

CCA Student & Family Handbook



CCA Student & Family Handbook

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Mission

To provide an exceptional academic experience while equipping students for service and success through Biblically Christian Education

Core Values

Christ-Likeness

We put others' needs before our own; sacrificially doing the right thing.

Stewardship

We are committed to relentlessly pursuing growth using God-given gifts and opportunities, taking nothing for granted.

Passion

We are all-in, enthusiastically building up others, igniting creativity.

Community

We cultivate trust with one another, guarding against gossip by raising issues promptly without reservation until resolved.

Statement of Faith

We believe the Bible to be the only inspired, infallible, authoritative Word of God.

We believe there is one God, eternally existent in three persons: the Father, the Son, and the Holy Spirit.

We believe in the deity of Christ, in His virgin Birth, in His sinless life, in His miracles, in His vicarious and atoning death, in His resurrection from the dead, in His ascension to the right hand of the Father, and in his personal return to power and glory.

We believe in the necessity of regeneration by the Holy Spirit, for "all have sinned and fall short of the glory of God." (Romans 3:23)

We believe in the resurrection of both the saved and the lost; the saved unto the resurrection of life and the lost unto the resurrection of damnation.

We believe in the spiritual unity of believers in Jesus Christ.

This 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 the purposes of CCA's faith, doctrine, practice, policy, and discipline, our administration and board are the final interpretive authority on the Bible's meaning and application.

All employees of CCA have been made aware of this statement, signed in agreement with it, and understand that voiced disagreement with this statement at any point may result in termination of employment.

History

Cleburne Christian Academy has served the community since 1989, when God led three local families to establish an independent private school founded on the Gospel. By God's grace, Cleburne Community Christian School swelled to approximately 175 students in grades K3-8th by 1995. In 2016, financial issues, low enrollment, and lack of leadership led the school board to consider closing the school. God worked through the support of our community to meet all three needs and the school has consistently grown since that time. In 2022 we had approximately 170 students on campus from K3- 12th grades.

Educational and Curriculum Philosophies

Cleburne Christian Academy's Philosophy of Education is best summarized as Biblically Christian Education.

Biblically

Our perspective of humanity, leadership, institutional organization, education, family, and community engagement are all based on the Word of God and his instruction there. The Word defines for us who we are as people, the faith that encourages us towards growth and development but also demands that we maintain responsibility and accountability in our planning and trajectory. It is God's Word that guides us in making decisions for staffing, classrooms, curriculum, and growth.

Christian

CCA is not just a group of Christians who educate. We don't just pick curriculum that incorporates Christian values and principles. CCA is Christian through and through. We view every student as having value and worthy of our effort, love, and sacrifice. It means we exist to meet the needs of our community and not here for an agenda or to isolate ourselves. It means we value family and include parents in their children's education. It means our campus is a place of grace, focusing on the development of the students and not on impractical or legalistically motivated rules for the sake of compliance. Christ's grace moves us from enemies of God to family through love, discipline, and cultivation. We seek to do the same.

Education

Christian Education at CCA is not simply educating students about Christianity. We are a liberal arts educational institution that strives to cultivate an educational environment that develops and prepares students for life in the world. We seek to equip students in Math, Science, History, Language Arts, and other disciplines to see them prepared to

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enter college, start their own business, become an apprentice wherever the Lord leads them. Education takes place as the teacher transfers experience and knowledge to the student over a given time. CCA understands that a single year cannot be the defining factor in the educational development of a student. Certainly, every single year makes a difference in the life of a student, but it does not define them. Students are on a journey in their education. CCA understands this journey and labors to see that students understand their progress as well.

CCA is dedicated to Biblically Christian Education. We believe that Biblically Christian Education is the best possible philosophy of education as it looks to the Word for its foundation, lives out Christianity in its form and development, and practices educational care for each student. CCA continues to develop new ways of connecting students to a robust education as they are cared for by people dedicated to their Christian faith.

