secondary director

may decide not to place a student on probation. A written record explaining this decision will be signed by the director and the school board president and placed in the student's file.

Secondary students are required to maintain at least a 2.0 grade-point average during any two, consecutive quarters. Exceptions will be made for students who have a grade point average of less than 2.0 but have not failed any courses during the quarter in question.

- A. If a student's GPA is below 2.0 (i.e. a "C" average), that student will be placed on academic probation during the following quarter. A parent-teacher conference will be arranged at this time.
- B. If at the end of the next quarter the student's quarter GPA has not risen to at least a 2.0, that student will be expelled.
- C. Students who are on academic probation are ineligible to participate in extra-curricular activities.

SECONDARY ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

All CCA students participating in extra-curricular activities must maintain a GPA of 2.5 or above. This does not apply to transfer students during their first quarter of enrollment at Calvary Christian Academy.

For the good of the rest of the participants in any activity, students who are ineligible for the beginning of a season remain ineligible for participation during the entirety of that season, regardless of their grade point average for the following quarter. Similarly, if students are eligible to begin a season, they remain eligible until the end of that season.

If implementation of this policy would be counter-productive to the student's best interests, the Director may decide to restrict or not to restrict a student's eligibility. In making this decision, the Director will consider the student's academic ability as measured on standardized tests and evaluated by the secondary teachers. Exceptions to this policy will be reviewed first by the Director and then the School Board for possible approval.

HOMEWORK

I. Philosophy and Guidelines:

- A. Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
- B. Repeated, short periods of practice or study of new information is often a better way to learn than one long study period.
- C. Since Calvary Christian Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies.
- D. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves a corrective, as well as practical purpose.
- E. Normally, homework will not be assigned over the weekend or over holidays and vacations.
- F. Homework assignments are due at the beginning of the period.
- G. For each day an assignment is late, the grade is reduced by 10%. Assignments may not be turned in for credit more than two days past the due date unless the student was absent (Secondary).
- H. Many college professors do not allow late work. In order to prepare our seniors for college, they are required to turn all projects and papers in on time regardless of illness. This means that they may need to send or email work to their teachers on sick days.
- I. Should a student be absent on the day an assignment is assigned or due, the teacher may give a reasonable extension for the assignment to be completed. The extension will not exceed the number of school days missed during the absence. It is the student's responsibility to find out

what work was assigned. In the case of extended illness, it is recommended that the parents contact the teachers directly in order to find out what assignments were missed.

- J. If a student misses part of a day due to a planned event (departing for an away game, dentist appointment, etc.), all homework is due that day and should be turned into his teacher’s box before departure.

II. Amount of Homework:

Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment which could have been completed in school. The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as approximate times, not as required minimum times.

<u>GRADE</u>	<u>APPROXIMATE HOMEWORK (average per night)</u>
K	10 minutes (infrequently)
1 st	15 minutes
2 nd	30 minutes
3 rd - 5 th	45 minutes
6 th - 8 th	1 hour
9 th - 12 th	1½ hours—2 hours

Notes:

- Students who are new to the school and/or are “catching up” in their studies may need to invest more time as they transition into the school.
- There is no guarantee that a child will get “A’s” if he studies for the average amount of time. Parents who want to invest Herculean amounts of time in order to achieve high grades can do their child a disservice.

ELEMENTARY AWARDS

I. CCA Elementary School maintains a system of formal honors and awards for several reasons:

- The recognition of good work is endorsed in the Scriptures, from the writings of Solomon (Proverbs), to those of Paul (Romans, Ephesians, I Timothy, etc.). Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.
- We hope to encourage the motivation to good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but rather it is noticed and commended.
- We want to draw public attention to the high quality of work being done by our students, to the glory of God and their parents.

II. ACCOMPLISHMENTS AND CORRELATING HONORS/AWARDS BESTOWED

ACCOMPLISHMENT

- A. All A's in a quarter
- B. All A’s and B’s in a quarter
- C. All year placement on Honor Roll A
- D. All year placement on Honor Roll A-B
- E. Significant, consistent academic improvement
- F. 98%+ and 100% attendance in school year
- G. Defender Award*

HONOR/AWARD GIVEN

- Placement on Honor Roll A, ribbon received
- Placement on Honor Roll A-B, ribbon received
- Medallion received at year-end Awards Assembly
- Medallion received at year-end Awards Assembly
- Medallion received at year-end Awards Assembly
- Pins received at year-end Awards Assembly
- Medallion received at year-end Awards Assembly

**Boys: wise, leader, patient, careful, hard-working, good, teachable, humble, studious, cheerful, brave, adventurous, strong, sacrificial, responsible*
Girls: wise, leader, patient, careful, hard-working, good, teachable, humble, studious, cheerful, gracious, gentle, discreet, modest, content

SECONDARY AWARDS

CCA Secondary School maintains a system of formal honors and awards for the following reasons:

- To increase the motivation of all the students by demonstrating the biblical principle that good work and good behavior are rewarded;
- To recognize and show appreciation for those students qualified to be listed on the honor rolls;
- To draw public attention to the academic quality and outstanding behavior of the secondary students at CCA School.

