**CHRIST CLASSICAL**

**ACADEMY**

**Student Handbook 2016-2017**

*…“I urge you to live a life worthy of the calling you have received. Be completely humble and gentle; be patient, bearing one another in love. Make every effort to keep the unity of the Spirit through the bond of peace.”*

 *Ephesians 4:1-3*



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**CHRIST CLASSICAL**

**ACADEMY**

**Staff Manual 2015-2016**

**School Mission Statement:**

Christ Classical Academy (CCA) is in existence to partner with parents in training up children so that Christ may dwell in their hearts as Lord and Savior.  CCA strives to help each child recognize their full potential in Christ, achieve academic excellence and use their gifts and talents for the service of others and to the glory of GOD the Father.

**School Statement of Purpose:**

Christ Classical Academy exists to support Christian families in preparing their children to reach their maximum academic potential while equipping them to love the Lord, walk in His ways, and obey His commands according to Scripture.

(Deuteronomy 30:15-16)

**School Colors:** Navy, Red, White

**School Mascot:**

 

**School Logo:**



**School Goals**

In all levels, programs and teaching, Christ Classical Academy seeks to:

* Teach all subjects as parts of an integrated whole with the Scriptures at the center. (*II Timothy 3:16-17*)
* Provide a clear model of the biblical Christian life through our staff and board. *(Matthew 22:37-40)*
* Encourage every student to begin and develop his relationship with God the Father through Jesus Christ. (*Matthew 28:18-20, Matthew 19:13-15*)
* Instill Godly characteristics in students by teaching them to follow the examples in the Scriptures: humility, wisdom, holiness, gentleness, gratefulness, compassion, kindness, patience, forgiveness, love, peace, faithfulness, self-control, diligence, and good stewardship. (*Colossians 3:12-14, Galatians 5:22-23, Colossians 3:23, James 3:17*)
* To prepare every student to be salt, and light in a dark world. *(Matthew 5:13-16, I Timothy 4:12, Titus 2:6-8, Hebrews 5:14, Colossians 2:6-8)*

**CLASSICAL**

**In all levels, programs, and teaching, Christ Classical Academy seeks to:**

* Emphasize grammar, logic, and rhetoric in all subjects: (See definitions below)
* Encourage every student to develop a love for learning and live up to his academic potential.
* 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.

**The Classical Method Trivium**

Teaching Developmentally or “With the Grain”

 **Grammar Stage Logic Stage Rhetoric Stage**

 **Grades K-2 Grades 3-4 Grades 5-8 Grades 9-12**

**Children learn to read and Basic grammar is taught. The dialectic stage. The Rhetoric is taught at this**

**cipher. Obviously, some The children learn dates, children continue to learn level. The students learn**

**elements of the grammar declensions, multiplication subjects, but they now challenge how to present what they**

**stage can be seen here. tables, places, etc. some of what they learn. know and what they are**

 **This tendency should be drawn learning.**

 **out and encouraged.**

**Student Characteristics**

 **Kindergarten-2nd Grades 3-4 Grades 5-8 Grades 9-12**

\* Obviously excited about \* Excited about new, \* Still excitable, but needs \* Concerned with present events,

 learning interesting facts challenges especially in own life

\* Enjoys games, stories, \* Likes to explain, figure out, \* Judges, critiques, debates, \* Interested in justice, fairness

 songs, projects talk critical \* Moving toward special interests,

\* Short attention span \* Wants to relate experiences \* Likes to organize items, topics

\* Wants to touch, taste, to topic or just tell a story others \* Can take on responsibility,

 feel, smell, see \* Likes collections, organizing \* Shows off knowledge independent work

\* Imaginative, creative items \* Wants to know behind- \* Can do synthesis

 \* Likes chants, clever, repetitious the-scenes facts \* Desires to express feelings, own

 word sounds \* Curious about “Why…?” ideas

 \* Easily memorizes for most things \* Generally idealistic

 \* Assimilates other languages well \* Thinks, acts as though more

 knowledgeable than adults

**Teaching Methods**

 **Kindergarten-2nd Grades 3-4 Grades 5-8 Grades 9-12**

\* Guide discovering \* Lots of hands-on work, projects \* Time lines, charts, maps \* Drama, oral presentations

\* Explore, find things \* Field trips (visual materials) \* Guide research in major areas with

\* Use tactile items to illustrate \* Make collections, displays, models \* Debates, persuasive reports goal of synthesis of ideas

 point \* Integrate subjects through above \* Drama, reenactments, role- \* Many papers, speeches, debates

\* Sing, play games, chant, recite means playing \* Give responsibilities such as working

 color, draw, paint, build \* Teach and assign research projects \* Evaluate, critique (with guide- with younger students, organizing

\* Use body movements \* Recitations, memorization lines) activities

\* Short creative projects \* Drills, games \* Formal logic \* In-depth field trips, even overnight

\* Show and Tell, drama, hear/ \* Oral/written presentations \* Research projects \* Discussion/written papers

 read/tell stories \* Oral/written presentations

\* Field trips \* Guest speakers, trip

**EDUCATIONAL PHILOSOPHY**

 Although most Christian schools agree on certain fundamental views concerning education, it is nonetheless crucial that parents closely examine and agree with the foundational beliefs of a particular school prior to enrolling their child(ren). The following statements express Christ Classical Academy's core educational beliefs. The implementation of these tenets is what distinguishes us from other schools and gives us our educational imperative. \*\*\*

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.”* Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment. (Deut. 6:6-7, Eph. 6:4, Psalm 78:1-4)
2. We believe that God’s character is revealed not only in His Word, but also in every facet of creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God himself. (Romans 1:20; Psalm 19:1-6)
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 through the centuries-old classical method (see goals), including instruction in Latin. (Romans 15:4)
4. 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 includes biblical discipline principles. (Colossians 3:23)
5. We believe God has called us to 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. (Deuteronomy 6:6-7, Proverbs 22:6)

**STATEMENT OF FAITH**

 The following are key elements of Christianity that will be unapologetically taught in various ways through all grades. These statements will be considered primary doctrine. Questions about secondary issues will be directed to parents.

* We believe the Bible to be the only inerrant, authoritative Word of God. (II Tim. 3: 16-17)
* We believe in one God, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent and has all authority and power. Whatever He purposes will come to pass. ( John 10:30, 37, 38)
* We believe in the deity of our Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His personal return in power and glory. (Isaiah 7:14, Matt. 1:23)
* We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary. (Rom. 3:19)
* We believe that “all have sinned and fall short of the glory of God” and are, therefore, separated from God and deserve death. (Rom. 6: 23)
* We believe that Jesus Christ died for our sins so that our fellowship with God could be restored, and we could live righteously. (I Peter 2:24)
* We believe in the ongoing cleansing from sin through confession to God through the Lord Jesus Christ. That God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ.(I John 1:9; Acts 3:19-21; Rom. 10:9-10; 1 Cor. 6:9-11)
* We believe that there is salvation in no other person than Jesus Christ, and that, “if you confess with your mouth Jesus as Lord and believe in your heart that God raised Him from the dead, you shall be saved.” (Acts 4:12, Rom. 10:9, Acts 3:19)
* We believe salvation is by grace through faith alone; it is the free gift of God. (Eph. 2:8-9, Rom. 6:23)
* We believe that faith without works is dead. (James 2:17, 26)
* We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life. (Eph. 4:30, 1 Cor. 3:16, 6:19-20)
* We believe all Christians are commissioned to go and make disciples and teach them to obey God’s commands. (Matt. 28:19-20)
* We believe in the resurrection of both the saved and the lost- the saved to resurrection of life and the lost to resurrection of damnation. (John 5:28-29)
* We believe Jesus Christ unites all believers through the indwelling power of the Holy Spirit. (Gal. 3:26-28)
* We believe that the Church is being prepared as the eternal bride of Christ, and is reflected on earth through marriage between one man and one woman. We believe that the term “marriage” has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. (Gen. 2:18-25, 1 Cor. 6:18; 7:2-5;Rev. 19:6-8, Eph. 5:22-33, Heb. 13:4)
* We believe that God wonderfully and immutably creates each person to reflect His image as specifically male or female and these two distinct, complementary genders together reflect the image and nature of God. Rejection of one’s biological sex is a rejection of the image of God within that person. (Gen. 1:26-27, Matt. 19:4)
* We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life. (Ps. 139)
* We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest and us of pornography) is sinful and offensive to God. (Matt 15:18-20; 1 Cor. 6:9-10
* We believe that in order to preserve the function and integrity of Christ Classical Academy as the local Body of Christ, and to provide a biblical role model to Christ Classical Academy members and the community, it is imperative that all persons employed by Christ Classical Academy in any capacity, or who serve as volunteers, agree to and abide by this Statement of Marriage, Gender and Sexuality. (Matt. 5:16; Phil.2:14-16; 1 Thess. 5:22)
* We believe that every person must be afforded compassion, love, kindness, respect, and dignity. Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of Christ Classical Academy. (Mark 12:28-31; Luke 6:31)

The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Christ Classical Academy’s faith, doctrine, practice, policy, and discipline, our Board of Directors is Christ Classical Academy’s final interpretive authority on the Bible’s meaning and application.

# CCA COMMITMENT

Christ Classical Academy is committed to working diligently to provide your child with a healthy, wholesome atmosphere in which to learn. We are also committed to seeking out the best possible faculty and staff, who demonstrate a wholehearted love and devotion to the Lord coupled with a love for children and for teaching.

**Christ Classical Academy**

**Philosophy on Education and Curriculum**

Christ Classical Academy exists to support Christian families in preparing their children to reach their maximum academic potential while equipping them to love the Lord, walk in His ways, and obey His commands according to Scripture (Deut. 30:15-16). Our primary means by which we will accomplish this purpose is the Classical Christian methodology as defined by Dorothy Sayers in her essay, “The Lost Tools of Learning”, and expounded upon in Doug Wilson’s book, Recovering the Lost Tools of Learning. In addition, we intend to use the teaching methodology listed in The Seven Laws of Teaching, by John Milton Gregory.

Simultaneously, we will accomplish our Mission Statement, “Equipping children today to become God’s leaders tomorrow”, by combining rigorous academics with Godly standards of conduct and compassion. This can primarily be accomplished through dedicated Christian parents who entrust the education of their children to teachers who are devoted to prayer, and passionate about instilling Christ-centered knowledge into the next generation.

In Sayer’s essay, she states, “*Is it not the great defect of our education today that although we often succeed in teaching our pupils “subjects,” we fail lamentably on the whole in teaching them how to think? They learn everything, except the art of learning*.” Learning is far more than memorizing facts. A true education should include the people (real or literary); not just their names and birth dates, but their ideas, passions, emotions, accomplishments, and shortcomings. It should involve constructive arguments and debates, with an opportunity to express one’s opinions in light of the facts. Science class should be a hands-on experience of the incredible universe in which God has placed us, while math should involve critical thinking and problem-solving skills that are increasingly absent in today’s educational world of teaching the test. Education is a gift from our Creator that He expects us to use in our quest to know Him, and His plan for humanity, more intimately.

Learning should be seen as a privilege, but far too often, school is nothing short of drudgery for the average student. Many times, this can be explained through the fact that we do not understand the needs of those we teach. In Gregory’s book, he says, “*It is as needful that the teacher shall clearly understand the child as it is that the child shall understand the teacher*.” God has placed in each child an innate desire to learn. But that child’s nature usually rejects education that is contrary to his human makeup. Gregory adds, “*The mind cannot refuse to heed that which appeals with power to the senses. Whatever is novel and curious, beautiful, grand, or sublime in mass or motion; whatever is brilliant, strange, or charming in color or combination – the eye fastens and feeds upon these, and the mind comes at its bidding to enjoy and protract the feast.”*

Christ Classical Academy seeks teachers who love the Lord, love children, and love to teach. It should be the goal of every teacher at CCA to develop a passion for the subjects they teach. Again, Gregory says, “*We will follow with eager expectation and delight the guide who shows through knowledge of the field we wish to explore, but we drag reluctantly and without interest after an ignorant and incompetent leader.”* While we can never know everything about any subject, each teacher should continue to pursue knowledge by any spiritually appropriate avenue available. We should model a love for learning before our students, consistently bettering ourselves so that we can challenge them to develop a similar craving for knowledge, both academically and spiritually.

But being excited and devoted to the subject taught is not enough. A teacher must also “teach with the grain” of childhood development. Classical education separates this development into three primary stages: Grammar, Logic, and Rhetoric. These three words describe not only the child, but the methodology and curriculum applied by the teacher. God has created humans such that it takes about 16-20 years for them to completely develop into adulthood. Other creatures on earth mature much faster, but their development is primarily physical. Their goal in life is survival and reproduction. Humans alone have been given the ability to “Love the Lord with all our minds.”

A true love for God must include the intellectual aspects as well as the “heart, soul, and strength.” (Matt. 10:27)

Just as it takes many years and much training to produce a complete man physically, spiritually, and emotionally, we must follow God’s design in completing the mind. A grammar-age child (1st – 4th grade) has been given an extraordinary ability to obtain new information. God has designed this child to soak up the “grammar” of each portion of life like a sponge so that he will have the basic knowledge he needs to progress to higher learning. This stage is primarily concerned with the raw accumulation of facts. These children will learn dates, names, places, multiplication tables, phonetic sounds and blendings, declensions, and parts of speech. Each subject has its own grammar which the children at this stage commit to memory. It is not essential that they have a full understanding yet, but that they are exposed to the basic facts needed to develop insight at a later date.

