

# Calvary Christian Academy

## Preschool Handbook



2019-2020



# Program Information

## Calvary Christian Academy

Located at Calvary Chapel Silver City

Physical Address:  
3001 Highway 90 South  
Silver City, NM 88061

Mailing Address:  
P.O. Box 29 Silver City, NM 88062

Phone: 575-388-4478  
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Interim Director: Dea Gros (dea@silvercca.org)  
Preschool Director: Mrs. DeShae Murphy (deshae@silvercca.org)

Board of Directors:  
Joseph Gros, Matt Ormand, Mike Dyndiuk, Kevin Crow,  
Robert Burchfield, Adan Jacquez, Lyn Neal, Jarrod Mason

Preschool Licensing Information:  
Licensed through New Mexico Children Youth & Families Department

Days and Hours of Operation:  
Monday-Friday 8:00 a.m. - 3:30 p.m.

Services Offered: Our preschool and pre-kindergarten classrooms will provide godly, enriching learning experiences. The ongoing development of the whole child will be our aim through a variety of play experiences as well as developmentally appropriate academic lessons.

Certificate of Insurance: Calvary Christian Academy is covered under Calvary Chapel Silver City's Liability Insurance Policy with Brotherhood Mutual. This covers liability involving the premises or operations. The certificate is available in the office.

Handbook revised August 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.

# 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.

# Philosophy Statement

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.

1. 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.
2. 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.
3. 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.

## 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 CCA, 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.*

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

# 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.

# 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.

## Preschool Curriculum Statement

Calvary Christian Academy believes that vital, lifelong learning occurs during the early years of life. CCA Preschool and Pre-Kindergarten operates on the understanding that God made young children in His image: loving, creative, and capable. Learning occurs as children engage in a variety of experiences on a daily basis. CCA Preschool and Pre-Kindergarten classrooms provide a safe, loving environment in which children can have those experiences. CCA believes that one of the main ways that children can engage in rich learning experiences is through play. Play comes naturally to young children as they live life the way God made them. Children's natural curiosity leads to discoveries about God's world that teach lessons that will last a lifetime. The classroom will be a place where children will be encouraged to explore, discover, create and enjoy!

CCA believes that one of the most important parts of learning during the early years of life occurs socially. Life is lived in relationship with God and people; therefore, fostering biblical and virtuous social skills is a foundational part of CCA Preschool and Pre-Kindergarten classrooms. Teachers and staff at CCA will always strive to set a godly example of the right way to behave socially. The social part of life is built upon the example given to us by God as well as the righteous commandments He has provided.

Learning encompasses a wide-range of subjects and topics. Through natural play experiences, learning occurs by integrating academics (such as reading, writing, math, science, social studies) as well as more abstract topics (such as art, music, physical growth and development) with open-ended activities and projects. Developmentally appropriate practice will guide the development and planning of all Preschool and Pre-Kindergarten curriculum. Children's growth will be monitored and assessed throughout the school year. Growth and development is focused on cognitive, social/emotional, physical (fine and large motor), developmentally appropriate academics, and the spiritual growth of each child. As evaluations and assessments occur, curriculum is adjusted to meet the needs of each child in the classroom. In this way, student needs and interests drive the curriculum. Teachers make professional, children-centered decisions about what topics are relevant and appropriate to teach in the classroom. All lessons will be based on a Christian worldview that is derived solely from the Bible.

# Curriculum Overview

## Calvary Christian Academy Preschool Curriculum Overview 2019-2020

	Preschool (3 and 4 year-old)	Pre-Kindergarten (4 and 5 year-old)
<b>Bible</b>	<i>Kids' Favorite Bible Stories</i>	
Language Arts	<p style="text-align: center;"><i>Wee Learn Curriculum Guide</i> (3 year olds) Lifeway Publishers</p> <p style="text-align: center;"><i>Wee Learn Curriculum Guide</i> (4 year olds) Lifeway Publishers</p>	
Math		
Social Studies		
Science		
Art/Music		
Motor Development		
<i>New Mexico CYFD Early Childhood Guidelines</i>		

# Meals and Snacks

## Lunch

Silver Consolidated Schools has partnered with us to provide lunch on a daily basis. Your child has the option to order a cafeteria lunch or bring his/her own sack lunch. To order from the cafeteria, you are required to fill out the appropriate paperwork, which can be attained in the office. This paperwork will also determine the price for your child's lunch. Milk can also be ordered. You also have the option to send a sack lunch. We ask that you send a healthy, balanced meal. (Check with the office on current prices.)