I. Honor Rolls

Students earning placement on one of the honor rolls will be recognized by having their names listed in the school newsletter and posted on the bulletin board. Students who have earned placement on the Summa Cum Laude Honor Roll for all four quarters will receive a medallion at the end of the year awards ceremony.

Summa Cum Laude requires a G.P.A. of 4.0.

Magna Cum Laude requires a G.P.A. of 3.99 to 3.70.

Cum Laude requires a G.P.A. of 3.69 to 3.50.

II. Awards

Faculty Commendation Award: This award is based on three factors: 1) Exemplary conduct (i.e. loving God and neighbor), 2) Academic achievement, and 3) A positive attitude toward school. In order to receive this award each semester, students must be nominated by all of their teachers. Students earning this award will be recognized by having their names listed in the school newsletter and posted on the bulletin board. Students earning a faculty commendation award for both semesters in a year will receive a medallion at the end of the year awards ceremony and will have their names listed in the school newsletter.

Valedictorian and Salutatorian: Each spring, the director and a committee of secondary teachers select the senior class valedictorian and salutatorian. In order to determine the senior who can best represent and articulate the goals and vision of Calvary Christian Academy students, the committee evaluates the seniors based on the following criteria (in order of priority): spiritual testimony, academic performance, extracurricular activities, and honors received. To be eligible to receive either award, a student must have attended CCA for more than two years and have a cumulative grade point average of 3.5 or higher. After ranking by the teachers, the highest scoring student will usually be valedictorian and the next highest will be salutatorian.

Graduation Honor Cords: Based on the first seven semesters of academic work, graduating seniors may be awarded honor cords to be worn in the commencement ceremony. Students earning a cumulative GPA of 3.7 - 3.89 wear silver cords. Students earning 3.9 or higher wear gold cords.

SENIOR COURSE OPTIONS

By the time students reach their senior year in high school, they have usually developed interests in specific areas. Therefore, they will be given the opportunity to pursue those areas through the following senior course options. These options are designed to allow students the opportunity to learn one or two subjects well. As Dorothy Sayers says, "Whatever is mere apparatus may now be allowed to fall into the background, while the trained mind is gradually prepared for specialization in the "subjects" which, when the Trivium is completed, it should be perfectly well equipped to tackle on its own." (from "The Lost Tools of Learning") These options should aid the transition from the completion of the Trivium to the more specialized study that is a part of a college or university education.

OPTION 1: INDEPENDENT STUDY

This is a 1-credit option in which a student arranges for instruction in an area of **academic** interest. Students must work a minimum of five hours per week on their independent study. Examples of programs that have been successful in the past include college classes (traditional and online).

OPTION 2: INTERNSHIP

The internship is a ½-credit option intended to provide seniors with the opportunity to study a career. Students must work a minimum of 2 hours per week on their internship. A wide variety of internships may be approved

(interning with an elementary or secondary CCA teacher, riding along with police officers, observing at a local vet clinic, etc.). Students are not allowed to be paid for the time they spend as an intern.

Procedures for Both Options

- A. At least two weeks before the beginning of each semester, students must submit a written proposal to the director. Late proposals will not be considered. Proposals must describe the following:
 - a. the main purpose of and goals for the program
 - b. the work that the student will be doing weekly to achieve these goals
 - c. the number of hours per week that the student will be participating in the program
 - d. which CCA staff member will be supervising the program. All independent studies need to have a staff member who has agreed to supervise before the proposal is turned in.
 - e. a description of the final project that will be presented at the end of the semester
- B. Proposals that do not address each area listed above will not be considered.
- C. The proposal may be approved as written, approved with modifications, or denied. Students will receive written notification of the decision.
- D. Students have two days to resubmit proposals which have been modified and/or denied.
- E. By the second day of the semester, seniors must be enrolled in a total of eight credits. If they are not, a course of study will be prescribed for them.

Guidelines for Both Options

- A. Credit will not be granted for work completed before a proposal is approved.
- B. Final Project: Students must submit a paper (6-8 pages for an independent study, 2-3 pages for an internship), which adequately summarizes the work that was completed over the semester. For independent study students enrolled in a class with a cumulative final exam, this exam can take the place of the paper.
- C. Students are required to complete a weekly report and submit these reports to their supervising teacher. The student's final grade will be based largely on the content of these reports and the paper.
- D. Failure to make satisfactory progress in the first semester will disqualify the student from participating in the independent study and/or internship program during the second semester.
- E. Students may only request approval for one semester at a time.