The teaching of Latin is unique to this stage. According to Sayers, “*Latin should be begun as early as possible – at a time when inflected speech seems no more astonishing than any other phenomenon in an astonishing world; and when the chanting of ‘amo, amas, amat’ is as ritually agreeable to the feelings as the chanting of ‘eeny, meeny, miney, mo*.’” Latin aids the student with his ordinary English (as well as other European languages) vocabulary, and in addition, it can be a great help with technical vocabularies in medicine or science. In another practical sense, Latin can be a plus on standardized testing where knowledge of roots, prefixes, and suffixes are essential.

About the time that students enter the 5th grade, their intellectual development takes a turn. No longer compliant sponges longing for more facts to soak in, they become argumentative, challenging, self-thinkers. Continuing on the same pace of memorization and recitation of facts would lead to dull classes full of bored kids. God has changed them, so as teachers, we must change as well. As Wilson puts it,

 *As children mature, they tend to use the information learned in the course of their studies in disputation. They love to try to catch their parents, the teacher, or their schoolmates in any kind of error. Instead of suppressing this tendency, teachers should use it. This does not mean that educators give in to this kind of argumentativeness. Instead, the teacher molds and shapes it….If you encourage disagreement for disagreement’s sake, then you will get disagreeable children. But if you teach them that it is good to question (provided the questioning is intellectually rigorous and honest), then you are educating.*

Classrooms in this stage should contain regular discussion, debate, and examining arguments. The goal should be something of a puzzle to solve; an unknown question whose answer depends on a thorough examination of all angles and possibilities. Students should learn to play “devil’s advocate” and contradict the argument of the majority, simply to show what another person may see or feel. Of course, none of this can be adequately accomplished without consistent discipline. Introducing a debate to an undisciplined class is academic suicide. Students should be held accountable for every word, attitude, and action so that they are careful to think before they speak, or even before they roll their eyes.

Discipline is key to any successful classroom. But in a Christian classroom, discipline has spiritual connotations. An undisciplined child may be a spiritually weak child, since his actions often contradict the Fruits of the Spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control) mentioned in Galatians 5:22. The Christian school (along with the parents) should focus on developing these character qualities within each child so that it will be easily realized that stirring up chaos within a classroom or outright rebellion toward an authority figure not only breaks the rules, it breaks God’s heart. Wilson says, “If there is not a disciplined morality in the schools, it will not be long before there is *no* discipline in the schools, moral or academic. A strict moral discipline is essential to the educational process.”

Teachers at CCA deserve to be respected by students and their parents. First time obedience is expected in class regardless of whether it is practiced at home. There is no excuse, under any circumstance, for a student to verbally confront or challenge a faculty member. As stated in policy, teachers should submit clear goals and expectations to their students and parents early in the year. When one of these rules is broken, or the teacher’s authority is challenged, no more than one warning is required. Any further offense following clearly stated expectations should result in classroom or administrative punishment, as the case may be. It is necessary that all parents at CCA fully support, before their children, any disciplinary decision made at school. Obviously, concerns may be brought to the teacher privately for further discussion, according to the stated Grievance Policy.

That said, it is imperative that teachers develop a healthy relationship of authority over their students. Tyranny has never worked in government, homes, or classrooms. Likewise, passive tolerance is equally damaging. Teachers are the authority and students are in subjection to that authority. But teachers who wish to win the respect of their students should strive to get to know them personally, and truly care about them as individuals. A teacher is much more than a boss; he is mentor and an example for personal development. A student who fully believes that his teacher is looking out for his best interests is a student who will choose to listen to what that teacher has to say. Howard Hendricks said, “*People don’t care how much you know until they know how much you care*.” Josh McDowell added that, “*Rules without relationships lead to rebellion*.” But make no mistake, rules are imperative and there must be consistent, painful consequences from a loving, compassionate heart when they are broken.

The curriculum of the Logic Stage includes the formal course of Logic. Logic is defined as the science and art of reasoning. It is found in virtually every written or verbal communication, including scripture. As Jim Nance states in Repairing the Ruins,

*No learning, and in fact no reasoning of any kind, takes place independently of logic. Logic is an inescapable concept…The denial of logic is self-defeating. We cannot decide “not to use logic.” We can only decide whether we will use it well or use it poorly. God has made us in His image, as creatures who reason. If someone self-consciously refused to use logic, he would limit himself to either silence or nonsense.*

Just as children will use some form of English grammar regardless of their education, adolescents and adults will use some form of Logic. It is no less important to teach proper use of logic than it is to use proper English grammar.

The final stage of childhood development is the Rhetoric Stage and includes the formal course of Rhetoric. This stage begins in the 9th grade and continues through high school. In the Rhetoric Stage, students learn how to present what they know and what they are learning in various forms. Grammar has been defined as the art of inventing and combining symbols, while Logic is the art of thinking. Rhetoric, it follows, would be the art of communication. Wilson states,

*In the study of rhetoric, the student learns how to express what he thinks. The substance is settled; the question now concerns how best to present that substance. It is not enough to believe what is correct; the truth must be presented in a manner worthy of that truth. Obviously, rhetoric includes teaching speech, debate, essay-writing, etc. Style and clear-minded expression are important… Of course this does not mean that young children are not to begin the process of writing or expressing themselves in other ways. It simply means that such early attempts should not be treated as though they were the final product. Children should be praised for their efforts, but their efforts should be treated as merely a step toward mature self-expression. We should be pleased with what they do, but not satisfied.*

God’s natural development of children has produced the particular order of these disciplines. Wilson, in his essay on Rhetoric in Repairing the Ruins, adds, *”Rhetoric is the art of speaking clearly and effectively. Or, as Aristotle would put it, rhetoric is understanding and using the available means of persuasion. Of course, before a man can speak clearly and effectively, he must be able to think clearly and effectively. If he does not know what he is saying, it is unlikely that anyone else will. As Cato stated, ‘Grasp the subject, and the words will follow.’ This is why a mastery of the grammar and dialectic [logic] of education must precede the teaching of rhetoric.”*  Young children are overwhelmed with debate, persuasion, and critical thinking. Older students are bored with memorization and chanting. As God changes the child, the teacher must also change his methods.

When done correctly, a true Classical education will be difficult. There will be rigorous physical and mental work each day. Proverbs 18:9 says, “One who is slack in his work is brother to one who destroys.” Wilson follows that challenging coursework is essential for any school who wishes to honor God with all his mind.

*Not working is the same as destroying. In an educational institution, allowing students to avoid hard work (as they are prone to do) has destructive results indeed. We can see such destructive results all around us, and we have given it a name. We call it the education crisis. So for education to be successful, the student must be required to work. Because this requirement is not pleasant, the student must be motivated to work. But if the motivation is Biblical, it will not just be fear of negative consequences – there must be a balance between positive encouragement and discipline. Those who state that laziness is one of the central problems in American education today are likely to be dismissed as harsh and insensitive. But if the work is not getting done, then someone is not doing it. The Japanese don’t have thirty-six hour days; they do more than we do in twenty-four hours. Another way of saying this is that they work harder.*

Of course, most Japanese are not Christians, so modeling after their work ethic does not necessarily translate into godliness. But, in his book, Our Father Abraham: Jewish Roots of the Christian Faith, Marvin Wilson states,

The question of motivation for learning has been a problem from time immemorial. People seek education for many worthy reasons: some desire to broaden horizons; others wish to develop skills; still others want to satisfy their intellectual curiosity. The Bible, however, teaches that study ought to be, above everything else, an act of worship, one of the highest ways by which a person can glorify God. Again, it is important to emphasize that the Hebrew word ‘abodah’ has a double meaning, embracing two actions that are normally viewed as mutually exclusive or contradictory to each other; work and worship…For this reason, in the Talmud, the synonym for “education” is “heavenly work.”

Whenever possible, teachers should strive to accomplish most of the written work in class under professional supervision with the exception of home study days. This will require careful planning, and will necessitate that most of the reading be done at home, or outside of class. This is not to say that homework is not allowed. It is simply logical that work needing guidance and correction should be accomplished under the watchful eye of someone who is trained to guide and correct. A well-meaning parent seldom knows the direction the class is taking during any particular week, and therefore does not know the significance of an assignment, or the methodology taught to accomplish the assignment. Sometimes, the result of parental help on homework is confusion in class, when methods do not match up.

Reading is essential to a classical education. We will require students to read much and often. Regardless of the skill level or age, the only way to become a great reader is to read. Most reading will be independently done at home, with some being done at school for assessment and correction. The older the student, the more independent the reading should become. The content of reading in a classical environment is tough. The books are carefully selected classics that have stood the test of time over thousands of years. Some were written by Christian authors, but many were not. Their themes are to be carefully studied and discussed, as well as tied into Biblical truth. Ancient pagan literature is relevant to today’s Christian student because sin has been sin since Eve took a bite of the fruit, and the struggles of humanity have not changed for thousands of years. The things that Odysseus struggles with internally are still being felt by humans today. We, however, have the privilege of scripture to determine our response to these issues. A good classical classroom will use the Bible as its basis of discussion on all novels.

Obviously, not all students will work at the same pace. Some will finish assignments quickly, while others may struggle to just get started. Those who work slower will tend to have more homework and will have to put forth more effort than those who pick up the concepts more quickly. This opens up a series of questions. Who will help this child succeed academically? How do we keep him from becoming overwhelmed and frustrated? If he has diagnosed learning disabilities, shouldn’t we lessen his workload to be compassionate and understanding? How do we distinguish between a learning disability and laziness? These are difficult questions indeed.

It is primarily the parent’s responsibility to educate the child. Parents have chosen CCA as a primary tool of help in this process. Therefore, the teacher obtains the weight of burden for each child’s academic training. In a public school, when children are separated according to academic ability, they often stay in that “track” for the remainder of their school life. This makes life much easier for the teacher because he only has to teach children of similar ability levels. In smaller, private schools, the job of a Christian school teacher is more difficult in some ways because he is always trying to challenge the advanced student without drowning the slower student, and trying to meet the needs of the slower student without boring the advanced student.

The only solution is to develop a curriculum that accomplishes the stated goals of the school, publish it, and stick to it in class. But does that mean that we are going to exclude struggling students from the school? Those who struggle academically will need extra help (and encouragement) from parents at home. The teacher, also, will likely have to schedule tutoring appointments on Friday or stay after school with these students for additional tutoring. The teacher will need to study these kids carefully to determine their specific learning styles and needs, and make adjustments along the way to help meet those needs, keeping frequent contact with the parents regarding the student’s progress. It is also essential that teachers understand that all children do not learn by the same methodology. Some are visual learners, some auditory, and some kinesthetic. This means that teachers should incorporate daily methods of instruction using all three of these styles.

Still, we should expect some students to have a much easier time in school than others. Wilson writes in Repairing the Ruins,

*When every student struggles under the instruction, the problem is with the instructor. But when some find it easy, some find it hard, and the majority shrug and say they suppose it’s all right, the problem is not with the instruction. This is rooted in creation, and if we resist it, our real quarrel is with how God made the world. The best educator in the world cannot put in what God left out. Every teacher and student can honor and glorify God when the student is educated up to his capacities, whatever those capacities happen to be. We should be ashamed if we squander our intellectual resources, but not if God decided not to bestow the same resources on us as He did for the family down the street. An industrious child with three talents far surpasses a ten-talent child who does little.*

The parent shoulders the responsibility of examining the school and the stated curricula before making a determination on enrollment. The school bears the burden of honest advertisement, effective communication, and diligence in meeting the stated educational goals. CCA’s Board of Directors formally reviews the admission of any student who has testing showing a diagnosis of a disability. This is certainly not because we do not want the chance to educate every child who applies, but we simply cannot stay true to our calling if we spread ourselves too thin across student ability levels. We would devote too much time trying to hold the class together instead of completing the approved curriculum, to the detriment of the majority.

It is possible that a truly Classical education is not for every child. The stated goals may prove to be too lofty for some students (and their parents). On the other hand, an average child with the right motivation and godly discipline can accomplish more than most would expect (Phil. 4:13). Much of his success will depend on his own spiritual condition, as well as the encouragement he receives from parents and teachers. "Anxiety in the heart of man causes depression, but a good word makes it glad." (Proverbs 12:25)

Identifying a true learning disability is a difficult task. Just as there are many levels of academic ability, there is also a wide range of motivation and work ethic. Every teacher has watched a struggling student and wondered if the problem lies in his ability or in his desire (or both). Homework is often a good indicator. A child who tries to do his homework, but consistently misses most of the problems has desire, but lacks knowledge. The flip side is the child who never turns in assignments on time, but often can answer test questions correctly. He probably has knowledge without desire. They both end up with low report card grades, but for very different reasons.

Often, we label a student as lazy, when, in fact, he has a real learning disability. This student may require extra time from the teacher and extra accountability for work completion (because he will begin to see no need to work if the grades always end up poor). The teacher may need to alter the methodology with this student. There are several ways to do this without violating the integrity of the program. He may need to do assignments in small “chunks” instead of all at once. Often, LD students become quickly overwhelmed with large assignments, and choose not to do them at all. He may occasionally take quizzes or tests orally, as some students process information better verbally than in written form. He may listen to a book on tape while reading it simultaneously, so that more of his senses are being used to secure the information.

Varying methods of education is advantageous to most students, but especially to those with true learning disabilities. However, it must be noted that all students must complete the same work and be held accountable for the same information at test time. While the method by which you meet the goal may differ, the goal remains the same. It is unfair to other students to alter an assignment for one child. It becomes increasingly unfair when that assignment can earn the same ‘A’ that another student’s longer assignment earns. All students at CCA will be held accountable for all the items listed in the stated objectives of the curriculum guide. Likewise, all teachers will be held accountable for completing these objectives during the school year.