Grade Level Overviews

Lower School

Preschool-Kindergarten

Heart

Intentionally designed learning experiences that focus on movement and play
Identifying and regulating emotions, communicating needs and feelings

Mind

Rich interactions with books about family, community, stories and life science
Exposure to and growing mastery of letters and their sounds, numbers, colors, and shapes

Soul

Combination of music, movement, and play to illuminate the truth of God's word, His love for us and Christ's work of redemption

1st-5th

Heart

Growing in self-discipline and control
Learning experiences balanced with focused, teacher-directed learning and student-initiated, playful learning
Growing independence in conflict resolution and emotional regulation

Mind

Foundational building blocks of math, phonics/reading and writing

Experiential science learning across disciplines
Studies of world geography, cultures and history

Soul

Daily Bible reading and making clear connections to the Gospel
Growing in prayer and thanksgiving as modeled by teachers and staff

Upper School

6th-8th

Heart

Disciplined in navigating big emotions, peer conflict and rooted identity in Christ
Growing skill in time management, organization, and professional communication
Engages with opportunities to serve the community

Mind

Working with conceptual math topics and making mathematical connections
Developing an organized and academic method of writing for a variety of purposes
Exposure to a wide variety of literary genres and ideas
Moving toward the academia of science rather than the purely experiential
Developing a linear sense of history that allows for connections between humanity and God

Soul

Continued exposure to the basics of the Gospel and their application to daily living
Disciplined in ownership of faith, prayer and Bible reading

9th-12th

Heart

Growing ownership of and control over study habits, time management, and methods of learning
Mentored in unique giftings and abilities and how they provide opportunity to glorify God
Engages with opportunities to serve the community