CALVARY CHRISTIAN ACADEMY RULES

The following list of school rules are those essential policies that we require all our students to be aware of and adhere to.

- A. Students are expected to cooperate with basic Christian standards of behavior and conversation.
- B. There should be no talking back or arguing with teachers or staff. **Prompt and cheerful obedience is expected.** Requests from the teacher should not have to be repeated.
- C. No chewing gum, electrical music devices, electronic games, guns, or knives are allowed on the school grounds. If a cell phone is brought to school, it must be turned off during school hours.
- D. No medication is allowed on the school grounds. Students requiring acetaminophen or ibuprofen may see the director or assistant director if they require it during school hours. Cold or allergy medications may be brought and left with the director or assistant director with a note from the parent/guardian specifying dosages.
- E. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
- F. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks);
- G. Be prepared and on time for class.
- H. Always tell the truth.
- I. No public displays of affection between students of the opposite sex.
- J. Students are expected to work and play in a manner that is not hurtful to others and to be courteous to others at all times.

SOCIAL MEDIA GUIDELINES

Social networking (on-line via computer or phone) is a popular means of social interaction in today's culture. CCA advises parents to use caution and to be diligent when deciding at what age and to what extent they allow their children to access these networks. There are significant risks associated with all forms of social media, so we assume you will be monitoring your own children's use of it.

Students are not permitted to be online while at school, unless under direct, adult supervision, and then only for purposes related to a class.

The Calvary Christian Academy administration is responsible to protect the school and to develop guidelines for the use of social networking by school employees, especially as it may pertain to students. We do not prohibit faculty and student interaction on social media since it can have many positive aspects. However, we have established guidelines for our staff regarding such interactions. These are outlined in the Staff Handbook and include the following:

- A. Employees are not to initiate friend requests to students.
- B. Employees are not to accept friend requests from students in grades below high school (i.e. grades K-8).
- C. Employees are not to initiate or facilitate any private or isolated types of communication with students that might be interpreted as unprofessional.

Again, parents are encouraged to maintain good communication with their children who regularly use social media.

STUDENT ETIQUETTE

“Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.” Phil. 2:3-4

There are numerous ways that students are encouraged and expected to show kindness to one another, and to their teachers, during their hours at Calvary Christian Academy. Periodically, students will receive teaching and reminders about these expectations. It is our hope that these actions will become part of the daily fabric at CCA.

First, we want to train our young men to show consideration and respect for the ladies in the school. (*“Husbands, in the same way, be considerate as you live with your wives, and treat them with respect as the weaker partner and as heirs with you of the gracious gift of life, so that nothing will hinder your prayers.”* I Peter 3:7). As some applications of this truth, we want the young men to:

- A. Open doors for all ladies - whether parents, teachers, or students. Always allow the ladies to exit the room (or the vehicle) first.
- B. In the hallways, men are chivalrous and defer to the ladies by giving them space and avoid running into them.

Second, we want to train our young ladies to accept the sacrifice of the young men with humility and thankfulness.

Third, we want to train our students to show proper respect to their teachers and administrators. (*“Submit yourselves for the Lord’s sake to every authority instituted among men; whether to the king, as the supreme authority, or to governors, who are sent by him to punish those who do wrong and to commend those who do right.”* I Peter 2:13)

- A. Students should address their teachers by Mr., Miss, or Mrs.
- B. Students should respond by saying “yes” or “no”, not “yeah” or “ugh”. (“Sir” and “Ma’am” are always welcome.)

Fourth, at CCA the secondary students cannot avoid being an example to the younger students. We want them to be a good example. In the hallways, secondary students are to be considerate and defer to the elementary students.

Finally, CCA students are encouraged to make a special effort to welcome visitors and newcomers to CCA.

- A. Greet parents who visit during school assemblies. Make sure that the ladies have a place to sit.
- B. Make a special effort to welcome students who are new to CCA. The Student Council will also take pains to make sure this is done adequately.

Conclusion: We would like CCA to be a place where visitors sense a difference, specifically, the aroma of Christian love. (*“But thanks be to God, who always leads us in triumphal procession in Christ and though us spreads everywhere the fragrance of the knowledge of him. For, we are to God the aroma of Christ among those who are being saved and those who are perishing. To the one we are the smell of death, to the other, the fragrance of life.”* II Corinthians 2:14-15)

SECONDARY LUNCH

ON CAMPUS: Students may not eat in any classroom, the library, or gym, unless given permission to do so by the appropriate teacher.

OFF CAMPUS: High-school students may leave campus for lunch, provided they have a 3.0 GPA and no demerits for the week. Leaving campus is a privilege which may be revoked if necessary.