Accomplishing these goals will require hard work on everyone’s part, as well as a great deal of prayer. CCA was founded on prayer, and must continue to be devoted to prayer if it is to obtain the will of God. A student at CCA should be outwardly presentable (hence, uniforms), knowledgeable about all branches of education (math, science, history, etc.), understanding (critical thinker), have discerning knowledge (wisdom in what to say and when to say it), a servant (Christ-like), and well-versed in literature and language (lots of reading!). This is our checklist from scripture that holds us accountable for accomplishing God’s will that He set forth at the foundation of the school; and we must not forget that it was God alone who created the vision for CCA.

Daniel 1:4 states, *“youths in whom was no defect, who were good-looking, showing intelligence in every branch of wisdom, endowed with understanding, and discerning knowledge, and who had ability for serving in the king’s court; and he ordered him to teach them the literature and language of the Chaldeans.”* Daniel 1:17 reveals the true source of the knowledge young men were acquiring. “*And as for these four youths, God gave them knowledge and intelligence in every branch of literature and wisdom; Daniel even understood all kinds of visions and dreams.”* No matter how hard we try and no matter how much we study, apart from the grace of God, we will not be successful in life, or in education. As evidenced throughout scripture, God will not bless a people who do not practice personal holiness. Daniel displays this in verse 8; *“But Daniel made up his mind that he would not defile himself with the king’s choice food or with the wine which he drank; so he sought permission from the commander of the officials that he might not defile himself.”*

God’s faithfulness and Daniel’s courage to stand against the secular ways of the Babylonians would allow Daniel to find favor in God’s eyes and, eventually, would save Daniel’s life. In addition, it is important to recognize that Daniel showed respect for authority by asking permission. Even though this commander was probably very different from Daniel spiritually and philosophically, Daniel realized that there is no authority except from God, and those which exist are established by God. Personal holiness and genuine respect for others are lost attributes in today’s world. CCA must focus on building these spiritual characteristics in each student in order to accomplish our mission statement. God has called us to be set apart from the world; to be transformed, not conformed.

To be God’s leaders tomorrow, these children must be properly equipped today. A carefully selected combination of academic disciplines, reflecting Biblical truth, and bathed in prayer is the route we have chosen to accomplish our mission. As teachers and parents, we must be totally unified with this mission, and devote ourselves to the edification of Christ Classical Academy. Jesus said, “Any kingdom divided against itself is laid waste; and a house divided against itself falls.” Our mission is constantly before us and our purpose is clear. As one body of believers, we can change the world for the cause of Christ through the training of future generations as God commanded His people thousands of years ago in the Hebrew Shema:

*Hear, O Israel! The Lord is our God, the Lord is one! And you shall love the Lord your God with all your heart and with all your soul and with all your might. And these words, which I am commanding you today, shall be on your heart; and you shall teach them diligently to your sons and shall talk of them*

*when you sit in your house and when you walk by the way and when you lie down and when you rise up. And you shall bind them as a sign on your hand and they shall be as frontals on your forehead. And you shall write them on the doorposts of your house and on your gates.” (Deut. 6:4-9)*

God bless everyone who has sacrificed his or her time and money for the advancement of the Kingdom of Christ at CCA.

**The Seven Laws of Teaching**

As defined by John Milton Gregory (1886)

I. The Law of the Teacher-

 *The teacher must know that which he would teach.*

II. The Law of the Learner-

 *The learner must attend with interest to the fact or truth learned.*

III. The Law of the Language-

 *The language used in teaching must be common to teacher and learner.*

IV. The Law of the Lesson-

 *The truth to be taught must be learned through truth already known.*

V. The Law of the Teaching Process-

 *Excite and direct the self-activities of the learner, and tell him nothing that he can learn*

 *for himself.*

VI. The Law of the Learning Process-

 *The learner must reproduce in his own mind the truth to be acquired.*

VII. The Law of Review-

 *The completion, test, and confirmation of teaching must be made by reviews.*

**Fearfully and Wonderfully Made**

*I will give thanks to Thee, for I am fearfully and wonderfully made; Wonderful are Thy works, and my soul knows it very well. –* Psalm 139:14

Psalm 139 is a testimony of God’s love for each of us who are His most treasured creation. This chapter of Scripture is a beautiful description of God’s devotion to the uniqueness of each of His children, and the fact that regardless of human standards and class systems, God intimately knows each one of us by name, design, and purpose; And even though we are imperfect due to our own sin nature, His dedication to the details of our lives never ceases.

To see what God really wants to say to us in this passage, we must look at the original words He wrote through His servant, David. In verse 14, the phrase “give thanks” (Heb. Yâdâh), literally means “To revere or worship with extended hands” (Not indicative of passive prayer is it?). In the phrase, “fearfully and wonderfully made”, the word “fearfully” (Heb. Yârê) means “To cause fear or reverence”, while the word “Wonderfully” (Heb. Pâlâh) means “To distinguish, separate, or set apart”. Finally, the phrase “Wonderful are Thy Works” (Heb. Pâlâ) means “To be great, difficult, or too hard (impossible)”.

Job 33:6 says, “Behold, I belong to God like you; I too have been formed out of the clay.” The word “clay” here is the Hebrew word *chômer*, which literally means “mire or clay” from the earth. This is supported by Genesis 2:7, which says, “Then the Lord God formed man of dust from the ground, and breathed into his nostrils the breath of life; and the man became a living being.”

The description in Psalm 139 is of the Master Creator of the entire universe with His hands in the clay. And as He begins to form His next masterpiece, there is fear and reverence in heaven. In the silence, those beings who look on are in awe, not only of the Creator, but also of His creation. How is it that He can take a literal piece of earth and form a human life? As He begins to form the inward parts, and to weave His new treasure into His own likeness, it becomes evident that this one is not like the rest. This new achievement is distinguished from all the others. It has its own mind, its own blood type, its own DNA, its own fingerprints, and its own personality. As all Heaven can attribute, this moment in time is too difficult to understand. It is incomprehensible to human, or angelic, minds. Only God could have accomplished such a miracle. For nine months, He works – diligently producing a precious work of art. Then, in an instant, when He is satisfied with the results, God breathes the breath of life into his new creation, and a human, in His Own image, is born.

This human life has a purpose. But, obviously, that purpose can only be known by the Lord, since it was He who created the life. The fact that God took so much time and care in His creation is testimony to the fact that He values human life greatly; Not to mention the fact that humans are the only ones of His creation who truly are formed in His own likeness. He desires to continue to mold this new life, until it has completely run its course. Of course, because of His great love, He will not force this new human to live a certain way. He gives each one a privilege of choice, to live as they wish, to think what they will, to say what they want, even if it breaks His heart. And no matter what path this human may take in life, NOTHING will change the fact that God loves him unconditionally because he was fearfully and wonderfully made.

Is it any wonder that David said he would give thanks to God? Are we surprised that he literally worshipped with uplifted hands at the thought of his own creation? David was uniquely crafted by Yahweh Himself. Yet, David was no more special than any other person on earth, for the same Creator took the same love and care with each of us. Human life is the most precious creation of our Lord. Oh, how much we take our life for granted, and how much time we are willing to waste. God specially made you for a very unique purpose, and you are the only one to whom He will reveal that plan. Spend time with Him. He has never stopped spending time with you since the time you were merely the dust of the ground.

Christ Classical Academy is dedicated to honoring the Lord by recognizing the unique gift of each child, His special creation. The Bible says, “Behold, children are a gift of the Lord; The fruit of the womb is a reward.” Thank you so much for sharing these precious gifts with us this year. May God bless each of you as you walk closely with Him.

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**SABBATH DAY**

CCA encourages keeping the Sabbath holy by not participating in school-related meetings, work events, activities, or phone calling on Sundays.

**PRAYER TIME**

The Staff and faculty meet daily for morning prayer and weekly for prayer and staff meeting. Attendance is required for full-time employees and employees teaching subject area classes.

# CHAPEL INFORMATION

Our Chapel time is once a week*.* This is a special time of worship and unity among our students. FORMAL UNIFORM is required on Chapel Days. Parents are always welcome to join us for Chapel. Parents, grandparents, or pastors of our students are encouraged to offer to speak at Chapel. Those interested in doing so should make their availability known to the Teacher. Teachers are required to secure a Chapel speaker on a rotation basis throughout the school year. (See schedules for weekly breakdown.)

**CORE BIBLE INSTRUCTION**

Core instruction in and memorization of Bible verses will be from the following translations: Grades TK-9 (English Standard Version). CCA does not endorse one version of scripture over another; however, we do use literal translations as opposed to paraphrased or politically-correct versions for classroom memorization.

**CURRICULUM**

CCA has a curriculum guide for each grade level and specific course. This ensures a consistent academic experience for each student regardless of who the teacher is each year. Input is always welcome and should be presented to the appropriate administrator preferably in writing. Teachers are required to exclusively use the Board approved curriculum. Teachers may periodically want to supplement the approved curriculum with guest speakers, films, tapes or other materials. Teachers may request approval of such supplements by submitting the request in writing to the appropriate administrator using the Supplemental Curriculum Approval Form.

**Mandatory Attendance Policy**

It is the law of the State of North Carolina that school age children be in school. Students at private schools are not exempt from this law. Pursuant to these laws and principles students who miss more than the equivalent of fifteen (15) days of school without making prior arrangements with the Director may not receive passing credit for the year in question. Once a student reaches 10 absences, teachers and/or the principal should contact the parents with the goal of ensuring the parent’s understanding of this policy. (See student section for more information)

**Class Size**

Christ Classical Academy believes that there is a proper balance between the effective student/teacher ratio for effective education and the number of students necessary to cover basic expenses.  Therefore, we have established the following size limits for a single traditional classroom:

TK/Kindergarten 15 students

1st – 4th Grade 18 students

5th – 8th Grade 20 students

9th-12th Grade 22 students

**Outgoing Calls From Students (guidelines for making outside calls)**

All students **must** have written permission from a teacher or staff member to make outgoing calls. These calls are to be made on the public phone located in the School’s office.

 **Parents Leaving Messages for Students**

Incoming calls from parents who wish to leave messages for students must be received by lunchtime only (12:00). All teachers should check their mailbox at lunchtime for student messages. **Please remember that transportation changes for your child need to be called in by 12:00 noon.**

**Visitor Procedures**

To ensure the safety of our students and faculty, all visitors will be required to abide by the following guidelines during normal school hours:

* Sign in at the front desk and receive a visitor’s tag that must be worn at all times.
* Parents of students enrolled at CCA may visit their child’s classroom(s) at virtually any time during the school day. Anyone else, including but not limited to other family members, friends of students, and former students, may not freely roam the halls without permission from an administrator.
* Visitors may eat lunch with students with office approval. They will be required to remain in the office area if arriving early, and be required to leave as lunch ends. The CCA administration reserves the right to deny a visitor’s request to eat lunch for a variety of reasons; including potential danger to students, outside events that may be occurring at the time, inappropriate dress, etc.
* A parent may desire that their child not have contact with specific individuals (boyfriend, girlfriend, divorced spouse (without visitation rights, etc). In these instances, the parents will need to contact the administration and communicate this desire. These individuals will not be allowed to visit the school.

Visitors in non-compliance with these procedures will be escorted out of the school.

# CCA STUDENT PLACEMENT POLICY

Students are placed into classes/grades at the discretion of the Director using information from the admissions process. Placement is based on prayer, gender balance, ability, personality, and disciplinary issues.

# BAD WEATHER POLICY

Due to the fact that we do not have buses picking up children on rural routes, our decision to cancel or delay school may differ from the public school system. When making a final decision on the status of school, we will take into account the decisions of the other systems in the area as well as examine the current weather situation and forecast. To inform everyone concerned as efficiently as possible, we will be using the following procedures:

1. The decision on whether to cancel or delay school due to weather conditions will be

made by the school administration. Typically a final decision will by made by 6:30 a.m. Local media will be contacted as soon as possible to announce any changes in normal school hours.

 2. You can find the CCA announcement at the sources listed below:

1. [www.cca4god.org](http://www.cca4god.org)
2. CCA facebook page
3. “Remind” app for smartphones

 3. The absence of an announcement on the above sources means the school will

 be open as usual.

4. In the event of a delayed opening as opposed to the canceling of school, please note the

 Following:

1. Two-hour delay – all students will report to school 2 hours late (10:00 a.m.).
2. In unusual circumstances, there may be delays other than 2 hours (1 hour,

3 hours, etc.), but generally all delays due to weather will be 2 hours.

 5. If during the day after school has begun, we experience inclement weather, we will

 generally follow the schedule of the Burke County Public Schools.

 6. Do not call the weather bureau, television or radio stations, newspapers, sheriff’s

 Department, teachers, or administrators. All announcements will be made by

 or internet.

 7. Please remember that in making a decision on opening or closing schools, all school

 officials are primarily concerned with the safety and welfare of our students and staff.

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# FIELD TRIP POLICY

Field trips are a significant aspect of the CCA curriculum, which are meant to supplement but not supplant the basic academic curriculum of the school. For academic, safety, and maturity reasons, the following guidelines are to be applied in the planning and implementation of all CCA sponsored field trips.

All field trips are to be approved by Administration via the Field Trip Planning Form.

1. All trips are to be related specifically to the curriculum and to curricular objectives for that particular class.
2. All Field Trip Planning Forms are to be submitted to Administration for approval by the following time guidelines. Upon approval by administration, teachers will notify parents.

