

Calvary Christian Academy

*High School Parent/Student
Handbook*

2018-2019



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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).

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 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

Calvary Christian Academy High School Curriculum Overview

	9th	10th	11th	12th
	Logic Level	Rhetoric Level		
Bible	The Letters	Church History	Doctrine/Theology I	Doctrine/Theology II
English	English 9 Shurley English / CCA Lit. List	Classical Literature (English 10)	American Literature (English 11)	British Literature (English 12)
History	New Mexico History/ Geography	World History/ Geography	American History/ Geography	Government/ Economics
Logic/ Rhetoric	Rhetoric I	Logic II or Rhetoric II	Apologetics I	Apologetics II
Math	Saxon Algebra I	Saxon Geometry	Saxon Algebra II	Saxon Pre-Calculus or Consumer Math
Science/ Health	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 Stebbing	<i>God and the History of Art II</i> by Barry Stebbing		
PE	<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			
Foreign Lang. / Communication	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. If an incoming freshman has successfully completed the previous school year and his schoolwork and behavior compare favorably to the comparable grade at CCA, the student will likely be placed in the ninth grade. However, if through the administration of the entrance exam or other evidence, it is determined that the child may not be adequately prepared for that grade level, it may be necessary that he repeat the eighth grade.
- B. Transferring high school students may receive credit for work completed previously at another school 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. Transfer students may have to substitute elective credits for CCA graduation credit requirements if previous course study did not include specific courses required by CCA, *i.e.*, Bible, Rhetoric, etc.

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. Parents are welcome to volunteer with any grade level; it does not have to be with their child's class or grade level.

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 New Mexico 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 phone 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 (pinkeye): 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).

Promotion Policy from Junior High School

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

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 to 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. Transferring high school students may receive credit for work completed previously at another school 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. Transfer students may have to substitute elective credits for CCA graduation credit requirements if previous course study did not include specific courses required by CCA, i.e., Bible, Rhetoric, etc.
- F. 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.
- G. 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.
- H. Participation in CCA sports can earn high school credit of one semester per season in each sport.

CCA High School Graduation Requirements

Bible – 4 Units	Fine Arts – 1 Unit
English – 4 Units	Physical Education – 1 Unit
History – 4 Units	Health – ½ Unit
Logic/Rhetoric/Apologetics – 4 Units	Community Service – 2 Units
Math – 4 Units	Electives – 2 ½ Units
Science – 4 Units	Dual/Concurrent Class* – 1 Unit

* WITH APPROVAL FROM ADMINISTRATION

Grade Promotion Requirements

In order to be promoted to the next grade, students must earn the following number of credits:

- to 10th grade (Sophomore) – 8 credits
- to 11th grade (Junior) – 16 credits
- to 12th grade – 22 credits

Dual/Concurrent Enrollment

Beginning in 10th grade, students are eligible to take dual, concurrent, or distance-learning courses through WNMU or another approved college or university. Students must be performing well at CCA to remain eligible for dual/concurrent classes. Arrangements must be made through the university's concurrent program in advance. Classes must online or after school hours. Elective class period will be used to complete dual/concurrent class work. Math and English classes require placement testing through the university.

Credit:

A one-semester dual, concurrent, or distance-learning course is equal to one semester at CCA, earning one-half credit.

Course choice:

In order to receive credit at CCA, dual, concurrent, or distance learning courses must not replace required core classes. For example, English 101 can be taken, but will not take the place of an English credit taken at CCA. Courses can be of academic or vocational nature.

Tuition and other fees:

WNMU waives the tuition for courses taken through by the university. Only the registration fee for the two required courses will be covered by CCA (not to exceed the amount of the annual materials fee). Registration for any additional concurrent classes will be the responsibility of the student. Textbooks are the responsibility of and will be the property of the student. Student is also responsible for lab fees, placement fees, fines, and online fees as applicable.

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
69-60	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, with no F's in any subject. 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 that could have been completed in school. The necessity for doing homework will vary from grade to grade and even from student to student. A high school student should expect to spend an average of approximately 1½ to 2 hours of homework per night. This is a guideline rather than required minimum or maximum times.