DISCIPLINE POLICY

The kind and amount of discipline will be determined by the teachers, and if necessary, the director. The discipline will be administered in the light of the student's problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), swift/painful punishment, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level. Love and forgiveness will be an integral part of the discipline of a student.

Office Visits: There are five basic behaviors that will automatically necessitate discipline from the director (and not from the teacher). Those behaviors are:

- A. **Blatant Disrespect** shown to a staff member. The staff member is the judge of whether or not disrespect has been shown.
- B. **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
- C. **Rebellion**, i.e. outright disobedience in response to instructions.
- D. **Fighting**, i.e. striking in anger with the intention to harm the other student.
- E. **Obscene, vulgar, or profane language**, as well as taking the name of the Lord in vain.

As a result of an office visit, the director will determine the nature of the discipline for the infraction in question. The director may require restitution, janitorial work, parental attendance during the school day with their child, detention, or any other measures consistent with biblical guidelines which may be appropriate.

If for any of the above or other reasons, a student receives discipline from the director, the following accounting will be observed within the school year:

- A. The first two times a student is sent to the director for discipline the student's parents will be contacted afterward and given the details of the visit. The director will make a note of each occasion when the parents are contacted after an office visit, and enter that record in the student's file. The parents' assistance and support in averting further problems will be sought.
- B. The third office visit will be followed by a meeting with the student's parents, director, and superintendent.
- C. Should the student require a fourth office visit, a two-day suspension will be imposed on the student followed by a meeting with the student (if appropriate), his parents and the director. During the period of suspension:
 - Any assignments given to the student *prior* to the suspension that are due during the student's absence must be turned in immediately upon his return, with the appropriate deduction for lateness.
 - For any assignments, tests, etc. completed *in class* during the student's absence, the student will be required to complete them within two days of returning, with appropriate deductions for lateness.
 - All other *due dates* for assignments will still apply for the student (i.e. no extra time will be given).
- D. If a fifth office visit is required, the student will be expelled from the school.

Serious Misconduct: If a student commits an act with such serious consequences that the director deems it necessary, the office-visit process may be by-passed and suspension imposed immediately.

- A. Examples of such serious misconduct could include, but not be limited to: acts endangering the lives of other students or staff members, gross violence, vandalism of school property, violations of civil law, or drug abuse. Students may also be subject to school discipline for serious misconduct, even if it occurs after school hours or off school property.
- B. If the director desires to pursue expulsion, he will meet with the board to inform them, receive their counsel, and ask the board to make a final decision. The fact that the board was involved in the process does not preclude the family's right to appeal the decision to the board.

School Culture: If in the judgment of the director, a student's continued enrollment is a significant negative influence on the other students, he has the right to seek to expel the student for that reason, and apart from the process of office visits.

- A. Examples of such behavior would include, but not be limited to, student romances, disobedience to parents, love of worldliness, a surly attitude, and any other ongoing attitudes reflecting a clear disregard of scriptural standards.
- B. If the director exercises this option, he will meet with the parents, and the board. The board will make a final decision. He will then meet with the student's parents to inform them of the board's decision. The parents will then have the option to withdraw their student to prevent expulsion, but if they exercise this option, they will have forfeited their right to appeal to the board. If they decline to withdraw their child and their child is expelled, then the family retains their right to appeal the decision to the board.

Re-admittance: At the discretion of the appropriate director, in consultation with the board, a student may be refused re-enrollment. Such refusal to re-enroll is not considered a direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to re-enroll is not the equivalent of suspension or expulsion.

Re-enrollment: Should a student who was expelled, or who withdrew to prevent expulsion, desire to be readmitted to Calvary Christian Academy at a later date, the director, in consultation with the board, will make a decision based on the student's attitude and circumstances at the time of re-application. If the application is declined, the parents have the right to appeal the decision to the board.

CCA Detention Policy

I. Purpose

- A. Fostering positive work habits, personal responsibility, and respectful relationships in students
- B. Providing an avenue of communication among teachers and administrators regarding student performance and behavior
- C. Providing an avenue of communication with parents/guardians regarding student performance and behavior

II. Operation

- A. School staff may issue demerit slips to students for various infractions as determined and amended by the staff.
- B. On Thursdays, a designated staff member will tally the demerit slips for the previous week (Friday through Thursday).
- C. Parents/guardians will be notified on Wednesday if their child must serve detention on Friday. It will be the parent's responsibility to arrange for transportation home after detention. If the child cannot serve detention on the assigned Friday, arrangements must be made with the staff coordinator to serve an alternate Friday.
- D. Detention will be served for one hour after school afternoons: no detention will be served on Fridays prior to holidays or three-day weekends. If a student earns detention for a Friday on which there is no detention, he will serve on the next detention Friday.
- E. During the detention hour, students will complete assignments other than homework, as provided by the staff monitor. If the student does not work satisfactorily on the assignment, he will have to serve further detention the following Friday.
- F. Accumulation of (3) demerits during the week or (10) demerits during the nine-weeks will require the student to serve detention.
- G. Upon completion of detention, students will begin each week with a clean slate.