Notify Administration Notify Parents

a. No cost day trips 2 weeks 1 week

b. Other day trips 3 weeks 2 weeks

c. Overnight trips 6 weeks 1 month

1. Written permission for the trip must be given by the parents. Students of parents who do not give permission for a particular trip are not to be penalized but will be accountable for material covered. Also, the student’s will be counted absent and must complete any work assigned as part of the field trip or in place of the field trip. Students not participating in class field trips will not be allowed to stay on campus at CCA.
2. The teachers are responsible for any necessary arrangements (fees, transportation, etc.). In planning field trips, time and distance concerns should be considered. All teachers are responsible for keeping a written record of all payments received for field trips, and for submitting receipts to the accountant.
3. As representatives of the school, field trip wear must follow the spirit of the uniform policy whether the students are in “official” uniform or not.

6. Frequency:

TK-4 – up to 3 trips per year

5th – 9th grade – up to 4 trips per year

 Logic/Rhetoric Stage Extended Trips:

\*Extended Trips are defined as more than two days (one night) away from school/home.

\*One night, overnight, trips with a total cost under $100.00 are allowed in any grade in Logic Stages.

**Media / Electronics:**

In order to fulfill CCA’s mission statement of assisting parents, and, because of the diverse perspectives of our parents regarding music and media, CCA will refrain from making judgments which may contradict parent authority by not permitting radio, television, personal electronics-i.e. cellphones, iPods, iPads, Kindles etc. (unless approved by Director and the administrator), magazines, Gameboys, video, and the like on field trips. The exception is if the music, video, or other media is part of CCA’s adopted curriculum the teacher may use it on the trip.

**Internet Usage:**

Internet access provided by CCA is intended for educational use, instruction, research and the facilitation of communication, collaboration, and other CCA related purposes.  Users are subject to the same standards expected in a classroom and/or professional workplace as acknowledged by their signed agreement of Internet Usage Agreement.

# GRADING POLICY

The purpose of our grading policy is to establish a consistent standard that is founded on proper judgment and confidentiality.

### RIGHT JUDGMENT

1. Grading of student work and assessments is a primary responsibility of the classroom teacher. The most accurate judgment of student’s level of mastery should be determined by the teacher. In fairness to all students, the teacher’s judgment and standards should be applied to grading.
2. The teacher, when it is considered appropriate and necessary, may have the teacher assistant help in grading. Students will not grade other students’ work.
3. Written student work is one indicator of the student’s understanding and mastery of content. The grading process gives the teacher necessary information to know whether to review or move on to new concepts.
4. Teachers keep a hard copy of student grades in addition to any electronic copy. A hard copy of grades should be given to your administrator every two weeks.
5. CONFIDENTIALITY
6. Student grades are confidential information that should remain between the student, teacher, the student’s parents, and Administration.
7. Recording of grades should also be done by the teacher or teacher assistant.

# Progress Reports

All teachers will issue a progress report mid-quarter of each grading period for each student in each of their classes. These are noted on the school calendar as mid-quarter progress reports.

The classroom teacher is responsible for making sure grades for each subject are recorded on one progress report card along with days in attendance and tardies.

Teachers should record ten (10) objective grades per subject to compute the report card quarterly grade. A variety of methods for evaluation and assessment of student progress, such as presentations, oral assessments, portfolio, objective tests, and essay tests is encouraged.

# BASIC SCHOOL RULES/CODE OF CONDUCT

The following are essential policies we require all students to be aware of and adhere to.

# STUDENT DRESS AND APPEARANCE

Students are required to wear clothing choices as designated in the Uniform Policy. Students should arrive at school in uniforms that are neat, clean and modest in style and appearance. A student’s appearance must be suitable and appropriate for school, not outlandish or distracting. Hair should be neat and clean. Teachers, Principals, and the Director are responsible for the determination and enforcement of these standards.

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#  STUDENT CONDUCT

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. Talking back or arguing with teachers or staff is unacceptable. Prompt and cheerful obedience is expected at all times. Requests from teachers or staff should not have to be repeated.
3. No chewing gum. No food or drinks in class, other than water.
4. No electronic devices on campus or on school sponsored events (headphones, cell phones, games, laptops, etc.) unless otherwise approved.
5. Student cell phones are unnecessary on school campus, and often cause distractions that inhibit the normal operation of the class. In addition to the annoying ring of the phone in class, texting during class will keep a student from maintaining his best academic effort, and may even be used for cheating and exchanging answers. When a faculty member sees or hears a student’s cell phone during school hours, it will be confiscated and turned into the Director. Upon the first offense, the phone will be held for one week before being returned. The second time, it will be held for one month. The third offense will result in the phone being taken until the final day of school. Obviously, for any emergency or for any calls to parents, the phone in the school office will be available to students as needed. Students may leave them in the main office during the school day should there be a need for the student to have them after school. Students may have cell phones at after-hours school events. Any other exceptions must come from the Director.
6. Absolutely no weapons of any kind are allowed on the school grounds or any CCA sponsored event including toy guns, air-soft or B.B. ammo, pocket knives, etc..
7. Absolutely no drugs, alcohol or tobacco of any kind is allowed at school, on campus, or at any event sponsored by CCA.
8. Inappropriate and/or illegal behavior at any time is grounds for immediate expulsion. Tuition is non-refundable in the case of expulsion.
9. Students are expected to be aware of and avoid the off-limit areas of the building or grounds.
10. 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. Parents will be charged for lost or damaged textbooks.

# CLASSROOM RULES

(Proverbs 13:18)

**Primary Guidelines**

1. Honor the Lord in all you say and do. (I Corinthians 10:31; I Samuel 2:30; Psalms119:11; James 2:12; Colossians 3:17)
2. Obey all Teachers, Staff and Parents all the way, right away. “Delayed obedience is disobedience”. (Romans 13:1 – 5; Hebrews 13:17)
3. “Do unto others as you would have them do unto you” applies to all relationships and situations. Treat everyone in the class with respect and kindness. (Matthew 22:39; Luke 6:31; Ephesians 4:32; I Thessalonians 5:15)

**Additional Class Rules**

1. While inside the building use only indoor voices.” No yelling or screaming.

 (I Thessalonians 5:8; Titus 2:6)

1. During class lessons, raise your hand and receive permission before speaking “Be quick to listen, slow to speak …” (James 1:19)
2. While at your desk sit up straight (posture for learning) and keep all “six feet” on the floor. (I Peter 5:8; 1 Thessalonians 5:6)
3. Do not grumble, whine, or complain. (I Corinthians 10:10)
4. Do not throw anything or hit another person. (James 1:20)
5. Keep your desk, the classroom, and our school neat and clean. (Nehemiah 10:39)
6. All students are expected to follow directions, to use time wisely, practice self-control, and be diligent in their work. Having books, pencils, supplies etc. is considered part of being diligent. (Hebrews 13:17; Proverbs 13:4; I Peter 1:13; Colossians 3:23; Titus 2:6)
7. Do not gossip. “Back-biting” and verbal taunting are unacceptable. (Gossip is defined as talking to another person who is neither part of the problem nor the solution in regard to another person or situation). (Galatians 5:14 and 5:15; Proverbs 16:28)

**Etiquette Guidelines** (Proper behaviors of courtesy and chivalry)

1. Boys hold doors for girls, whenever possible.
2. Grammar students should line up to go almost anywhere to and from the classroom.
3. Girls get in line first.
4. Stay in line and be quiet in the halls.
5. No running in the halls!
6. Keep hands and feet to yourself. Always respect the person and property of others.
7. All adults shall be addressed with respect. It is expected that all students will use “sir” and “ma’am” when addressing or responding to an adult.
8. Visitors to the classroom may be greeted by standing at the discretion of the teacher when appropriate.
9. Students addressing the classroom teacher should do so while standing.
10. Students should sit up straight in their desk with a respectful posture.

**Classroom Discipline System (Grades TKindergarten – 4th Grade)**

Kindergarten through 4th grade will use the Honorable Character Classroom Management System to instill godly character in the hearts of our youngest students. This classroom management system is based on 14 character traits and the Scripture that supports each one. The traits are as follows:

\*Honor (Romans12:10): “Give preference to one another.”

\*Obedience (Ephesians 6:1): “Obey…for this is right.”

\*Diligence (Colossians 3:23): “Whatever your task, work at it heartily.”

\*Wisdom (James 3:13): “Who among you is wise? Let him show by his good behavior.”

\*Kindness (Ephesians 4:32): “Be kind, tenderhearted, and forgiving.”

\*Self-Control (James 1:19): Be quick to hear, slow to speak, and slow to anger.”

\*Orderliness (1 Corinthians 14:40): “Let things be done decently and in order.”

\*Service (Galatians 5:13): “Serve one another in love.”

\*Attentiveness (Proverbs 1:5): “Hear and increase in learning.”

\*Cooperation (Philippians 2:4): “Look beyond your own interests and consider others.

\*Initiative (James 1:22): “Be doers of the Word, and not hearers only.

\*Honesty (Proverbs 12:22): “Delight the Lord with truthful ways.”

\*Forgiveness (1 Thessalonians 5:15): “Do not pay back wrong for wrong.

\*Responsibility (Romans 14:12): “Each of us will give an account of himself.”

The Honorable Character system is positive and practical. Students will be encouraged as they are affirmed for good choices in character. Parents will be informed as to the positive traits students are exhibiting and the traits that need refinement. Communication will be sent home and must be signed and returned to school. It is our desire, that over time, a habit of making good choices is woven into the student’s character.

Student choices that are honoring and not honoring to the Lord will be handled at the discretion of the teacher and communicated to the parent. Office referrals will be necessary if any of the Basic School Rules or Classroom Rules (Proverbs 13:18) are not followed. Students in K through 4th grades may lose a portion of their free time or asked to write letters of apology, etc. Grammar parents will be notified and will be expected to attend a conference with the administrator and the teacher if poor choices continue. Strategies for rectifying the behavior will be discussed and a plan of action will be put into place. A team approach between student, parents and administrator will insure that the student understands the need for change and the importance of quality character to honor the Lord.

**Classroom Discipline System (Grades 5th – 9th)**

Inappropriate classroom behavior (5th – 9th grade) not deserving of an immediate referral to the Principal will be handled in the following manner:

The teacher must clearly state his/her expectations of proper classroom behavior at the beginning of the school year and at various times throughout the year when appropriate. Each teacher should send home a list of classroom rules and expectations for the parent to sign and return. When those rules are broken within class, the first step in discipline should be a warning unless it is behavior that necessitates an automatic office referral as stated in policy. Warnings may be recorded by writing the student’s name on the board or in the discipline log book.

Teachers should contact parents of students who consistently violate classroom/school rules as soon as possible. Once a student has been clearly warned that his/her behavior is unacceptable, **No more warnings need to be issued.** If subsequent inappropriate behavior continues sentences will be given that are to be returned the following day, next offense the student will be given after-school detention where he/she will be expected to complete some form of disciplinary action (writing a paper regarding the nature of the offense, copying the rule broken, searching for scripture, writing a formal apology, cleaning the classroom, etc.). The teacher must fill out the proper referral form to pass on to the after-school coordinator.

After-school detention will be served as soon as possible following the offense. It is the teacher’s responsibility to make sure the parent has been informed that detention has to be served. A student’s first after-school detention will last 30 minutes, the second, 45 minutes, and all subsequent detentions will last 1 hour. The third after-school detention indicates a continuing problem, and, therefore, will also be an official office referral, accompanied by the appropriate discipline as spelled out in policy. Each after-school detention thereafter will also be an official office referral.

Teachers should document all disciplinary procedures, including after-school detention and office referrals. There will also be records kept by the after-school detention coordinator.

Serving after-school detention will make a student ineligible for after-school activities during that time period.

*Woe to him who builds his house without righteousness and his upper rooms without justice, who uses his neighbor’s services without pay and does not give him his wages – Jeremiah 22:13*

# DISCIPLINE POLICIES AND PROCEDURES

The kind and amount of discipline (punishment) will be determined by the teacher and if necessary, the Administrator. 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), restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level. In order to maintain consistency, teachers will regularly meet together to discuss biblical standards and school policy concerning discipline. Love and forgiveness will be an integral part of the discipline of a student. (See also Classroom Discipline)

**OFFICE VISITS**

There are six basic behaviors that will automatically necessitate discipline from the Administration. Those behaviors are:

1. blatant, public disrespect shown to any staff member (normally, following in-class reprimand). The staff member will be the judge of whether or not disrespect has been shown.
2. dishonesty in any situation while at school, including lying, cheating or stealing.
3. rebellion, i.e. continued outright disobedience in response to instructions.
4. fighting, i.e. striking in anger with the intention to harm the other student, and verbal taunting.
5. obscene, vulgar profane language or gestures, as well as taking the name of the Lord in vain.
6. destruction of property in any way

 In addition, the following behaviors, most likely to occur in grades 5-9, should require

 discipline from the administration:

1. inappropriate display of affection
2. leaving school without permission
3. skipping or leaving class without permission
4. use/possession of tobacco, alcohol, or drugs
5. viewing/possession of pornography
6. possession of weapons (including pocket-knives)

During the visit with the administrator, the administrator determines the nature of discipline. The administrator may require restitution, including apologies, parental attendance during the school day with their student, or other measures consistent with biblical guidelines, which may be appropriate. They should end the visit with prayer.