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.

High School Awards

CCA High 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 all eight 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.

Academic Letters: Students grades 9-12 in good standing will receive an academic letter: for maintaining a 3.7 GPA for two consecutive semesters with no D’s or F’s in either semester.

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 that 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.

School 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 into the office when arriving at school and must remain off during school hours. Students are not allowed to take their phones into the classrooms, on field trips, or to community outreach activities. Phones may be picked up as students leave school.
- D. No medication is allowed on the school grounds. Students requiring acetaminophen or ibuprofen may see the secretary or school nurse if they require it during school hours. Cold or allergy medications may be brought and left with the secretary or school nurse with a note from the parent/guardian specifying dosages. Students should not take any prescription or over-the-counter medication without the knowledge of staff or administration.
- E. Students are expected to be aware of and avoid the off-limits areas of the building or grounds. Students are not allowed in classrooms without a teacher present. During recess, students need to remain within clear sight of a duty teacher.
- 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 (holding hands, etc.) between students of the opposite sex. When boys and girls sit next to each other, there must be visible space between them. This applies at school (on school property) and all school-sponsored functions (regardless of location).
- 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.

Internet/Social Media Guidelines

Social networking (online 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, teacher supervision, and then ONLY for purposes related to a class. This includes the time before and after school and during breaks.

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 may accept friend requests from high school students, but not from students in lower grades.
- 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 area other than the cafeteria, unless given permission to do so by the appropriate teacher.

OFF CAMPUS: If time within the lunch schedule permits, high-school students may leave campus for lunch, with parent permission, provided they have a 3.0 GPA and no demerits for the week. Leaving campus is a privilege, which may be revoked if necessary.

Secondary Off-Campus/ Driving Policy

If a high-school student with a driver's license needs to leave school during school hours for any reason (i.e. doctors appointment), a parent or guardian must give CCA written permission to release the student.

Students are not allowed to drive other students (other than siblings) off campus, even with parent permission.

Students are not allowed to pick up or sign other students out, even with parent permission.

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 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.

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.

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 demerits (through the online grading system) to students for various infractions as determined and amended by the staff.
- B. On Fridays, a designated staff member will tally the demerits for the current week (Monday through Friday).
- C. Parents/guardians will be immediately notified if their child must serve detention during the following week.
- D. Detention will be served during lunch recesses totaling sixty minutes and will consist of helping to clean the cafeteria, etc.
- E. Accumulation of 3 demerits during the week or 10 demerits during the nine-weeks will require the student to serve detention.
- F. 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. Handbook violations (such as gum, cell phone, etc.) (1) demerit
 6. Failure to follow directions (1) demerit
 7. Cheating/copying (3) demerits

8. Lying (3) demerits
9. Disobedience (3) demerits
10. 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.

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.

High-school students are expected to be in uniform while on campus when specified 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.

High School Dress Code

All high school students must follow the school dress code.

Clothing Requirements:

- Denim (approved styles) and/or school spirit, Christian T-Shirts, or solid-colored polo-style shirts (only small logos) may be worn instead of the school uniform (see exception below.)
- High school students may also choose to wear dress-casual attire with the following requirements: Girls' dresses and skirts must not be form fitting or shorter than knee length. Sweaters or jackets must be worn over bare shoulders. **Any non-uniform dress is subject to administrative discretion.**

Exception: School uniforms must be worn for the entire school day on the date of school pictures and on days when certain functions that take place at school or outside of school, i.e. awards ceremonies, field trips, and Kiwanis student of the month luncheon. (School administration will notify students in advance when wearing school uniform is required.)

- 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 chest area. Long-sleeved shirts and undershirts may be worn underneath the regular uniform shirt, but if showing must be the same color as the polo shirt.
- Christian t-shirts must be neat and have a clear Christian message. They may not be obviously hand drawn. Putting a patch on a regular shirt is not acceptable.
- 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.
- Clothing 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 (with emblems or logos no larger than the school patch) and of school colors (red or navy) – denim does not qualify – CCA athletics warm-up jackets, letter jackets, or school sweatshirts, which may be purchased through the school. Putting a school patch on any other type of jacket is not acceptable.
- Tights and socks that are visible must be solid navy, red, white or black.