III. Details

A. Infractions and demerits

Demerits are given beginning in first grade. All teachers and staff have the authority to give demerits to students.

- 1. Tardiness (1) demerit
- 2. Late assignment (1) demerit
- 3. Not having the assigned school supplies at the beginning of class (1) demerit
- 4. Failure to follow the dress code (1) demerit
- 5. Failure to follow directions (1) demerit
- 6. Cheating/copying (3) demerits
- 7. Lying (3) demerits
- 8. Disobedience (3) demerits
- 9. Blatant Disrespect (3) demerits

Three (3) detentions in a nine-week period will result in an in-school suspension.

IV. In-School Suspension Guidelines

- A. If a third in-school suspension is required, the student will be expelled.
- B. During the in-school suspension, students will be required to do the assigned school work for the day. All assignments must be turned in on time.

CALVARY CHRISTIAN ACADEMY UNIFORM POLICY

Our development of a uniform policy is driven by a desire to create and promote an environment of learning where dress is not a distraction to the educational process. The motivation for the policy has grown out of the following principles:

- A. Our goal is to honor God in all we do, acknowledging the Lordship of Jesus Christ in our choices.
- B. All human actions, including outward manifestations such as clothing, reveal and communicate the disposition of the heart at some level. It is our desire to address these heart issues in one uniform policy rather than seeking to anticipate and curb the numerous manifestations of it that surface throughout the year with a looser dress code.
- C. Clothing represents the vocational calling of a person, and inherent in the uniform policy is a desire to create an environment where undue attention is not drawn to specific students. The neat appearance created by a uniform enhances a ready-to-learn atmosphere.
- D. Uniforms help engender a cohesive presentation of the students in our school. When our students are in uniform it communicates, aesthetically, that they are part of the same team, working toward the same goals. The student is part of a group identity that strives for excellence, and the code establishes a tradition toward that end.
- E. The uniform code should save parents money. The uniform code de-emphasizes the social impact of dress and helps focus the students on character and academic issues.
- F. The uniform code addresses security. On field trips, students in uniform aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify students from outsiders.

Students are expected to be in uniform while on campus unless specified otherwise by the administration. The administration is responsible for the interpretation of the policy, and the enforcement of the policy is the responsibility of parents, administration, faculty, and staff.

Notes: We want to allow parents to be good stewards of their finances and to “shop around” for deals on school uniforms. In order to accommodate this, students may wear clothing from different suppliers that conform to the CCA uniform requirements. School patches are available at the CCA front office.

Fridays:

- Denim (approved styles) and/or school spirit and Christian t-shirts may be worn on Fridays instead of the school uniform.
- If the last day of the school week is a day other than Friday, the Friday school uniform applies.

Clothing Requirements:

All students must be in school uniform.

- Shirts must be a plain red or navy polo-style shirt (long or short sleeve) with the CCA logo patch sewn to the upper left area. Long-sleeved shirts may be worn underneath the regular uniform shirt, but it must be red, white, or navy.
- Shirts can be worn either tucked in or not, but they must hang no further than the hip if left out.
- Boys may wear navy or khaki pants or shorts.
- Girls may wear navy or khaki pants, Capri pants, shorts, skirts, skorts, or jumpers.
- Uniforms must be clean and in good condition (i.e. no holes/tears).
- All clothing must fit appropriately. Boys may not wear baggy pants. Girls may not wear tight or form-fitting clothing.
- Students must wear playground-appropriate shoes (i.e. no flip-flops, high heels).
- Students may not wear hats inside the building.
- Jackets or sweaters worn in the classroom must be solid (only small emblems or logos) and of school colors (red, white, or navy) or a school jacket, which may be purchased through the school.

Hair:

- Hair for both boys and girls should be a natural-looking color and kept out of the face and eyes.
- Boys should wear their hair short, above the collar (i.e. no pony-tails)
- If unshaven, boy’s facial hair must be neat and well-groomed.

Jewelry (according to the school's discretion):

- Girls may wear modest jewelry.
- Girls may wear one pierced-earring per earlobe.
- Body piercing jewelry may not be worn by boys or girls.
- Boys may not wear any earrings.

Make-Up (according to the parents' and school's discretion):

Girls may wear *only*:

- Mascara
- Light foundation
- Light lip gloss
- Make up may only be worn with the parents' permission.