If for any of the above or other reasons, a student receives discipline from the administrator, the following accounting will be observed. Within the course of the school year:

1. The first time a student is sent to the office for discipline, the student’s parents will be contacted and given the details of the visit. A copy of the written referral will be sent to the parents to be signed and returned the following day. The parents’ assistance and support in averting further problems will be sought.
2. The second office visit will be followed by a meeting in person with the student’s parents and administrator.
3. Should the student require a third office visit, a oneor two-day suspension will be imposed on the student.
4. If a fourth office visit is necessitated, a five-day suspension will be imposed and the student with his/her parents will be required to attend a consultation meeting with the Director and at least one representative from the board.
5. If a fifth office visit is required, the Director will present a request for expulsion to the board at its next meeting. The student will be suspended from school until the board takes action.

The Director may determine that a referral is worthy of disciplinary action,

but not a step toward expulsion, as described above. The school board will be

periodically informed of all office referrals.

 \*The student shall receive a grade of zero for all daily assignments during the suspension period. Grades on other assignments due during the suspension will be reduced according to late policies.

 **EXPULSION**

The Christ Classical Academy Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case by case basis. Forgiveness and restitution are fundamental in our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.

**SERIOUS MISCONDUCT**

Should a student commit an act with such serious consequences that the Director deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts of endangering the lives of other students or staff members, gross violence or vandalism, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct that occurs after school hours, especially illegal activity.

**READMITTANCE**

Should the expelled student desire to be readmitted to Christ Classical Academy at a later date, the school board, or its delegated committee, will make a decision based on the student’s attitude and circumstances at the time of reapplication.

**Afternoon Pick-up Conduct and Discipline:**

All school rules apply while students wait to be picked up. Students are expected to remain silent and orderly while waiting for their name to be called. Continued disruptions and/or disobedience at pick-up will not be tolerated and will result in a visit to the Director/Principal which will constitute an “office visit” under the Discipline Policy.

**CCA Definition and Policy on Cheating**

Scripture is clear on the commands to believers concerning honesty and integrity. While dishonest gain may be tempting to all of us, it does not come without consequence. Proverbs 20:17 says, “Bread obtained by falsehood is sweet to a man, but afterward his mouth will be filled with gravel.” It is the intention of Christ Classical Academy to ensure that our students are performing with the utmost academic integrity. Therefore, we will define academic dishonesty – better known as cheating.

**General Definition – Cheating is receiving outside help on work claimed to be your own.**

Students who are given an assignment or assessment in school may not request, receive, or offer answers to that task without the expressed permission of the teacher who originally gave the assignment. This includes, but is not limited to, all tests, quizzes, papers, homework, and projects.

In other words, anything a student turns in to a teacher for a grade must be a 100% reflection of that individual student’s knowledge and personal work on that assignment.

There are several different forms of cheating that will fall into this category:

1. Taking or receiving information. A student who looks onto another student’s paper (or information source) in order to gain information that he would not have otherwise been able to provide on his own, is considered cheating. A student who turns in answers that were freely given him by another student in an effort to claim credit for himself is considered cheating.
2. Offering or giving information. A student who offers answers from his paper (or information source) to another student in order to assist them on answers that they would not have otherwise been able to provide on their own, is considered cheating. A student who gives his assignment answers to another student who did not complete the assignment on his own is considered cheating.
3. Plagiarism. Plagiarism is considered cheating, and is often illegal. Plagiarism is defined as taking someone else’s original words, ideas, or thoughts and making them your own without giving proper credit to the source. Taking an original document, and changing a few words, is still plagiarism since it steals the original general thoughts of another. In other words, a document does not have to be a word-for-word copy to be considered plagiarism. Plagiarism may come from books, magazines, videos, internet, or any other source of original ([copyrighted](http://www.google.com/search?hl=en&sa=X&oi=spell&resnum=0&ct=result&cd=1&q=copyrighted&spell=1) or not) material.

Those who give or receive information on such assignments will fall under the definition of cheating, and will receive a zero on that assignment as well as receive an office referral as stated in the school’s discipline policy.

# STUDENT RELEASE POLICY

If someone other than the parents will be picking up a student (grandparent, relatives, friend, etc.), written permission must be given to the teacher. In the event of an emergency change, please phone the school office as soon as possible to identify the person authorized to pick up. Christ Classical Academy will make every attempt to ensure the safety and protection of each child.

Divorced or blended families must submit a copy of the legal custody agreement to the school office clarifying who has permission to visit and/or pick up students from CCA.

# DROP-OFF/PICK-UP PROCEDURE

Non-employee children may not enter the classroom until 7:40 a.m. (including carpool students who are riding with those leaving for early morning field trips and athletics). CCA will not provide supervision for any child prior to 7:40 unless prior arrangements have been made at the Director/Principal’s approval. The main entrance will be unlocked during morning drop off (7:40am-8:00am) . School doors will remain locked all other school hours. To be let in you will need to call the school office (865) 255-7838.

**If you must come into the school in the mornings, please drop your children off first then park your car.** **This will increase the safety of all involved.**

Pick-up is not the time to discuss your child’s progress with the teacher. Parents may call the school office and leave a message for the teacher to schedule a conference time.

We strongly urge you to drive through to pick up your child unless you are signing them out early for the day. All students must be picked up by 3:05 pm daily. \* **Students picked up after 3:05 p.m. may be subject to an after school fee of $10.00 for the first 5 minutes late and $5.00 for each additional minute thereafter.** Exceptions may be made for Logic/Rhetoric students by the administration, and usually will coincide with after-school events (tutoring, projects, etc.) Any students allowed to stay after hours will be subject to the same rules and authority as during the normal school day. These students must be accompanied by an adult who has fully agreed to hold them accountable for their actions.

# COMPREHENSIVE GRIEVANCE POLICY

**OBJECTIVE**: To establish biblical guidelines for the resolution of disputes and grievances in the operation of Christ Classical Academy.

**SCOPE**: These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Christ Classical Academy’s operation between two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration and board.

**DEFINITIONS:**

**Dispute**: Any disagreement that results in broken fellowship or trust between the parties or that disrupts the lines of authority in the school, or which (in judgment of either disputant) threatens the successful implementation of Christ Classical Academy’s objectives and goals.

**Grievance**: Any concern about any decision or action made by one in authority, where the concern is large enough to appeal the decision or action beyond that authority to the next level.

**Concerns:**  The substance and details of the dispute and/or grievance.

**GUIDELINES:**

**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 should bring the concern to the Director/Principal. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem still is not resolved, the parents should appeal to the board or appropriate committee in writing and request a hearing from the Christ Classical Academy Board or appropriate committee.
4. This procedure also applies to board members/teachers who are acting in their capacity as parents/patrons and not as representatives of the board/faculty or staff.

**Parents/Patrons to Director/Principal:**

1. If the 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 Director/Principal.
2. If there is no resolution, they should appeal to the board or appropriate committee in writing and request a hearing from the Christ Classical Academy’s board or appropriate committee.

 The vice-chairman of the board (or his designee) shall be responsible for written responses to parental grievances/concerns within three weeks after the grievance/concern is brought before the board.

1. This procedure also applies to Board members/faculty/staff who are acting in their capacity as parents/patrons and not as representatives of the board/faculty or staff.

**Staff to Director/Principal:**

1. All concerns about the standards of the school must first be presented to the Director/Principal. A respectful demeanor is required at all times.
2. If the problem is not resolved, the staff member should appeal to the Board or appropriate committee in writing and request a hearing. The chairman of the board (or his designee) shall be responsible for written responses to staff grievances/concerns within three weeks after the grievance/concern is brought before the board.

\*If you have not presented your grievance directly to the teacher, you must do so first. If the problem is not resolved after meeting with the teacher, you may then submit this form to the Director/Principal to discuss the problem further.

**Grievance Form:**

Parents Names\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_

Teacher Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the nature of your grievance:

Have you met with the teacher to discuss this grievance? ( yes / no )\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If so, when did that meeting take place? (date may be approximate) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What was the teacher’s response and action(s) taken as a result of that meeting?

What can the administration do to help alleviate the grievance you have?

If a meeting needs to be set up with an administrator, what day(s) of the week and times are most convenient for you?

# POLICY FOR COMMUNICATING PROPOSALS OR SUGGESTIONS TO THE CCA BOARD

**Objective:**

To establish a clear policy to facilitate communication to the CCA Board by the patrons of the school.

**Scope:**

This policy covers all formal communications to the CCA Board from parents, staff or students, which do not fall under the Grievance Policy and Procedures. Such communications would include, but are not limited to, suggestions for school improvement, changes in policy, new programs or activities.

**Definitions:**

Formal – all suggestions, proposals, or ideas submitted for action.

**Guidelines:**

In the event a patron of the school desires to bring a proposal or suggestion to the CCA Board, the following guidelines apply:

1. The communication must be put in writing.
2. The written proposal or suggestion will be directed to the Director who must then bring the proposal to the board as part of the agenda of the next regularly scheduled board meeting.
3. The Director, after consulting with the board members, may refer a proposal or suggestion to an appropriate committee (i.e. finance, curriculum, uniform, etc.) instead of bringing it directly to the whole board. When this is done, the Director will so inform the person(s) making the proposal. He will also inform the board in his report at the next meeting of the board.
4. The board’s response will be forwarded to the persons making the proposal through the Director.

#

# ADMISSIONS WAITING LIST PROCEDURES

Each applicant will be informed when an appropriate class is full so that each may decide whether to go through the admissions process in order to qualify for a position on that class’ waiting list. To be eligible for placement on a waiting list, applicants need to complete the entire application, including forms and fees. Generally, families on the waiting list will not proceed to Board interview and assessments until there is an opening in the classroom.

The following factors will give priority on waiting list status:

* Families with other children already enrolled at CCA;
* Employee (or potential employee) child

Other factors which may affect waiting list status include (in no particular order):

* Students that have attended CCA in the past but left due to relocation, home-schooling, financial reasons, etc.:
* Board evaluation of Admission Criteria as applied to each applicant;
* Date of application.

If parents decide to remove their child from the waiting list before the school year begins, the registration fee will be refunded. This fee would be recollected should the child be admitted after the school year begins.

Upon parental request an applicant may remain on the waiting list for consideration for the following academic year if he/she is not placed in the current year. To keep a child active on the waiting list, all fees must remain paid in full. However, his/her priority on the waiting list may change depending on future applications. In the event that registration fees increase from one year to the next, families carrying over on the waiting list will only be billed the increased amount.

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# SICK POLICY for Students

A child should not attend school if they have any of the following:

1. Fever (100° F or higher)
2. Vomiting or diarrhea
3. Frequent cough
4. Green, yellow, or bloody discharge from nose or mouth
5. Drainage from the eyes
6. Contagious disease (i.e. chickenpox, foot & mouth, etc.)
7. Communicable parasites (i.e. head lice, scabies, etc.)

In most of these cases, a period of resolution of these symptoms of 18-24 hours will allow enough observation time to be sure the child is better as well as non-contagious to the other school children. A few important points include:

1. Even though a fever may be gone, the child may not be feeling better as

evidenced by lack of energy, poor appetite. These symptoms show that although the child is improving, he/she may not feel well enough to be back in school. They would fare much better to spend an additional day at home resting.

1. Strep throat is usually non-contagious after 24 hours of antibiotics; the principle in #1 above still applies.
2. Even if you are certain that vomiting is from a noninfectious etiology (i.e.: motion sickness), it is in the best interest of your child as well as his/her classmates to observe them for a period of time (i.e.: an hour) to be sure your

child returns to his/her normal activity level before bringing them to class.

1. Although your child may feel well, any drainage from the eyes in association with pink eye is highly contagious.
2. Tylenol and ibuprofen are excellent in reducing symptoms and fever; however, they DO NOT cure the child’s illness (i.e.: your child is still sick and contagious). Your child’s fever should be gone for 18-24 hours, without use of these medications, before bringing him/her back to school.
3. In the case of chickenpox, your child is contagious until all lesions have completely crusted over.
4. A temperature of 100° F or higher taken at school will necessitate immediate pickup of student from school.

**Serious Illness and Emergency Care**

Students experiencing health problems (a cut, vision problems, upset stomach, fever) should be brought to the office, accompanied by an adult (or student if older than 3rd grade). The parents will be consulted regarding the next step.

Accidents / Injuries

1. Minor injuries (cuts, stings, etc.) should be lovingly and appropriately cared for by the teacher, parent volunteer, assistant, or office.
2. For more serious injuries:
* check the scene
* if severe, call the office (office will call parent and 911 if needed)
* provide care until office personnel arrive on scene
* calm the students and return to class

3. CALL EMERGENCY MEDICAL SERVICES IF VICTIM:

* is unconscious, unusually confused, or seems to be losing consciousness
* has trouble breathing or is breathing in a strange way.
* has persistent chest pain or pressure
* has pressure or pain in the abdomen that does not go away.
* is vomiting, or passing blood
* has seizures, severe headaches, or slurred speech.
* appears to have been poisoned.
* has injuries to the head, neck, or back.

4. Contact the office to fill out an incident form on each accident.

5. The Incident Reports are filed in a notebook which remains in the office.

**Student Accident Insurance**

CCA does have supplement student insurance if a parent would like to use this for an injury that has occurred while on campus during the day or after school hours event. Please contact Administration.

# HOMEWORK PHILOSOPHY AND GUIDELINES

Christ Classical Academy may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes for homework being assigned:

1. 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.
2. Repeated, short period of practice or study of new information is often a better way to learn than one long period of study.
3. Since CCA 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. Home Study days (Fridays) will be a time when parents will need to assist in the days assigned work. This will also keep the parents informed as to the current topics of study in the class.
4. 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 as a punitive, as well as practical purpose.
5. Homework also builds time-management, self-discipline, and responsibility.