## Snack

Please send your child a healthy snack for the morning and for the afternoon. Each snack can be placed into different baggies that are labeled "am" and "pm" and the teachers can help children to remember that one snack is for the morning and one is for the afternoon.

When sending food to school, please help us to teach appropriate nutrition to the students by sending healthy options such as: fruit with yogurt or peanut butter, vegetables and ranch dressing, pretzels, string cheese, juice, and milk. These are just a few ideas so please feel free to expand on these options.

## Food Allergies

Each year families will be made well aware of any existing food allergies within the two preschool classrooms. Due to the developmental stage of these children, any food allergies may require certain food restrictions that can affect both classrooms.

## Birthday and Holiday Celebrations

If your child has a birthday, you are welcome to bring in a special treat. Please bring in healthy, nutritious snacks and treats. When we have a holiday party, we will make potluck arrangements with all families.

# Transportation Policy

Calvary Christian Academy does not provide daily transportation to children. When staff members do provide transportation for children, they are responsible for the care of children from the time of pick up to delivery to a responsible adult. The program strives to ensure the safety of all children as pedestrians and passengers.

All drivers are required to take a vehicle safety training and be approved before driving the school vehicle. The school vehicle will have an operable fire extinguisher, first aid manual, first aid kit, water, and blanket.

A child shall be transported only if the child is secured in an age/weight appropriate child passenger restraint device or safety belt. Child car seats must not have exceeded expiration date. Operators carry cell phones to ensure communications during emergencies. All vehicles used to transport children will meet all applicable state vehicle laws. Certification of vehicle licensure and insurance is kept onsite at CCA.

# Family 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.

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

## Preschool Admissions Procedures

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. During the interview, an academic assessment will be completed to better place the child in the appropriate classroom.
- 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.

- C. The committee will then notify the parents of the decision regarding acceptance. If accepted, the parents will receive an Admissions Packet.

Admission Requirements for the Student:

A child must have reached the age of three years by January 1 of the school year in which he would be entering Preschool (four years for Pre-Kinder), and must be fully “potty-trained” with no more than three accidents per week before the school year begins.

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, Guidance Policy, and School Rules) and school-work standards, as well as active communication with the respective teacher(s) and administration.

## Disenrollment

If the need arises to dis-enroll your child, please write a letter explaining the need (i.e. family moving, changing schools, etc.). This letter will be kept in the student file. A meeting will also be scheduled to discuss and plan the transition. The principal and teacher will work hard to make the transition as smooth as possible.

## Discharge of Student

The family's lack of willingness to collaborate with the staff for the benefit of the child could result in the child being discharged from the program. Examples: refusal to attend parent conferences, continued violation of designated schedule, or failure to meet the financial obligation within the required payment time. Failure to comply with **all** program policies could also result in the child no longer attending the program.

As stated in the attendance policy for the programs, families are asked to notify the program if a child is absent. If a child is absent for three consecutive days without notifying the program, the child could be dis-enrolled from the program.

# Attendance and Tardiness Policy

## Attendance Policy

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 family. All others will be unexcused. After the third unexcused absence, a meeting will be scheduled with the Director to make a plan to improve student attendance. After the fifth unexcused absence, a second meeting will occur to discuss the student's spot in the preschool classroom. At this point, there is a possibility that the spot will be made available to the next person on the class waiting list, at the discretion of the director and board. In the event that absences, excused or unexcused, exceeds 15 for the semester, the student spot will most definitely be forfeited and offered to the next student on the preschool waiting list.

## Notification of Absence

In the cases of a known absence, please communicate with the classroom teacher to ensure that all arrangements can be made to best accommodate your needs and adjust classroom plans.

## Tardiness Policy

In order to maximize a child's learning in the school setting it is essential that all children be at school between 8:00 – 8:15. Morning Assembly starts at 8:15 and continues until 8:30. If your child is brought to school after 8:15, they are considered tardy. Due to the fact that our secretary leads worship for our assembly, the office doors will be locked at 8:15 and the office will be unoccupied. If your child is not at school by this time, you will have to wait outside until assembly is over and you can bring in your student when the secretary returns to the office. This procedure will be followed three times. After the third time, students will not be allowed to be checked into their classroom until 11:35. Each tardy hereafter will follow the same procedure until the new 9-week period, in which the record of tardies will be reset.