Other Points:

- Be clean: recently washed, hair clean and combed
- Students may not change clothes at school (before, during, or after school hours), unless for special school functions.

ATTENDANCE GUIDELINES

A student enrolled in Calvary Christian Academy is expected to be present and on time to school every day school is in session.

Attendance records for students are kept by the individual classroom teachers and reported on the student's report card each quarter.

Definitions:

- A. *Full-day absence*: a day in which a student is absent from school for 3½ hours or more
- B. *Half-day absence*: a day in which a student is absent from school between 2 and 3½ hours
- C. *Tardies*: any time a student is not present by the beginning of assembly.

Attendance Guidelines:

- A student may have up to 9 planned or unplanned absences during a semester. The family will be notified after the 3rd, 5th, and 7th absences. Absences after the 9th will only be excused by a doctor's note or death in the in the family. All others will be unexcused. After the third unexcused absence, the student will be referred to the JPPO office for intervention. After the Fifth unexcused absence, the student will not receive credit for the semester. In the event that absences, excused or unexcused, exceeds 15 for the semester, the student may or may not receive credit for that semester, at the discretion of the director and board.
- Appeals for a waiver from this policy must be presented in writing to the director.
- Perfect attendance awards will only be given to students who have not missed any classes. They must be present all day, every day to qualify for this award.

Tardy Guidelines:

- Morning Assembly is treated like any other subject. Therefore, attendance procedures apply as they do for any class. ***Please be respectful, and have your child at school in time to participate in assembly.***
- All tardies are reported on the quarterly report card.
- All unexcused tardies will result in a demerit.
- Excused tardies are at the discretion of the teacher and/or director and could include: car trouble, road conditions/ construction delays, family emergencies, etc.
- After three unexcused tardies, the student's family will meet with the director to discuss intervention strategies.
- Five unexcused tardies will be counted as one unexcused absence.

GRIEVANCE POLICY

These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Calvary Christian Academy's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and Board.

General Guidelines:

- A. It is understood that if any disputes arise which are not covered by this policy, the board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.
- B. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

Students/parents to teachers:

- A. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
- B. If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator. If the student brings the concern, he must have permission from his parents to do so.
- C. If the problem is still not resolved, the parents should appeal the decision to the superintendent.
- D. If there is no resolution, they should request a hearing from the Calvary Christian Academy Board.

Parents/patrons to administrator:

- A. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the appropriate director.
- B. If the situation is not resolved, they should present their concerns to the Superintendent.
- C. If there is no resolution, they should request a hearing from the Calvary Christian Academy Board.
- D. This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

Volunteers to Staff/Administration:

- A. If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, superintendent, development director, etc.).
- B. If the problem is not resolved, then the concern should be presented in writing to the superintendent, followed by a meeting with him to discuss the concern.
- C. If the problem is still not resolved, the volunteer may request a hearing from the board in writing. The request will be passed through the superintendent. The superintendent is required to pass the request on to the board.

EXTRA CURRICULAR ACTIVITIES

1. General Philosophy

Calvary Christian Academy seeks to provide an extra-curricular activities program in order to supplement the academic program of CCA. Calvary Christian Academy recognizes that God has gifted students in a variety of ways, including abilities in athletics, drama, music, academic study, and in other areas. We seek to provide an opportunity for these students to develop and use their God-given ability.

We believe that participation in extra-curricular activities provides a good opportunity to encourage Christian students to mature in their faith and obedience to the Lord Jesus Christ.

We believe that an extra-curricular activities program enhances the atmosphere of the CCA student body, providing students and parents with an opportunity to express positive school spirit.

We also recognize that extra-curricular activities provide an opportunity to make the programs established at Calvary Christian Academy known to the broader community of Silver City and Grant County.

Conformance to Calvary Christian Academy Philosophy

All extra-curricular activities must conform to established CCA philosophy and standards, excepting those activities under SWCAA Cooperative Programs wherein Calvary Christian Academy does not have unilateral authority (Calvary Christian Academy board policy 10.2).

Relationship to Academics

Extracurricular activities will not take priority over the academic program at Calvary Christian Academy (10.2.1).

Boys Athletics- Vision Statement

We affirm that God created us male and female from the beginning. We further affirm that the inherent differences between men and women touch every aspect of our lives. Therefore, we desire to cultivate biblical masculinity through our boys' athletic program. We aim for our young men to behave in such a way as to proclaim their masculinity to a fallen world - that is, to learn and practice godly leadership and reject all forms of male abdication. We aim for the boys to put others before themselves and not seek after personal gain or glory; balancing the behavior of a gentleman with the art of intense competition. We desire our young men to act humbly on the court, on the field, and on the track. We aim for them to consciously prepare themselves, through athletic rigor, for becoming men of God in their future vocations. We desire the young men to model godly masculinity to the younger boys and to be living temples of Christ at home and away. Finally, we desire our young men to glorify God through their abilities and attitudes, and to further glorify Him through their relationships with other teammates, coaches, and spectators.