**\*HOME STUDY WORK DOES NOT FALL UNDER THE GUIDELINES OF THE HOMEWORK POLICY!**

**HOME STUDY GUIDELINES**

Home Study Days are counted as a required calendar school day by the state of North Carolina. Students will be given a full day of work in core classes. Home Study work will be required to be turned in to the teacher the next school day with work in ALL subjects complete. Due to the nature of Home Study (in that the student generally has more than one day to complete the work) ALL work in ALL subject are assigned must be complete in order for the student to be counted as present for the school day. In addition to an absence, all incomplete work will also be deducted points in accordance with the policy for late homework guidelines for the student’s grade level.

#### GRADING GUIDELINES

1. Percentages and Grade Equivalents:
* No “+” or “−“ will be given on the report card in Kindergarten.

 In **TK & Kindergarten** classes, the evaluation of skill acquisition is designated on the following basis:

 M = Most of the time

 S = Sometimes/Inconsistently

 B = Beginning to

 NI = Needs Improvement

 NA = Not assessed

 N = Not yet

**Grading scale for 1st-8th Grade**- **Weighted %-**

 A = 95-100 C = 79-82 Major Assignments/Tests-**45%**

1. = 93-94 C- = 77-78 Minor Assignments/Quizzes-**30%**

B+ = 91-92 D+ = 76 Classwork-**25%**

 B = 87-90 D = 71-75

B- = 85-86 D- = 70

C+ = 83-84 F = Below 70

**Grading scale for 9th -12th Grade**-

 A+ = 98-100 C+ = 77-79 F = 0-59

 A = 93-97 C = 73-76

1. = 93-90 C- = 70-72

B+ = 87-89 D+ = 67-69

B = 83-86 D = 63-66

1. = 80-82 D- = 60-62
2. Homework will be given a specific due date upon its assignment. In Grades 1st -4th grade, when a student fails to turn in an assignment, teacher should communicate to the parents and the assignment will be marked down 10 points. If assignment is not collected within a week of the due date, a zero will be assigned. Between 5th and 9th grade when a student fails to turn in an assignment on time, teacher should communicate to the parents and the assignment will be marked down 15 points if turned in the next day and 30 points if turned in two days late. The teacher may assign a ‘zero’ for any assignment turned in three days late or more. The teacher must assign a ‘zero’ for any assignment turned in more than five days after the original due date (or after the student returns to school following sickness/vacation).
3. For Character Development, Spiritual Development, Attitude, Penmanship, P.E., Art

 and Music quarterly evaluations will be given using the following designations:

 O = Outstanding NI = Needs Improvement

 S = Satisfactory U = Unsatisfactory

**II. GUIDELINES FOR ASSIGNING HOMEWORK**

Since homework by its nature, takes time at home, it is not to be assigned due to the teacher’s poor planning or in place of an assignment, which could have been completed in school. The student’s time at home is to be encroached upon for only the best purposes. However, students who do not finish classroom work in the allotted time may require time at home beyond the times listed below to finish those assignments. Home Study days are considered and counted as a school day. Work assigned for Home Study days is not considered “homework”.

The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as maximum times, not as required minimum times and then only if homework is assigned.

GRADE APPROXIMATE TIME PER NIGHT\*

K Approximately 15 minutes memory work\*\*

1st - 2nd Approximately 30 minutes up to 2 nights M-Th.\*\*

3rd - 4th Approximately 45 minutes up to 3 nights M-Th.\*\*

5th - 6th Approximately 45-60 minutes up to 3 nights M-Th.\*\*

7th - 8th Approximately 45-60 minutes up to 3 nights M-Th.\*\*\*

9th – 12th Approximately 60-90 minutes up to 4 nights M-Th \*\*\*

\* Homework is not to be assigned over holidays/vacation periods included in the school calendar and generally will not be assigned over weekends. These assigned homework guidelines do not apply to Home Study Days, special projects or research papers. CCA recognizes that students are of varying abilities and will require varying times for homework. The teacher should endeavor to assign homework that the average student can complete in the time listed above.

\*\* This time includes 15 minutes of assigned reading.

\*\*\* This time does not include extra time needed for Science projects, History projects, novels, etc.

**Final Exam Schedule for 9-12 Grade**

An exam is defined as a mid term or end-of-year test used to determine the student’s comprehension of material covered during the school year, as required by curriculum objectives. Any classes that use only a partial amount of a certain weekly class period may or may not give a final exam at the headmaster’s discretion. Final exams count 15% of the semester grade for the entire school year.

**Graduation Requirements**

for

Christ Classical Academy

Note: All credits must be earned on course work completed in 9th-12th grades.

Creditsa Subject Area

1. English

4.0 Math (including Algebra I, Geometry, and Algebra II)

3.0 History

3.0 Science (including Biology and Chemistry)

2.0 Foreign Language

2.5 Bible

1.0 Health/P.E.b

 1.5 Rhetoric

 1.0 Fine Arts Elective

 2.0 Additional Electives

24.0

a Credits are earned based on the length of time a class meets.

 Year long class= 1 credit

 Semester class = 0.5 credit

b Student may earn 0.5 credit toward the PE total by participating in a high school sport.

Study Hall does NOT count toward Graduation Requirements.

**Graduation Honors**

Graduates from Christ Classical Academy may earn recognition at the graduation ceremony (and final transcripts), indicated by special stoles and/or cords, by achieving the following grade point averages:

Summa Cum Laude 4.20 GPA

Magna Cum Laude 3.90 GPA

Cum Laude 3.70 GPA

**Placement Procedures for Honors Math Classes**

1. Current CCA Students Entering 7th Grade
2. Any student having C’s or lower in Math on their report card, including mid-semester grades, will not be considered for honors, regardless of other scores.
3. Must have 85 or better average on tests in 6th grade math from the first grading period through the last progress report.
4. Must score at the 90th percentile or above in Total Math on their 6th grade Stanford Achievement Test.
5. Must score 90 or higher on CCA’s math placement test given in May.
6. If student does not meet all of the above requirements, the student’s 6th grade math teacher may recommend placement PRIOR to the parents being notified of placement decision.
7. New Students Entering 7th grade
8. Must have straight A’s on their report card in their most recent math class.
9. Must score at the 90th percentile (119 Standard Score – high end of High Average range) or above in Calculations and Applied Problems on the Woodcock-Johnson.
10. Required to take CCA’s math placement test and meet qualifying score of 90 or higher.

**Procedure for Current Honors Math Student to Remain**

**in the Honors Program**

* Student may not have three or more C’s in honors math on report card.
* Student may not have a D or F in honors math on report card.

Any honors math student who does not met the requirements to remain in the honors math program may opt to retake the class during the summer, using our textbook and an CCA math teacher. The student must also score 77 or higher on a comprehensive math exam.

**Procedure for Calculating Class Rank & Valedictorian**

1. Each quarter, teachers will assign report card grades to each student in the class. 9-12th grade students will receive a GPA (Grade Point Average) value each semester, as defined in the Staff Handbook, which will be recorded on the permanent transcript.
2. The cumulative GPA will be averaged each semester throughout the high school years. Class rank will be recalculated at the end of each semester.
3. Students/Parents will have access to their class rank each semester.
4. Students taking courses designated as “honors” level will receive an additional point toward their GPA upon each quarter’s calculation. This is designated as a “weighted” GPA.
5. Christ Classical Academy will use two separate grade point averaging systems in determining final grade point averages (GPA) for high school students and graduates.
	1. **College applications and other academic honors.**

Students will be assigned a GPA based on merit according to the approved scale in the CCA policy manual, with a GPA value assigned to a grouping of grades (i.e. both 88 and 89 count as a B+, or a 3.3 GPA in non-weighted courses). This GPA will include courses taken at previous schools, and courses taken simultaneously alongside the approved CCA curriculum (i.e. online courses or community college courses). When requested, a class rank will be given to the institution in question based on this system. This will be the GPA most often referred to for CCA students, since it will tend to give them the greatest advantage in the public eye.

* 1. **Determining Valedictorian, Salutatorian, Junior Marshals, or other internal academic distinctions or honors.**

Students will be assigned a GPA based on a more detailed system, with each numerical grade counting a unique GPA value (i.e. 88 would count as a 3.25, while 89 would be a 3.30). This GPA will not take into account courses taken outside of CCA during junior or senior year, including online and community college courses. This GPA will be used to break ties, and to determine valedictorian, salutatorian,

or other internal academic distinctions, based solely on the approved CCA curriculum, without the influence of alternative courses.

1. The valedictorian must have been a full-time student at CCA during both the 11th and 12th grade years. Students transferring to CCA from another school after 10th grade, will not be eligible for the title of valedictorian, but may attain the title of salutatorian.
2. CCA will only transfer weighted courses from another school if they are in line with available weighted courses offered at CCA. Other courses designated “weighted” at another school will be transferred as non-weighted at CCA. The designation of transferred courses as weighted/non-weighted is determined by the Administrator.
3. High school classes taken in a homeschooled environment will not be given points toward overall GPA. CCA may require a homeschooled student to take an assessment to prove mastery of completed courses before granting graduation credit for those particular courses.
4. Transcripts sent to colleges or other institutions will generally reflect the above guidelines regarding class rank and GPA. However, CCA may include weighted courses taken at another school on these transcripts when it is in the student’s best interest.

**Grade Promotion and Academic Probation**

Consistent with the philosophy of Classical Christian Education is the practice of teaching students with a set curriculum upon a given set of rigorous academic standards. Therefore, CCA typically does not separate students into “tracks”, nor assign labels of learning disabilities. While it is understood that all people learn in various ways, and that they perform academically at various paces, CCA cannot alter its curriculum or pacing schedule for any one student while adhering to our overall philosophy of education. Therefore, Christ Classical Academy will simply be much more difficult for some students than for others, meaning the struggling student will need to seek out help in the form of tutoring, professional psychological testing, organizational training, etc. in order to remain enrolled at the school.

On occasion, a student may enter CCA through the normal admissions processes, but be unable to succeed in the challenging environment we set. CCA promises to provide as much individual assistance to this student as possible to help bring him success. However, there may be a point where it becomes necessary for that student to transfer to another school where he would be more likely to be taught according to his own personal academic boundaries. The Director, with approval of the school board, will make the final determination of whether a student may remain enrolled at CCA.

Academic Probation\*

Academic probation is reserved for students who:

* Fail at least one core academic class OR earn grades under a ‘C’ (2.0 GPA) average in core academic subjects for one semester (2 quarters). PE, Art, Music, and other non-academic subjects do not factor into the calculation of Academic Probation GPA.
* Are incapable of keeping up the pace and workload of the class even with additional testing, tutoring, training, etc.

Once a student is placed on probation, he has one semester (2 quarters) to pull his average above the standard or risk forfeiting his classroom spot. Parents will be notified when their child is placed on academic probation.

While on academic probation, a student is expected to focus heavily on improving his academic standing at CCA. Therefore, students on probation will be ineligible for participation on formal CCA teams. In addition, students on probation may be ineligible for participation on overnight field trips. The time spent on these activities should be used for tutoring and other opportunities to increase classroom grades.

Students with a core-subject GPA under 2.0 who meet (most or all of) the following requirements may be exempt from probation:

* Seek out professional psychological testing to identify learning “gaps” and weaknesses that may be a help for the school in educating this particular student (provided the testing shows that academic success at CCA is a reasonable goal).
* Have consistent parental support and communication with the school (teachers and administration) regarding the progress of this student.
* Have maximum effort (in class and out of class) from the student on the majority of assignments and assessments.
* The student is not a disciplinary problem and exhibits a positive attitude while at school.
* Shows consistent progress in addressing the identified weaknesses.
* The student’s teachers are in agreement with the previous statements.
* The student is seen by the school administration as a positive addition and influence within the classroom.
* Unforeseen circumstances (i.e. family death, sickness, etc.) that may cause a student’s academic performance to fall below his “typical” results.

Grade Promotion

A student in kindergarten will be promoted to the next grade level if

* He shows proficiency in basic phonics, reading, and math skills as determined by teacher recommendation and the placement test.

A student in 1st – 5th grade will be promoted to the next grade level if

* He passes all his core subjects for the year, and has the teacher’s recommendation to move forward based on a belief that the student is ready for the academic load in the next grade level.

A student in 6th – 9th grade will be promoted to the next grade level if

* He is not on academic probation at the end of the school year, meaning his overall average for the last two quarters must be at or above a ‘C’ average if he was placed on probation after 1st semester.
* He passes math, English, and reading and fails no more than one other subject for the year (students who struggle in English and/or Math may be required to take formal tutoring during the summer for promotion).

\*Students who enter the school year on academic probation may be asked to leave during the school year if their grades, behavior, motivation, or attitude prevent them from leaving probationary status within two quarters OR cause them to become a negative influence or distraction to the overall culture of the school. Final determination of an early dismissal of a student will be by the Director, with approval of the school board.

The teacher and Director must sign the final report card to approve any grade promotion. Exceptions to the above guidelines must be forwarded to the school board, by the Director, for approval.

 **Requirements for Moving to a Requested Grade Level:**

**(skipping a grade)**

In the instance that a student is recognized as a candidate for a grade level other than the one that he currently occupies, the following requirements are necessary prior to approval of any grade change:

1. A parent must make a formal written request to the CCA Board and Administration for the student to be considered for placement at another grade level.
2. Student must meet the age requirement as set forth in the CCA Parent Policy Manual.
3. Student must have exemplary behavior. This would be reflected with an Outstanding score for attitude and behavior on the student’s report card.
4. Faculty and staff must view this student as having above average maturity for his/her age.
5. The student must have an ‘A’ average in each subject for one consecutive year of report cards (4).
6. A written recommendation from the student’s current teacher must be provided.
7. Appropriate scores must be attained on standardized tests such as the Stanford Achievement Test. Appropriate scores are defined as those that align with the average scores of the class slated for entry.
8. The Director must submit a recommendation to the CCA Board.
9. A CCA Board majority vote must be received.
10. All grade advancements will take place during the summer.