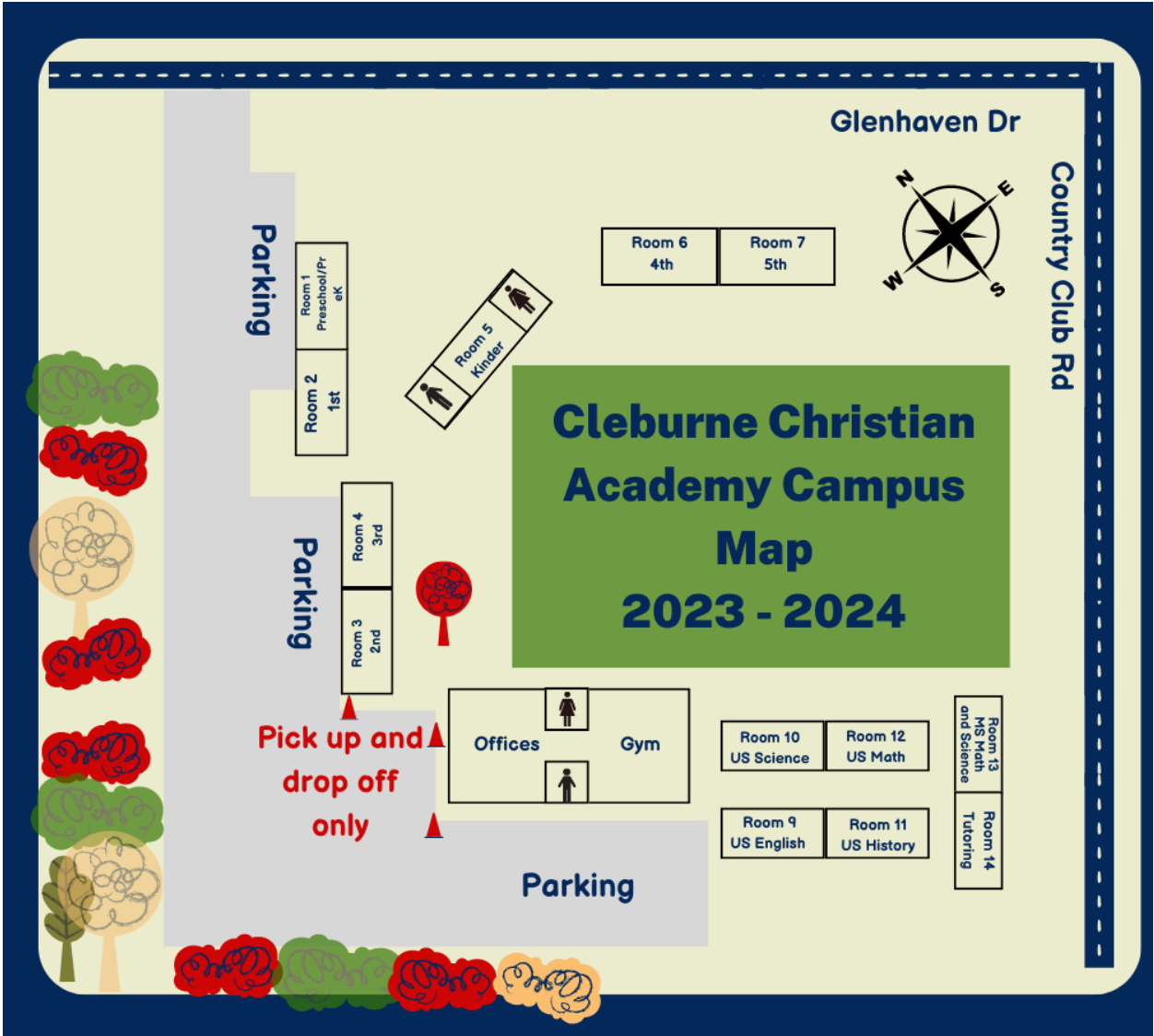
Mind

Extending math learning into advanced mathematical principles
Solidifying skills in writing, reading, critical thinking and speaking professionally
Capstone understanding of the fields of academic science
Solidifying linear sense of history, connections with humanity and God and applications in civic life

Soul

Continued experiences with literature that challenge and builds the heart and soul of the student
Continued exposure to the basics of the Gospel and their application to daily living
Disciplined in ownership of faith, prayer and Bible reading

Campus Map



Leadership Team and Office Staff

Jena Scarbrough - *Interim Head of School*

Mission and vision

Staff and leadership development

Daily operations

Student discipline and counseling

Family Relations

Budget and employment agreements

Curriculum and instruction

Accreditation

Teacher development

Laura Graefe - *Director of Bookkeeping and Records*

FACTS Liaison

Records and Registrar

School Reception

Major student illness/injury

Medication administration

Forms

Mercedes Johnson - *Interim Community Connections Director*

Capital Campaign

Fundraisers

Community Partnerships

Fundraising reports

Event calendar

Donor Communication

Karen Martin - *Director of Intervention*

Quarterly conversations with aides and tutors

Intervention assignment, scheduling and staffing

Tutor development and training

Blair Mckneely - *Preschool Team Lead*

Team scheduling, cohesion, and culture

Teacher responsibilities oversight

Substitute Teacher Arrangement

Team quarterly conversations

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Kayla Cox - *Lower School Team Lead*

Team Scheduling, Cohesion, and Culture

Teacher Responsibilities Oversight

Substitute Teacher Arrangement

Team Quarterly Conversations

Summer Camp Director

Jennifer Andis - *Upper School Team Lead*

Team Scheduling, Cohesion, and Culture

Teacher Responsibilities Oversight

Substitute Teacher Arrangement

Team Quarterly Conversations

Volleyball Coach

Student Code of Conduct

The Code of Conduct at Cleburne Christian Academy is built out from our Core Values. We believe that every student brings unique gifts and blessings to the school. We look to our students to make CCA one of the best schools in the area.

Christ-Likeness: We put others' needs before our own; sacrificially doing the right thing.

CCA expects every student to look for opportunities to put others first, whether it's lining up to go to recess, cleaning up after lunch, or holding a door while entering a building. All students are expected to find ways to put others before themselves. CCA Teachers and Staff will continually encourage our students to look outside of themselves to serve another.

Stewardship: We are committed to relentlessly pursuing personal growth using God-given gifts and opportunities, taking nothing for granted.

CCA believes that each student has the will and capacity to learn. Their effort and willingness to try, struggle, and work will ultimately determine their success. Students are encouraged to create their own goals for education with the guidance of their teachers. CCA ultimately exists to provide a place of support and encouragement in their journey, not force assimilation to a standardized system.

Passionate: We are all-in, enthusiastically building up others, igniting creativity.