Girls Athletics- Vision Statement

We affirm that God created us male and female from the beginning. We further affirm that the inherent differences between men and women touch every aspect of our lives. Therefore, we desire to cultivate biblical femininity through our girls' athletic program. We aim for our young ladies to behave in such a way as to proclaim their femininity to a fallen world -that they reject that which requires them to become masculine. We aim for the girls to learn the difference between feminine strength and masculine strength, balancing a gentle and quiet spirit with the spirit to compete. We desire our young ladies to be modest on the court, on the track, and in the locker rooms. We aim for them to consciously prepare themselves, through athletic rigor, for becoming better servants of Christ. We desire the young ladies to model godly femininity to the younger girls and to be living testimonies of the gospel at home and away. Finally, we desire our girls to glorify God through their abilities and attitudes, and to further glorify Him through their relationships with other teammates, coaches, and spectators.

Participation and Sacrifice

We want to instill in our athletes an attitude of sacrifice on and off the field of competition. This is exemplified in phrases such as: "My life for yours;" "Death, burial, and resurrection;" "Take up your cross and follow me;" "Greater love has no one than this, that he lay down his life for his friends."

Contrary to this, we want our athletes to diminish the importance of the following when compared to their concern for their teammates: "How many points did I score?" "How much better am I than others on the team?" "How much playing time did I get? I may quit if I don't get enough." "Do I get to play the role that I want on the team?" "Am I having fun?" "Does this warm-up music pump me up?" "Do I look cool?" Sacrifice may mean:

- not playing as much as you wanted.
- playing in the back row when you think you are a better hitter than the one up in front.
- setting a good pick for a teammate or passing the ball away from yourself to the open man.
- running the third leg of the 4X400 when you just finished running the mile.
- It always means loving your teammates more than yourself and giving yourself up for them.

2. Activities and Membership

Extracurricular Activities Policy: Provided there is sufficient student interest, Calvary Christian Academy will seek to offer the following programs as part of the activities program (10.2):

Southwest Christian Athletics Association Activities: Cross Country, Track, and Tennis

Membership

Calvary Christian Academy is a full member of the Southwest Christian Athletics Association Activities.

3. Objectives and Guidelines for Participation

General

Calvary Christian Academy participates in four levels in the fourth through twelfth grades: (1) Upper Elementary (4th – 6th Grade), (2) Junior High, (3) Junior Varsity, and (4) Varsity. Each of these levels has specific objectives and purposes to maintain clear performance of the school's primary goals and objectives. (Please see Goals and Philosophy of Calvary Christian Academy and Philosophy of Extra-curricular Activities).

Upper Elementary and Junior High

The objectives of the junior high program are improvement through participation and the development of basic skills. Coaches will also teach basic rules and fundamentals. Junior high athletics allows each student the opportunity to develop good sportsmanship and to grow in Christian character. Each athlete will be allowed to participate in every game, contingent on his or her attitude and participation in practice. Equal playing time is not guaranteed, however. Coaches are required to talk with players and parents to explain reasons for non-participation in a game.

Junior Varsity

The objectives of junior varsity athletics are to reinforce basic skills, to develop advanced athletic skills, and to encourage maturity in Christian character, at an increased competitive level. Junior varsity athletics is more competitive and requires greater skill than junior-high athletics. At this level each athlete will experience a more intense, organized level of play. Each athlete will play regularly (although not necessarily in every game). The amount will be determined by the players' skill, work ethic, and attitude as viewed by the coach.

Varsity

The objective of the varsity level is to exhibit impeccable sportsmanship and excellent athletic skill. Varsity athletics is highly competitive and advanced. At this level the athlete will be scrutinized more thoroughly in his character, ability, attitudes, and skills. He will compete before many witnesses, including the Lord. The most qualified athletes will be on the varsity team. Playing time will be at the discretion of the varsity coach.

Seniors

Seniors participating in athletics will generally not be allowed to play at the junior varsity level. If sufficient numbers of athletes turn out for the junior varsity and varsity teams, seniors should be placed on the varsity roster if they can make the team. Most of the playing time on the junior varsity level is reserved for younger players. Early in the season, coaches are encouraged to meet individually with seniors who will receive limited playing time and tell them how much playing time they can expect. Coaches should ask the athletes to consider whether they are willing to cheerfully accept their role on the team and if they are willing to seek to make a positive contribution to the team.

Practices and Events

A student who is absent from school more than one-half day may not participate in extra-curricular activities that day, either in practice or in games, unless permission to do so is given by the director.