Any parent or teacher who believes that they recognize a student as misplaced, or as a candidate for another grade level, should keep all recommendations and conversation regarding this situation completely confidential. Each student is unique, and so, each situation must be handled individually. It is unnecessary and inappropriate to involve other parents in this type of discussion unless approved by the Director.

**Part-time Enrollment**

Christ Classical Academy allows enrollment of part-time students, who wish to take select courses to enhance their other learning opportunities.

For the purpose of the part time student, the school day is divided into seven (7) class periods for each grade. A class is defined as a subject area/course. A student may be enrolled in 1-5 classes to be considered a part time student. Classes offered to the part time student vary depending on the grade level but are generally broken up into Language Arts (LA is one class in grades K-8th grade and two classes-English and Composition-in 9th grade), Math, Science, History, Bible, and Specials (includes PE, Latin, Logic, Music, & Art).

CCA will only keep records of grades and attendance for the enrolled classes. The part time/homeschool student will be responsible for meeting the record keeping requirements for the NC Dept. of Non-Public Education on their own under their designated homeschool.

Tuition fee policy for individual courses is listed below. Registration and application fees are not included in tuition. Other extracurricular fees (field trips, projects, etc.) will also apply.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1 Class** | **2 Classes** | **3 Classes** | **4 Classes** | **5 Classes** |
| **Part-time****Student****Tuition** | **$653** | **$1318** | **$1970** | **$2630** | **$3282** |

The process of part time entry into Christ Classical Academy is identical to full time entry. A completed application with fees, followed by family interview and academic assessment are to be expected for all first time applicants.

# ATTENDANCE REQUIREMENTS

A student enrolled in Christ Classical Academy is expected to be present and on time in school every day school is in session (See Mandatory Attendance Policy). Chronic absences or tardies violate the spirit of the requirement and may necessitate a parent/teacher conference. The actual number of days school is in session will be determined by the yearly school calendar. Attendance records for the grammar students are kept by the individual classroom teachers and recorded on the student’s report card and progress report each quarter. A student must be present for half of the allotted time to be considered present for the day (3 ½ hours for full-day students). According to the mandatory attendance policy, a student may not miss more than the equivalent of fifteen days of school. Due to CCA’s schedule, a student is considered absent on a Home Study day (Friday) if assigned work in not turned in and complete on the next school day.

1. Short-Term Absences: If a student needs to be absent from school for one to two days, for any reason, the parents should contact the teacher by note or phone as soon as possible. Missed work may be picked up after 3:05 on the day of the absence. It is the parent’s responsibility to work with each teacher to make sure concepts and assignments covered during an absence are learned. All make-up work should be completed and turned in on a timely basis as set forth through communication between teacher and parent.
2. Long-Term Absences: If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork that the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork. For planned absences, (ie: trips, vacations, etc.) notification should be made at least one week in advance. It is the parent’s responsibility to work with each teacher to make sure concepts and assignments covered during an absence are learned. All make-up work should be completed and turned in on a timely basis as set forth through communication between teacher and parent. If teacher and parent have given and collected homework prior to absences, the student is expected to turn in work upon returning to school if the situation is non-emergent/illness.
3. Extended Absences: We will gladly cooperate with families taking their children from school for vacations, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed and turned in upon returning to school. We recommend that prior to a planned, extended absence the student(s) work ahead. This eliminates the need to work on vacation. It is the parent’s responsibility to work with each teacher to make sure concepts and assignments covered during an absence are learned. If make-up work is given prior to the absences the student is expected to turn in all work upon returning. If special exceptions have been made with the teacher then all make-up work should be completed and turned in on a timely basis as set forth through communication between teacher and parent.
4. Tardies\*: Punctuality is an important trait to instill in our children as they are being prepared for life after formal schooling. Being late to school or class disrupts classes and takes time away from the instructional process, affecting everyone, including the tardy student. For these reasons, tardies will be treated in the following manner: a student in K-4th grade arriving after 8:00 must be signed in by his parent at the school office, receive a class admission slip and then be escorted to class or Chapel Assembly, as appropriate. Tardies in 5th-9th grade will be handled at the classroom level. Any student arriving at school after 8:15 should sign in at the school office and receive a class admission slip before reporting to class. 9th -12th grade will be given tardies per class period.

 \*Tardy is defined as not being at the proper place and prepared to participate appropriately at the proper time (at teacher discretion).

According to this definition, the following will all count as one tardy:

1. Being late for morning drop-off (for any reason). Students should be in their classrooms prepared to begin the day no later than 8:00 a.m. Obviously, this means parents should drop off their children so that they have adequate time to unpack and be seated for class.
2. Being late for class when expected to be there at a specific time. This will generally apply to the 5-9th graders, but will be enforced school-wide.

Also, please remember that if you do bring your child in after 8:00, you must sign the clipboard in the office. We cannot legally have students on campus without the office knowing where they are. This is crucial for the protection of the child and the school.

**TKindergarten through 4th grade** – Parents are responsible for having their children to school on time each day. The first tardy, each quarter, will serve as a warning. Upon the second tardy, the teacher will contact the parent (by phone or letter signed by parent). Upon the third tardy, an administrator will call the parent. Upon the fourth tardy, the administrator will meet with the parents and child to discuss the ongoing problem, and assign lunch detention. Excessive tardies may result in additional disciplinary measures, referral to the school board, and/or dismissal from CCA the following school year. The tardy count will start over each quarter.

5**th – 9th grade** – These students are changing classes throughout the day and must assume the burden of responsibility for being prompt to class. Teachers will keep accurate records of tardies to each class. Upon the third overall tardy (in one week’s time period), students will receive lunch detention and the parent will receive a phone call from an administrator. Upon the third tardy to an individual class, within one quarter, students will receive a 30 minute after-school detention from the administrator and a call home. Upon the fourth tardy to an individual class, students will be referred to an administrator who will contact the parents and assign a 45 minute after school detention. Upon the fifth tardy to an individual class, an administrator will call home and the student will receive an hour detention. Upon the sixth tardy to an individual class, an administrator may hold a conference with the student and parents to discuss further consequences. The tardy count will start over each quarter.

**Textbook Procedure**

Every textbook is a valuable asset of the school and should be treated with respect as school property. Textbooks and other curricula are expenses incurred each year. To be good stewards of the money provided by our families in tuition, and by God in gifts, it is important to take good care of the books in our care.

Consumable books are meant to last only one school year. Under normal circumstances, paperback books usually last 3 to 4 years and hardback books 5 to 6 years. With regard to the type of book, teachers should adhere to the following procedure:

At the beginning of the year, teachers will label each book issued with the student’s name and the condition of the book. If there is not a specified place for student names, write them in the inside cover of the book. The book condition is to be designated by the teacher using the following guide:

Condition Description

*New* Flawless book. Recently purchased or never previously used.

*Good* Slightly bent corners and pages. No significant markings or damage.

*Fair* Some damage to corners/spine of book. Markings on pages. Still easy to

read and use in class. Slight water damage.

*Poor* Significant damage to corners/spine of book. Pages ripped. Major

markings. Significant water damage.

*Bad* Practically unusable. Cover torn off. Pages missing. Major damage by

any means. Should only be used as a last resort.

Towards the end of the year, teachers will inspect each book and label the condition again using the same standards. Books that drop more than one level of condition may require the user to reimburse the school for damages. Teachers will notify the parents of the damage to the textbook and the amount to be reimbursed. The amount billed will be based on the extent of the damage and will be determined by the Teacher and Administrator. Lost hard back books will be billed with tuition.

**UNIFORM POLICY**

The wearing of uniforms at CCA accomplishes a number of valuable objectives. Uniforms instill in students a sense of belonging and loyalty to the school community. Student behavior and productivity are generally improved when students wear uniforms. Wearing a prescribed uniform helps de-emphasize fashion consciousness and diminishes tendencies to form socioeconomic cliques. Most families find that purchasing uniforms costs less than buying the typical student wardrobe and uniforms help reduce family conflicts over what to buy and what to wear. Uniforms serve a practical purpose of safety since students are easily identifiable on field trips and persons not in uniform are easily spotted on our campus. Finally, uniforms look nice and help create a positive impression of our students and our school within the community.

The CCA uniform must be worn appropriately, with shirts tucked in for boys, sleeves and collars buttoned, etc. The uniform should be clean and neat at the beginning of each day. Uniforms must fit properly and be modest in appearance. The consequences for wearing the incorrect uniform or for wearing a uniform inappropriately will be considered as a **disciplinary action.**

**CCA has made a conscious effort to have a relaxed uniform policy, but it is expected to be adhered to strictly.**

**Please keep the following information in mind when purchasing uniforms and when making daily uniform choices:**

* To honor God and uphold the way He created boys and girls differently, uniforms will be distinctly feminine for girls and distinctly masculine for boys.
* Girls may purchase a feminine cut **Remember when purchasing** – Tight-fitting clothing is not allowed. Shirts should not reveal midriff skin even when bending or raising arms.
* Belts- Required for boys in K-9th grade (belt not required for TK). Boys: A brown or black leather looking belt must be worn with uniform. Girls: Belt is optional. If belt is worn it must be brown or black leather looking. No ornaments for boys or girls on belts. Optional: All boys have the option to wear navy suspenders instead of a belt with their Formal Chapel Uniform only! Suspenders are not an option for every day informal uniform.
* No Cargo or Carpenter style pants, shorts, or skorts are allowed for boys or girls.
* P.E. uniforms are required for all children in grades 1-9th grade. (TK and Kindergarten will not dress out for P.E. or recess) Appropriate athletic shoes must be worn to PE.
* Students may be asked to remove accessories that are distracting or inappropriate at the Director’s request.
* CCA hoodies and fleeces may be worn at any time. All other non-CCA outerwear must be removed upon arrival to school. (i.e. large winter jackets, etc)
* All skorts must touch the knee, as defined by the crease in the back of the knee. It is also unacceptable for skorts to be rolled up in order to shorten the length to higher than required length.
* Students may wear any uniform choice in any combination of top with any bottom daily with the exception of formal day (i.e. shorts may be worn in winter or long sleeve in summer).
* Undershirts or camisoles may be worn and must be solid white, gray or match color of top and be tucked in. No lace or emblems. Undershirt sleeves cannot show beneath shirt.
* **Boots, Slides, Clogs, Sandals, Flip flops, High Tops or slippers are not allowed for boys or girls.**

**Accessories and Hair Coloring:**

1. All jewelry must be worn modestly. Earrings and bracelets should not be distracting. Boys may not wear earrings. Students may be asked to remove jewelry at the Administration’s request.
2. Hair colorings must be modest and natural in appearance.
3. No head coverings may be worn at school (i.e.- bandanas, hats, kerchiefs, etc.) Hats may be worn at specific functions as directed by the school.
4. No visible tattoos (temporary or permanent) are allowed.
5. Hair styles must not be hanging down in the eyes for girls or boys. Boys hair should be above the eyebrows, cover no more than half the ear, and off the collar.

**Monthly “Dress Down” Thursday:**

(September-May)

One Thursday each month (usually first school attended Thursday of the month unless otherwise designated by the Administrator) will be designated as “Dress Down Thursday”. On these days, students may wear blue jeans (or any uniform bottoms) and PE uniform shirt, CCA Spirit wear or any optional uniform shirt. Belts are optional. The jeans must fit properly (no baggies, no holes, no skinny jeans, no jeggings, no appliqués, no embellishments, no dazzles, not too tight). Boys Shirts must be tucked into the jeans and normal uniform shoes must be worn. Should a student choose not to participate in the “Dress Down” Thursday, he must wear his normal uniform on that day. Any student who chooses not to abide by the stated guidelines for “Dress Down” days may be prohibited from participating in future days as deemed appropriate by the administration. These days are meant to be a fun alternative for the students and we expect everyone to respect those intentions by abiding by the guidelines.

**REQUIRED FORMAL UNIFORM:** (To be worn on chapel days)

All Students TK-9th grade are required to wear formal uniforms appropriate on announced Chapel days. If Chapel is not scheduled, any uniform choice can be worn.

**Transitional Kindergarten Girls’ and Boys (3-4 year old) Uniforms**:

CCA desires to keep a high standard to honor the Lord in all we do, including uniforms. Uniforms allow students to have fewer distractions in class.

**TK Girls’ and Boys’ Informal/Everyday Uniforms:** Any combination of the following items may be worn year-round except for designated Chapel days. Informal/Everyday uniforms may be worn on days when Chapel is not scheduled.

* Polo: long or short sleeve, with collar, solid colors or stripes, cotton material (NO dry wicking material)
* Long pants- Navy or Khaki any style (NO characters or embellishments)
* Shorts- Navy or Khaki, any style (NO characters or embellishments)

id # 5004501)

* Socks- must be visible and worn with all shoes options, (NO characters, embellishments, outlandish designs or sayings)
* Shoes-any style ( No high tops)
	+ Formal Chapel Uniform-may also be worn on Informal days
	+ NO belt required!

**TK Girls’ and Boys’ Formal Chapel Uniform:** Must be worn on designated Chapel days year-round. Chapel uniforms may be worn on other days besides Chapel.