As educators, we know that sometimes students won't be enthusiastic about school. We will encourage our students to grow in enthusiasm about their educational journey, celebrating the successes and learning from the setbacks. Most of all, we want them to positively participate in the learning journey of others. Being at a school means that the student is not alone in their academic endeavor. Their journey is being impacted by classmates as they interact and see the subjects they're learning through their peers. We want them to not only care about their own journey but also the journeys of others. Every student has something to give to their fellow students and teachers. Ultimately, what makes institutions of learning great is everyone working to build one another up as we grow together.

Community: We cultivate trust with one another, guarding against gossip by raising issues promptly without reservation until resolved.

CCA believes that the best way to deal with conflict is immediately and in person. We understand that students are on a broad spectrum of maturity to be able to deal with conflict in an appropriate way. But when conflict does arise, we expect students to communicate openly either with a teacher, admin, or peer. We expect our students to use their words to encourage right behavior and to help correct wrong behavior. The goal is a safe environment for learning and growth that celebrates reconciliation.

Discipline

CCA understands that no person is perfect. In setting forth our expectations, we understand that some students will have off days where it is hard to stay within the behavioral boundaries we've set for our school. We always want to communicate openly with parents about their students' behavior. Here we have presented how we will handle breaches in our code of conduct and when those issues will be communicated with parents. We describe disciplinary action under 5 distinctive behaviors:

Non-Invasive Rule Breaking

Breaking a non-invasive rule can be understood as something that is easily corrected with a sentence or two if the student has crossed a set boundary or gone against an expectation. Stepping out of line, not raising their hand before talking in class, running in the hall are all examples of a non-invasive rule break. The student either forgot the rule or momentarily disregarded the rule and needs to be corrected. This type of discipline will usually be addressed in the flow of the moment and does not disrupt the class or day too much.

Relational Rule Breaking

Relational school rules put boundaries on how the student interacts with teachers, other students, and the school environment. Examples would be speaking unkindly to another person or vandalizing or harming school or classroom property. This kind of rule breaking requires a 3-5 minute conversation to sort out the reason for the rule break (is the child upset, are they bored, etc.) and bring about the correct response for reconciliation (asking for forgiveness, cleaning up or fixing classroom property, etc.) Teachers will engage with the students for the necessary time to bring reconciliation and moving back to the flow of the day.

Pattern of Rule Breaking

This behavior is built up over the course of the day. Although instruction generally can continue with this type of behavior, the student shows a continued rebellion against the rules set by the school over the course of the day. They have either continued to be rude or disrespectful, have been reckless with others or property, or some combination. Teachers will document days where we see patterns of rule breaking within a single day in FACTS and may need to give consequences for the pattern of rule breaking (loss of privileges or classroom duties, partial loss of recess or play time, additional duties, etc.)

Escalated Rule Breaking

This behavior is when the student has blatantly disregarded rules of respect or conduct in a more serious nature. This type of behavior makes regular instruction impossible. There is a difference between a student who has trouble remembering to raise their hand and a student who threatens another student. There is a difference between running in the hall and speaking disrespectfully to a teacher. There is also an issue if we see successive days of Patterned Rule Breaking. Where we observe Escalated Rule Breaking, the staff member who observed the behavior will document, hand the student to the Head of School, and the parent will be contacted about the behavior. Students will lose privileges during the day and may be given additional tasks depending on the nature and severity of the offense.

Detrimental Rule Breaking

This last category is the rarest of cases but must be expressed. If the student practices injurious behavior to themselves, others, or property or is found to be bullying, intimidating, or threatening to persons at the school, their behavior will be reported, handed over to the Head of School, and a parent meeting arranged. Depending on the nature and frequency of the event, the student may need to be sent home for the remainder of the day or until a parent meeting can be arranged. After meeting with the parent(s), a Behavioral Action Plan will be enacted to observe the behavior of the student for a time with a plan for further action including suspension and if necessary expulsion.

Student Policies and Information

Students surrender all rights to privacy when on campus.

Drugs, Tobacco, and Alcohol Use

CCA will not tolerate the use or possession of tobacco, alcohol or vaping paraphernalia on school property. Students suspected of using or possessing these things while on school property will be subject to search of their person and property. There is no expectation of privacy while on campus for the safety of our community. Possession will result in disciplinary action.