We require these procedures in order to greatly minimize distractions during the most pivotal part of the day for preschool students. Any time a child is dropped off late, parents need to stop by the office to check the child in and communicate with the secretary. (The same process goes for early pick-up.) Signing your child in and out of their classroom is still required as well.

If you experience an emergency situation, or if your child has an early morning appointment, please contact us to arrange an approved alternate arrival time. Office staff will need to add your child to the daily lunch count in these circumstances.

We believe that time with parents and family is of the utmost importance and significance in the life of young children, so we are willing to be flexible with your daily and weekly schedules if they need to differ from the standard school schedule. We only ask that we meet to discuss what your planned schedule will look like in order to maximize your child's experience at CCA as well as make the best decisions for the entire classroom.

Whenever changes need to be made to your child's school schedule (such as drop off or pick up times) please let us know so we can plan school work and communication the best way possible for you and your family.

#### Signing Students In and Out

Each morning and afternoon, all students **must** be signed in and out of their classrooms. A sheet will always be available for this purpose. Law requires this log of attendance and we ask that you make it a priority.

## Inclement Weather Procedures

Calvary Christian Academy will abide by the decisions made by Silver Consolidated Schools for inclement weather. These announcements are always made on New Mexico television news stations, local radio stations, and different online platforms such as Facebook, Twitter, etc. Please feel free to text or call the classroom teacher for information as well. In instances when school is not delayed or canceled, please make decisions that would be best to keep your family safe.

If the need arises for CCA to close down in the middle of the day, the school will contact parents to come pick up their child. Parents are asked to come for their child as quickly as possible.

# Uniform Policy and Dress Code

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:

1. Our goal is to honor God in all we do, acknowledging the Lordship of Jesus Christ in our choices.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.

## *Clothing:*

All students must be in school uniform.

- 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 natural-looking and neat.
- Boys should wear their hair short, above the collar (i.e. no pony-tails).
- Mohawks, dreadlocks, etc. are not allowed.

*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.

*Other Points:*

- Be clean: recently washed, hair clean and combed

Extra Clothes: Please bring a full set of clothes to be kept at school at all times in case your student has a need to change on any given day. Each item must be labeled and placed in a zip lock bag. Thank you!

## Preschool Awards

CCA Preschool maintains a system of formal honors and awards for several reasons:

- I. 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.
- II. 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.
- III. 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.

## Field Trip Policy

The principal must approve all field trips before being planned. Once a plan has been made, families will be given prior notice as to when a field trip is planned, the destination, and the time of return. A permission slip will be required for every event. Appropriate child-adult ratios will be maintained at all times. Parent volunteers are welcomed and appreciated.

# 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 principal 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. Class time is not to be used for planning school-sponsored activities.
4. Attendance at school-sponsored activities is generally limited to students who are currently enrolled at Calvary Christian Academy. Exceptions may be granted by the principal.
5. Timely information about school-sponsored activities must be provided to the parents. All written communication must be submitted to the principal prior to being sent to the parents.
6. 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.
7. Only school-sponsored events will be placed on the monthly school calendar.
8. The principal must approve all proposed activities, determine the number of chaperones required, and approve a date for the event.
9. Only school-sponsored activities will receive support from Calvary Christian Academy (*e.g.* no charge for copier and/or telephone use, bulletin announcements to publicize the event, use of supplies).

# Health Policies

## Student Health Records

1. 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 State 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.
2. 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.
3. Other forms necessary for student health records that can be obtained from the school office are:
  - A. Health History: Describes the basic health/illness history of each student.
  - B. 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 (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).

# Preschool Guidance Policy

\*Guidance of young children is a partnership between home and school. We appreciate your support in modeling and teaching appropriate behaviors at home and will work to support you while your child is at school.

The following is an overview of the steps that are followed when dealing with behaviors while at school:

- Teachers verbally and practically encourage and model loving and forgiving social behaviors.
- Each and every situation is evaluated with high regards to each child's development and particular needs. Our goal is to teach children moral values!

-When a child is not exhibiting appropriate behaviors, the teacher uses a classroom behavior chart to teach children to take ownership of their own behaviors. There are three levels on the classroom chart.