* Girls-(You may choose between the skort, jumper, or long pant)
	+ Skort-(option for girls) JC Penney Izod pleated skort Navy only! can be purchased in store or online (web id # 5004501)
	+ Jumper- JC Penney Izod sleeveless Jumper Dress Navy only! can be purchased in store or online (web id#5005011) If you choose to wear the jumper, a navy or black short must be worn under jumper.
	+ Pant-Navy only pleated or flat front, (No character or embellishments)
	+ Long or short sleeved (your choice year-round) white button up oxford blouse or white cotton polo
	+ Navy or white tights / navy or white knee or ankle length socks
	+ Navy, brown or black dress flat dress shoes; heels less than 1 inch
* Boys-
	+ Pant-Navy only pleated or flat front, (No character or embellishments)
	+ Long or short sleeved (your choice year-round) white button up oxford or white cotton polo
	+ Socks-must be visible
	+ Shoe**-**Dress shoe or matching tennis shoe (No light up or character)
	+ NO belt required!

**\*No PE Uniform-**TK will not dress out for PE or recess!

**Outerwear:** CCA Hoodies, or Fleeces may be worn at any time. Non-CCA coats must be removed upon entering the classroom.

* + CCA Fleece Jacket with CCA logo (Debbie Embroidery 413-3472)
* CCA Hoodies-pullover or zipped with CCA logo (Debbie Embroidery)

**Grammar Girls’ (K – 4th grade) Uniforms**:

CCA desires to keep a high standard to honor the Lord in all we do, including uniforms. Uniforms allow students to have fewer distractions in class.

**Grammar Girls’ Informal/Everyday Uniforms:** Any combination of the following items may be worn year-round except for designated Chapel days. Informal/Everyday uniforms may be worn on days when Chapel is not scheduled.

* Polo: long or short sleeve, with collar, solid colors only, cotton material (NO pockets, no dry wicking material,no brand name emblems)
* Long pants- Navy or Khaki, pleated or flat front, classic or boot cut (NO skinny, cargo, holes, rips, embellishments)
* Uniform Skort- Navy or Khaki (dark or light khaki) JC Penney Izod pleated skort- can be purchase in the store or online (web id # 5004501)
* Bermuda Short- Navy or Khaki, pleated or flat front (NO skinny, cargo, holes, rips, embellishments)
* Socks- must be visible and worn with all shoes options (NO characters, outlandish designs or sayings)
* Shoes-
	+ - Tennis shoes-(NO characters, light-ups or outlandish designs) No high tops
		- “Mary Jane” type
		- Ballet flats
		- Sperry style/deck shoe
	+ Formal Chapel Uniform-may also be worn on Informal days

**Grammar Girls’ Formal Chapel Uniform:** Must be worn on designated Chapel days year-round. Chapel uniforms may be worn on other days besides Chapel.

* Long or short sleeved (your choice year-round) Peter Pan collared , white blouse only (Reads in Hickory carries them)
* Uniform Jumper-Navy only) JC Penney Izod pleated skort- can be purchase in the store or online (web id # 5005011)
* Short-a black or brown short must be worn under the jumper and should not be visible below jumper skirt length
* Navy or white tights / navy or white knee or ankle length socks
* Navy, brown or black dress flat shoes; heels less than 1 inch

\*Students need to bring other tennis shoes to change into for recess or PE on Chapel days. Students will change back into Chapel shoes when returning to the classroom.

**Outerwear:** CCA Hoodies, or Fleeces may be worn at any time. Non-CCA coats must be removed upon entering the classroom.

* + CCA Fleece Jacket with CCA logo (Debbie’s Embroidery-413-3472 next to Jimmy John’s in Morganton)
* CCA Hoodies-pullover or zipped with CCA logo (Debbie’s Embroidery)

**PE Uniform: 1-4th Grade Only! (Kindergarten will participate in PE but will NOT dress out for PE or recess so they will not need to purchase PE attire!)**

* Grey round collar t-shirt-with or without a pocket can be cotton or dry wicking material
* Navy gym shorts –Champion or Everlast style with a 7 inch or more inseam
* Tennis shoes-no high top

**Grammar Boys’ (Kindergarten – 4th grade) Uniforms**:

CCA desires to keep a high standard to honor the Lord in all we do, including uniform choices. Uniforms allow students to have fewer distractions in class.

**Grammar Boys’ Informal/Everyday Uniforms:** Any combination of the following items may be worn year-round except for designated Chapel days. Informal/Everyday uniforms may be worn on days when Chapel is not scheduled.

* Polo: long or short sleeve, with collar, solid colors only, cotton material (NO pockets, no dry wicking material, brand name emblems) must be tucked in
* Long pants- Navy or Khaki, pleated or flat front, classic or boot cut (NO skinny, cargo, holes, rips, embellishments)
* Short- Navy or Khaki, pleated or flat front (NO skinny, cargo, holes, rips, embellishments)
* Belt-Black or Brown leather-like (no ornaments) All boys must wear belts
* Socks- must be visible and worn with all shoes options (NO characters, outlandish designs or sayings)
* Shoes-
	+ - Tennis shoes-(NO characters, light-ups or outlandish designs) No high tops
		- Sperry style/deck shoe
* Formal Chapel Uniform-may also be worn on Informal days

**Grammar Boys’ Formal Chapel Uniforms:** Must be worn on designated Chapel days year-round. Chapel uniforms may be worn on other days besides Chapel.

* Oxford shirt-Long or short sleeved (your choice year-round) white only, must be tucked in
* Pants- Navy only, pleated or flat front (NO skinny, cargo, holes, rips, embellishments)
* Socks-solid color, match shoe or pant, mid-calf or higher (NO white socks or ankle socks)
* Belt -Black or Brown leather-like (no ornaments) All boys must wear belts
* Dress Shoe -Navy blue, brown or black, mock loafer type or dress lace-up type (NO tennis shoes)

\*Students may bring other shoes to change into for recess or PE on Chapel days. Students will change back into Chapel shoes when returning to the classroom.

**Outerwear:** CCA Hoodies, or Fleeces may be worn at any time. Non-CCA coats must be removed upon entering the classroom.

* + CCA Fleece Jacket with CCA logo (Debbie Embroidery 413-3472 next door to Jimmy John’s in Morganton)
* CCA Hoodies-pullover or zipped with CCA logo(Debbie Embroidery)

**PE Class:**

* Grey round collar t-shirt-with or without a pocket can be cotton or dry wicking material
* Navy gym shorts –Champion or Everlast style with a 7 inch or more inseam
* Tennis shoes-No High top

**Logic/Rhetoric Girls’ (5th – 9th grade) Uniforms**:

CCA desires to keep a high standard to honor the Lord in all we do, including uniform choices. Uniforms allow students to have fewer distractions in class.

**Logic Girls’ Informal/Everyday Uniforms:** Any combination of the following items may be worn year-round except for designated Chapel days. Informal/Everyday uniforms may be worn on days when Chapel is not scheduled or has been cancelled.

* Polo: long or short sleeve, with collar, solid colors only, cotton material (NO pockets, no dry wicking material, brand name emblems)
* Long pants- Navy or Khaki, pleated or flat front, classic or boot cut (NO skinny, cargo, holes, rips, embellishments)
* Double Wrap Pleated Adjustable Waist Skort- Navy or Khaki (You can find these at **Reads** in Hickory (1774 N. Center Street Hickory, NC 28601(828) 441-2255) where you can try on samples or you can order them online at **elderwearwecare.com** type in style #3923 )
* Bermuda Short- Navy or Khaki, pleated or flat front (NO skinny, cargo, holes, rips, embellishments)
* Socks- must be visible, required for tennis shoes, optional for all other shoe option (NO characters, outlandish designs or sayings) must match shoes or uniform shirt
* Shoes-
	+ - Tennis shoes-(NO characters, light-ups or outlandish designs) no high tops
		- “Mary Jane” type
		- Ballet/Dress flats
		- Sperry style/deck shoe
	+ Formal Chapel Uniform-may also be worn on Informal days

**Logic Girls’ Formal Chapel Uniform:** Must be worn on designated Chapel days year-round. Chapel uniforms may be worn on other days besides Chapel.

* Blouse-Oxford style, White, (short sleeve, ¾ sleeve or long sleeve)
* Double Wrap Pleated Adjustable Waist Skort- Navy only! (You can find these at **Reads** in Hickory (1774 N. Center Street Hickory, NC 28601(828) 441-2255) where you can try on samples or you can order them online at **elderwearwecare.com** type in style #3923 )
* Sock- Navy or White Knee sock, Navy or white tights or Neutral Plain Hosiery
* Vest- Red (You can find these at **Reads** in Hickory (1774 N. Center Street Hickory, NC 28601(828) 441-2255) where you can try on samples or you can order them online at **elderwearwecare.com** type in style #6611)
* Dress Shoe -Navy Blue, Brown or black leather-like or suede (heels must be less than 2 inches)

**Outerwear:** CCA Hoodies, or Fleeces may be worn at any time. Non-CCA coats must be removed upon entering the classroom.

* + CCA Fleece Jacket with CCA logo (Debbie Embroidery 413-3472 next to Jimmy John’s in Morganton)
* CCA Hoodies-pullover or zipped with CCA logo(Debbie Embroidery)
* Girls-CCA Cardigan-grey with CCA logo (Debbie Embroidery)

**PE Class:**

* Grey round collar t-shirt-with or without a pocket can be cotton or dry wicking material
* Navy gym shorts –Champion or Everlast style with a 7 inch or more inseam
* Tennis shoes no high top

**Logic/Rhetoric Boys’ (5th – 9th grade) Uniforms**:

CCA desires to keep a high standard to honor the Lord in all we do, including uniform choices. Uniforms allow students to have fewer distractions in class.

**Logic/Rhetoric Boys’ Informal/Everyday Uniforms:** Any combination of the following items may be worn year-round except for designated Chapel days. Informal/Everyday uniforms may be worn on days when Chapel is not scheduled.

* Polo: long or short sleeve, with collar, solid colors only, cotton material (NO pockets, no dry wicking material, brand name emblems) must be tucked in
* Long pants- Navy or Khaki, pleated or flat front, classic or boot cut (NO skinny, cargo, holes, rips, embellishments)
* Short- Navy or Khaki, pleated or flat front (NO skinny, cargo, holes, rips, embellishments)
* Belt-Black or Brown leather-like (no ornaments) All boys must wear belts
* Socks- must be visible and worn with tennis shoe (NO characters, outlandish designs or sayings) must match shoes or uniform shirt.
* Shoes-
	+ - Tennis shoes-(NO characters, light-ups or outlandish designs) no high tops
		- Sperry style/deck shoe
* Formal Chapel Uniform-may also be worn on Informal days

**Logic Boys’ Formal Chapel Uniforms:** Must be worn on designated Chapel days year-round. Chapel uniforms may be worn on other days besides Chapel.

* Oxford shirt-Long or short sleeved white only, must be tucked in, button collar
* Pants- Navy only, pleated or flat front (NO skinny, cargo, holes, rips, embellishments)
* Socks-solid color, match shoe or pant, mid-calf or higher (NO white socks or ankle socks)
* Tie-any color solid or striped, bow or regular neck tie, hand tied (NO clip-ons)
* Belt -Black or Brown leather-like (no ornaments) All boys must wear belts or suspenders!
* Suspender-Optional-you may wear suspenders instead of a belt on Chapel days ONLY! Navy only.
* Dress Shoe -Navy blue, brown or black, mock loafer type or dress lace-up type (NO tennis shoes)

\*Students need to bring other tennis shoes to change into for recess or PE on Chapel days. Students will change back into Chapel shoes when returning to the classroom.

**Outerwear:** CCA Hoodies, or Fleeces may be worn at any time. Non-CCA coats must be removed upon entering the classroom.

* + CCA Fleece Jacket with CCA logo (Debbie Embroidery 431-3472 next to Jimmy John’s in Morganton)
* CCA Hoodies-pullover or zipped with CCA logo(Debbie Embroidery)

**PE Class:**

* Grey round collar t-shirt-with or without a pocket can be cotton or dry wicking material
* Navy gym shorts –Champion or Everlast style with a 7 inch or more inseam
* Tennis shoes no high tops

SOCIAL NETWORKING POLICY

Christ Classical Academy understands the popularity and usefulness of social networking sites and its use by students in a positive way, provided:

* No offensive or inappropriate pictures are posted
* No offensive or inappropriate comments are posted
* No threatening or criminal behavior is described or depicted
* Any information placed on the website(s) does not violate CCA’s codes of conduct
* Photos and/or comments posted on these sites do not depict Christ Classical Academy-related or identifiable activities (including wearing/using school uniforms or gear inappropriately).

Students must remember that they are representative of Christ and Christ Classical Academy and are in the public eye. Please keep the following in mind as you participate on social networking websites:

* Before participating in any online community, understand that anything posted online is available to **anyone in the world. Any text or photo placed online becomes the property of the site(s) and is completely out of your control the moment it is placed online-even if you limit access to your site.**
* You should not post any information, photos or other items online that could embarrass you, your family, your classmates, your teacher or Christ Classical Academy. **This includes information that may be posted by others on your page.**
* Never post your home address, local address, phone number(s), birth date or other personal information. You could be a target of predators.
* Christ Classical Academy administrator/staff has the right to monitor social media/photo sharing websites on a regular basis.
* Students could face discipline and even expulsion for violations of the CCA codes of conduct or other policies.

Students should be very careful when using online social networking sites and keep in mind that sanctions may be imposed, including expulsion, if these sites are used improperly or depict inappropriate, embarrassing, dangerous or illegal behaviors.