Weapons on Campus

CCA will not tolerate the use or possession of weapons anywhere on school property, to include private vehicles. Students' belongings and person may be searched to ensure adherence. There is no expectation of privacy while on campus for the safety of our community. Using or possessing these things while on school property will have serious ramifications.

Pornography Policy

CCA will not tolerate accessing, viewing, downloading, storing or interacting in any way with pornography on campus. There is no expectation of privacy while on campus for the safety of our community. A staff member will immediately confiscate any associated technology, a parent will be notified, and the student involved will lose technology access on campus.

Technology Policy

We hold fast to the necessity of relationship in education and will therefore implement technology in the classroom and for assessment cautiously and with intention. Although our world is increasingly digital, as followers of Christ we also hold fast to the necessity of relationship in the world. We will seek to disciple our students towards meaningful, authentic relationship and away from shallow, distant, digital connections. In that we recognize the need to educate our students in computer skills such as typing and Microsoft Office while providing opportunities to extend that knowledge into areas of gifting such as coding, digital design or animation. We will seek to responsibly shepherd our students' hearts in their consumption of digital resources.

Cell Phones

CCA's Code of Conduct also extends into the realm of personal technology. **CCA is a cell phone free campus.** Cell phones are a distraction to our educational goals and are not allowed on campus for any student. If students bring a cell phone to school, they must turn it in to the office at the start of the day unless parents have approval from Head of School for another arrangement. If students need to contact parents during the day, they may do so through the office phone.

In the event that a staff member sees or becomes aware of a student with a cell phone on campus, it will be confiscated and turned in to the office. The phone must be signed for by a parent or legal guardian to be returned.

Personal Technology

Other personal technology devices that may be brought for educational benefit (ie. Ipad or tablet, personal laptop, or smartwatch) should be put in a backpack or locker unless they have been given permission by a teacher to use them. Ipads, tablets, smartwatches, and personal laptops are not to be used during lunch or breaks. Students may be allowed to use personal technology during study halls but only with the study hall teacher's permission. All personal technology is subject to search while it is on campus. Each student surrenders their right to privacy on their device while on campus. Teachers and Administrators may search the device and its browsing history if there is a suspected breach of the Code of Conduct. A breach of the Code of Conduct for personal technology is any use not intended for the furthering of the student's education. There is no expectation of privacy while on campus for the safety of our community.

Communication with Other Students

CCA requires all students to abide by this Code of Conduct in their communication to other students outside of school hours. Students should be kind and respectful to other students on social media, text messages, and any other communication outside school. Students may be subject to disciplinary action if they are found to be unkind or disrespectful even after school hours if the communication is with another student at CCA. Cyberbullying will not be tolerated at CCA and is not confined to the hours the students are at school. There is no expectation of privacy while on campus for the safety of our community.

Textbook and Materials Policy

All assigned textbooks and materials become the responsibility of the student and must be returned at the end of the school year or upon withdrawing from CCA. Any damage or loss will be billed to the family.

Open Campus Policy

Students with a valid driver's license who are passing all classes and have parent approval may leave campus during lunch, study hall or breaks.

1. Students may not leave campus to "skip" a class (study hall, recess, and lunch period are not considered class). Parents must make administration aware of any appointments (doctor, dentist, etc.) that may require missing class.
2. Students may not leave campus with an unrelated member of the opposite gender at any time.
3. Students must sign in and out of the office before leaving campus.
4. Students may not leave campus with another unrelated student of the same gender without permission from parents.
5. Students must not be late for any class due to leaving campus.

Students will lose the privilege of open campus for the quarter if they violate any rules regarding open campus policy.

As with all of our students, parents are able to decide what privileges are allowed for their students. Parents can make any of the following choices when completing the Open Campus Permission Form:

- ☐ My student may not drive other unrelated students off campus
- ☐ My student may not leave campus without permission from me (the parent)
- ☐ My student may only leave campus if they have forgotten their lunch
- ☐ I would like to be contacted via the following method if my student ever leaves campus during school hours
 - ☐ Text

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- ☐ Call
- ☐ Email

Dress Code

CCA requires a dress code for both teachers and students. This is to ensure academics, rather than clothing, status or appearance, remain the focus of our time at school. We celebrate the differences amongst our students that are evident in ways that surpass clothing choice.