- |        |  |
|--------|--|
| Green  | child is following all school and classroom rules. Child is consistently doing what is asked of him or her.  |
| Yellow | child has broken school or classroom rules or is not doing what has been asked of him or her. Child will be asked three times to correct the behavior. If the child has been asked three times to change his or her behavior and told why the behavior is unacceptable, the child's marker will be moved to yellow. Once on yellow, the child's marker will not be moved back to green until the beginning of the next school day. |
| Red    | child's marker has already been moved to yellow, but the child has not corrected his or her behavior. Once a child's marker has been moved to red, he or she will have outside/ play time reduced, but by no more than 5 minutes. The child will either stay inside with the teacher on duty or sit at the table outside, but will not be allowed to play.   |

If a child's marker is on red for three consecutive days, the child will be sent home from school and kept home the following school day. A conference will be scheduled for the child's parent(s), teacher, and school director/ co-director to determine a plan of action that will be put in place.

# CCA 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:

1. **Blatant** Disrespect shown to a staff member. The staff member is the judge of whether or not disrespect has been shown.
2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
3. Rebellion, i.e. outright disobedience in response to instructions.
4. Fighting, i.e. striking in anger with the intention to harm the other student.
5. 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:
  - a. 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.
  - b. 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.

- c. 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.

1. 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.
2. 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.

1. 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.
2. 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 School Rules

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. 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.
3. No chewing gum, electrical music devices, guns, knives, or other distracting toys/tools are allowed on the school grounds or buses. Cell phones may be used only when not in class or school events.
4. It is our strong belief that Calvary Christian Academy is not the place in which romantic relationships between students should be cultivated or initiated. Public displays of romantic affection are unacceptable.
5. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all books distributed to the students (Students will be charged for lost or damaged books.).

## 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:

1. Open doors for all ladies - whether parents, teachers, or students. Always allow the ladies to exit the room (or the bus) first. Further, if a young lady arrives at school with an armload of books, offer to open her locker door for her.
2. In the hallways, men are chivalrous and defer to the ladies by giving them space and avoid running into them.
3. In all events where food is served, the women are to be served and seated first.

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)

1. Students should address their teachers by Mr., Miss, or Mrs.

2. 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.

1. Greet parents who visit during school assemblies. Make sure that the ladies have a place to sit.
2. 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 through 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)

## Confidentiality Policy

All information obtained by CCA will be held at greatest confidence with the exception of child abuse cases. These will be reported to the proper authorities only. Each year, CCA staff members will be required to sign a confidentiality agreement. Information will only be released to outside parties, with the permission from the family, except upon the request of regulatory parties.

# 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:*

1. 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.
2. 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:

1. 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.
2. 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.
3. If the problem is still not resolved, the parents should appeal the decision to the superintendent.
4. If there is no resolution, they should request a hearing from the Calvary Christian Academy Board.

## Parents/patrons to administrator:

1. 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 principal.
2. If the situation is not resolved, they should present their concerns to the Superintendent.
3. If there is no resolution, they should request a hearing from the Calvary Christian Academy Board.
4. 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:

1. 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.).
2. 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.
3. 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.

## Accidents and Emergencies

CCA holds the safety of children in highest regards. If an accident occurs, the staff will address the immediate needs of the child. The school is equipped with first-aid materials. In the case of an emergency in which immediate help is needed, we will call 911. For all other emergencies, we will check the child's on-file emergency information for the name of the contact person and the child's physician, if necessary. Details of any accident or emergency are logged, dated, reported to the principal and the office, and placed in the child's folder. When the child is picked up, this information will be given to the family.

## Procedures in the Case of a Missing Child

If a child should ever become missing from CCA, these procedures will be followed: First, the principal will be notified and a thorough search will be conducted of the entire building and grounds. Second, the child's guardian and the Silver City Police Department will be contacted. Once the Police Officers arrive, they will take over jurisdiction of the incident. All information leading up to the situation and its outcome will be placed in the child's file.

## Child Abuse/Neglect Reporting Procedure

CCA is required by law to report by phone immediately to Child Protective Services when we suspect child abuse or neglect. We serve as childcare providers and have a responsibility to protect the rights of children.

## Disaster Preparedness Plan

Evacuation plans are posted in every room of the building. The staff and students grow familiar with these plans during the monthly drills. In the case of a disaster or crisis in which we would have to evacuate the building and the premises of the school, the secure shelter we would evacuate to is Master Craft Metals. It is located across the road from the Calvary Christian Academy property. Master Craft Metals has given us this permission. We would evacuate the students in a safe, orderly manner in order to get them as far away from the building as possible. We would also immediately call the Silver City Police Department. When they arrive to stop traffic coming from both directions on Highway 90, we would safely cross the road to get to the building. This building will provide both shelter and water. Parents/Guardians would be contacted as soon as the students are completely safe and secure.