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, mohawks, dreadlocks, etc.)
- 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:

- No visible tattoos are allowed (temporary or permanent).
- Be clean: recently washed, hair clean and combed.
- Students may not change clothes before, during, or after school hours, except for PE class, CCA athletics practice, or for special school functions as required by school administration or staff.

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. 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.
- B. Appeals for a waiver from this policy must be presented in writing to the director.
- C. 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:

- A. 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.***
- B. All tardies are reported on the quarterly report card.
- C. All unexcused tardies will result in a demerit.
- D. Excused tardies are at the discretion of the teacher and/or director and could include: car trouble, road conditions/ construction delays, family emergencies, etc.
- E. After three unexcused tardies, the student's family will meet with the director to discuss intervention strategies.
- F. 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 Board President.
- D. If there is no resolution, they should request a closed meeting with 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 Board President.
- C. If there is no resolution, they should request a closed meeting with 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, director, etc.).
- B. If the situation is not resolved, they should present their concerns to the Board President.
- C. If the problem is still not resolved, the volunteer may request a closed meeting with the board.

Extra Curricular Activities

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).

Athletic Program

The purpose of our athletic program is to complement, not compete, with our academic program. We reject as a false dichotomy the idea that the academic must either 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.

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.

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, Basketball, Volleyball, and Soccer

Membership

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

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).

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).

ELIGIBILITY

All CCA students participating in extra-curricular activities must maintain a GPA of 2.5 or above with no F's (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).

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.

Athletes who have already received one letter will receive a certificate of participation.

Specific sport requirements for earning a letter:

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 participate in all of the meets in the varsity division (they may miss only one meet for the season) and earn an average of at least four points per scheduled scoring meet.

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.

NMAA Member-School Sports and Activities Rules

According to a 2017 NMAA ruling, Calvary Christian Academy students are allowed to participate in extracurricular sports or activities at an NMAA member school within the student's own public school district.

If a CCA student wishes to participate in a sport or activity, the student must have written permission from the student's parent or legal guardian. The student must also receive proper written permission from CCA administration, as well as from the NMAA member-school principal, athletic director, coach, or faculty member in charge of the particular extracurricular activity. The NMAA member-school activity must be one that is not available at Calvary Christian Academy. For example, if CCA has a junior varsity basketball team, students will not be allowed to join the junior varsity basketball team at an NMAA member school.

CCA students participating in NMAA member-school sports will be required to meet CCA sports eligibility standards.

CCA students will not be permitted to join an NMAA member-school sport or activity in which they would be required to miss school for regularly scheduled practices, etc. which take place during the CCA scheduled school day.

CCA students who miss school for an NMAA member-school game or event will receive an excused absence. Students who miss school for a practice will receive an unexcused absence.

CCA students who choose to join an NMAA sport or activity will be responsible for paying all fees related to the sport or activity.

CCA students who choose to join an NMAA sport activity will be responsible for their own transportation to and from all activities related to the sport activity. Students may not be picked up from CCA by anyone whose name is not listed in their personal records in the CCA office.

CCA students will not receive high school credit or a CCA letter for participating in an NMAA member-school sport or activity.

In accordance with the dress code in the CCA High School Handbook, students will not be allowed to wear clothing from the NMAA member-school sport or activity to school. This includes team jerseys, jackets, or tee shirts.

All rules in the CCA handbook regarding extracurricular activities apply to all students who participate in NMAA member-school extracurricular activities. All students who attend Calvary Christian Academy are representatives of our school, whether participating in CCA sports, events, or activities, or participating in NMAA member-school sports or activities. Therefore, CCA students participating in NMAA member-school activities will demonstrate exemplary conduct and adhere to all CCA and NMAA rules.

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.