Boys:

Monday through Thursday

Tops:

Navy blue, red, or white collared shirt or CCA tshirt available for purchase

Note - only one button may be unbuttoned

Pants:

Khaki, navy, black slacks or plain denim jeans

Note - no holes, designs or sweatpants

Shorts:

Knee length khaki, navy, or black shorts or plain denim shorts

Note - no basketball/athletic shorts

Outer layers:

Navy blue, red, grey, black or white “uniform” cardigan, vest, or sweater or CCA sweatshirt available for purchase

Note - no hoodies or non-CCA sweatshirts

Winter wear:

Any color or type. Logos, words, or characters must be tasteful and appropriate for a Christian school on all pieces of clothing.

Shoes:

Any color or style of shoe that has a back strap and closed in toe

Upper School (6th-12th) P.E.:

Red or blue shirt preferred, but other shirts must meet free dress standards

Knee length black or navy basketball shorts with or without leggings, or black or blue joggers or workout pants

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Tennis shoes

Note- no leggings or yoga pants without shorts

Friday Free Dress

Any logos, words, or characters must be tasteful and appropriate for a Christian school on all pieces of clothing. Shoe rules and shorts and skirt length rules still apply. No sleeveless shirts or tanks. No holes in clothing and no pajamas unless designated as a pajama day.

No hoodies, no winter wear in the classroom, no hats at any time other than winter hats outside, and no unnatural hair colors.

Dress Code

Girls:

Monday through Thursday

Tops:

Navy blue, red, or white collared shirt or CCA tshirt available for purchase

Note - only one button may be unbuttoned

Pants:

Khaki, navy, black slacks or plain denim jeans

Note - no holes, designs, sweatpants, yoga pants or leggings

Shorts:

Knee length khaki, navy, or black shorts or plain denim shorts

Note - no basketball/athletic shorts

Dresses, skirts and jumpers:

Knee length khaki or navy skirt or jumper

Note - bicycle shorts must be worn if shorts are not sewn into design

Outer layers:

Navy blue, red, grey, black or white “uniform” cardigan, vest, or sweater or CCA sweatshirt available for purchase

Note - no hoodies or non-CCA sweatshirts

Winter wear:

Any color or type. Logos, words, or characters must be tasteful and appropriate for a Christian school on all pieces of clothing.

Shoes:

Any color or style of shoe that has a back strap and closed in toe

Upper School (6th-12th) P.E.:

Red or blue shirt preferred, but other shirts must meet free dress standards

Knee length black or navy basketball shorts with or without leggings, or black or blue joggers or workout pants

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Tennis shoes

Note- no leggings or yoga pants without shorts

Friday Free Dress

Any logos, words, or characters must be tasteful and appropriate for a Christian school on all pieces of clothing. Shoe rules and shorts and skirt length rules still apply. No sleeveless shirts or tanks. No holes in clothing and no pajamas unless designated as a pajama day.

No hoodies, no winter wear in the classroom, no hats at any time other than winter hats outside, and no unnatural hair colors.

Parent Policies and Information

We believe that parents are the primary source of guidance and support in the lives of our students. We seek to partner with them in sharing the gospel and providing an education that will equip them to serve for God's glory in this world. CCA parents are committed to ensuring their child's academic success by reading together often, prioritizing quality sleep habits, reviewing in-progress and completed work, helping their child access necessary tools and time to complete assigned homework, and helping them navigate conflict.

Student Illness Policy

Sick children (temperature of 100 degrees or higher, vomiting, diarrhea, severe coughing, unknown rash, repeated visits to the office during the school day) will be sent home from school.

Please be considerate of other students and staff by not sending a child to school with an infectious condition, fever, or persistent runny nose with green mucous, persistent cough, or persistent sneezing. Parents will be called and asked to pick up their child if he or she is sent to school with fever and or vomiting.

For fevers less than 100 degrees, the parent will be called to discuss the child's symptoms and the proper action to take for the welfare of the child and the other students in the school.

Students should be free of fever **without the use of fever-reducing medication**, vomiting or diarrhea for a **minimum of 24 hours** before returning to school. Therefore, children sent home from school should not return the next day.