Coaches, directors, and players are representing the name of Christ during all public events. Therefore, compliance with the following guidelines will be expected from all participants.

- Comments by coaches, directors, and participants should be uplifting, positive, encouraging statements.
- Verbal abuse of athletes or referees is forbidden. The activities director will determine whether or not such abuse has occurred.
- Actions of coaches, directors, and athletes should set a positive, encouraging example for spectators.
- Conduct judged to be improper by the coach, administrator, or activities director may result in immediate removal from the activity, as well as further disciplinary action.

Athletes and Physicals

All CCA athletes must provide proof having passed a physical examination within the last 12 months.

Discipline

All policies for student behavior adopted by the Calvary Christian Academy Board apply to extra-curricular events. The following policies are included: academic probation (10.1), and discipline (10.4). The same consequences for disobeying the discipline standard of the school will apply toward misbehavior during extra-curricular activities.

When discipline is necessary, the coach may administer any of the following options:

1. Suspension from part or all of practice(s).
2. Suspension from one or more events.
3. Suspension from the team with approval of the activities director.

Parents will be notified of all major disciplinary actions. The coach is responsible to notify the activities director of any discipline. The coach should then notify the parents (after he has notified the director).

4. Eligibility

All CCA students participating in extra-curricular activities must maintain a GPA of 2.5 or above (CCA board policy 10.2.4). For the good of the rest of the participants in any activity, students who are ineligible for the beginning of a season remain ineligible for participation during the entirety of that season, regardless of the grade point average for the following quarter. Similarly, if students are eligible to begin a season, they remain eligible until the end of that season (10.2.6).

5. Awards

Letters

High-school athletes may receive cloth letters for meeting the requirements outlined below. Athletes not eligible for letters (i.e. junior varsity athletes and those not meeting the specified requirements) will receive a certificate of participation.

- The athlete must finish the season as part of the team to be eligible for a letter and be enrolled as a full-time student at the time of the presentation. (An injured athlete is still part of the team.)
- An athlete enrolling late in the season must participate in at least fifty-percent of the season in order to be eligible for a letter.
- The athlete must attend ninety-percent of the practices.
- If injured, the quarter requirements will be pro-rated. The injured athlete must attend all competitions.
- The athlete's attitude and work ethic must conform to the expectations of the coaching staff.

Specific sport requirements:

Cross-country:

The athlete must participate in all of the meets in the varsity division (they may miss only one meet for the season).

Track

The athlete must earn an average of at least four points per scheduled scoring meet, or

The athlete must complete three full-seasons of competition in high school track and be a senior.

Other Awards

These are general guidelines for recognition beyond a letter award. Coaches have some discretion in making decisions on whether or not to present individual awards. Individual awards should be given when participating athletes have earned them. If a team doesn't have anyone who qualifies for the award, no award should be given.

- If the team has a Team Captain, then he should be recognized. Team captains will receive a "Captain" pin for their letter.
- Coaches may award Most Valuable Player, Most Improved Player, and/or a Defender Award if they so choose.
- A Defender Award may be given to the player who best exemplifies the ideals of the Christian athlete.
- The Most Valuable Player should exhibit good athletic ability, use his talent in a team effort, and show leadership in helping the team grow in confidence.
- The Most Improved Player should show consistent improvement in skill, knowledge, and appreciation of the sport.

SCHOOL-SPONSORED EVENTS

This policy seeks to ensure that school-sponsored programs meet the same standards for quality and content established in the educational programs at Calvary Christian Academy. It also seeks to ensure that the same standards for student conduct established at the school are maintained at all events sponsored by Calvary Christian Academy. Finally, this policy is designed to limit the liability assumed by Calvary Christian Academy for school-sponsored events.

School-sponsored events are 1) events which are organized by a CCA staff member acting in his official capacity as a teacher, administrator, etc. or 2) events approved by the secondary director and organized by the CCA Student Council or 3) events which are published on the CCA yearly calendar or 4) events which receive financial support from Calvary Christian Academy (including fund-raising opportunities provided through Calvary Christian Academy).

1. School-sponsored events should be consistent with the goals of Calvary Christian Academy.
2. School-sponsored events require the attendance of a staff member from Calvary Christian Academy.
3. Attendance at school-sponsored activities is generally limited to students who are currently enrolled at Calvary Christian Academy. Exceptions may be granted by the director.
4. Timely information about school-sponsored activities must be provided to the parents. All written communication must be submitted to the director prior to being sent to the parents.
5. Parents must sign a written waiver releasing Calvary Christian Academy from any liability for all events taking place off campus. This statement should also authorize medical treatment to be given to the student in case of injury.
6. Only school-sponsored events will be placed on the monthly school calendar.
7. The director must approve all proposed activities, determine the number of chaperones required, and approve a date for the event.