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Specific Illnesses

Students diagnosed by their doctor with strep throat must have been on antibiotics for a minimum of 24 hours before returning to school.

If your child has a rash, you should contact your child's physician rather than bringing the child into the school. They will be readmitted with a Dr.'s note that indicates the rash is not contagious.

Parents will be asked to pick up their child if they are found to have contracted conjunctivitis ("pink eye") or head lice.

Children with bacterial conjunctivitis ("pink eye") must have been on antibiotic eye drops for a minimum of 24 hours before returning to school.

In the case of head lice, the child will be readmitted to school only after he or she has been treated with the proper lice-killing shampoo and the eggs, nits, and live bugs have been combed out. Children sent home with head lice will need to be checked by administrative staff before going back into the classroom. In some cases, a doctor's note may be required before the student returns to school.

In the event any student has a communicable disease, the parents are expected to notify CCA, and to re-admit the student only after a doctor has given written permission for the child to return to school.

Parent Teacher Organization

Many CCA parents choose to take part in the PTO on campus, which exists to procure fund to provide for needs of teachers and staff, to continually improve and enhance the quality of our school, to be a positive public relations agency to our community, to develop between educators and parents such united efforts as will secure for our children and you the highest advantages in physical, mental, social and spiritual education and to promote unity in our school family through coordination of parent programs, communication, fellowship and encouragement of one another, our administration and teachers.

Leadership offices within the PTO are filled by nomination and voting each April and include President, Vice-President, Secretary, Treasurer, and Sargent of Arms.

Cancellation and Delays

If school is canceled, the employees will be notified as near to 6:30AM as possible. If school is delayed, employees are expected to report at the time designated by the Administration. CCA follows Cleburne ISD for closures.

Student Appointments

Parents must connect with the front office for student appointments. Lower School students must be checked out by a parent or approved guardian in the front office. Please do not go to the student's classroom as this disrupts teaching. Parents of Upper School students with parent permission to drive off campus must contact the school to approve absences for appointments.

Teacher and Staff Communication

Teachers will respond to parent communication within 1 business day, whether that communication is received by phone, app, or email. If response is needed more quickly because of the nature of the issue, please contact the office. If you would like to set up a meeting with an administrator, please also contact the office.

Guests on Campus

We welcome guests on campus! Please observe the following guidelines.

- Guests (parents, grandparents, guardians, or family members) cannot park and walk directly to their child's classroom. **All guests must check-in at the office, receive a guest badge, and then be directed to the appropriate classroom** by office staff at appropriate or prearranged times. Parents will not be taken to a classroom during instruction due to the disruption to the class if arrangements have not been previously arranged with the teacher.
- Guests are only allowed in a classroom under the coordination of the student's teacher and with proper approval received by the teacher. If the teacher has allowed a parent to be present during instructional time, check-in procedures in section 1 must still be followed.
- Guests may attend class parties and chapel without checking in at the office or obtaining a guest badge.

Pick Up Procedures Prior to 2:45pm

Early pickup of your student must be processed through the front office. Once the office is contacted, the student's teacher will be notified and the child will be brought to the front office for dismissal. No child will be dismissed to a parent from the classroom. Teachers have been instructed to refuse to release a child if a parent does not follow this policy for the security of the child.

Pick Up Procedures after 2:45pm

Students are not allowed to get into a vehicle in the pick up line until a teacher has put them in at the appropriate dismissal time. Please help your students understand that there is a process and procedure in place for their safety and security that must be followed. Similarly, please do not exit your vehicle during pick up. If you would like staff to buckle your child into a car seat, please have it in the passenger side seat. If not, please pull ahead before buckling your child into the seat.

Lunch Drop Off

Parents are welcome to drop off hot lunches or have them delivered to the office. Please do not take them directly to your student.

Grading and Assessment

We recognize that our students are uniquely created and gifted by a wise Father. As we seek to gather the kindling of knowledge and skills around their hearts, we trust that He will ignite their hearts in his timing for his glory. We use assessment to measure the pieces of this process that are measurable and use that information to spur on the academic growth of the student. Holistic assessment includes teacher observation,

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student work samples and data obtained from testing. Testing data should never supersede the importance of relationally-based teacher observation and student work samples but should instead augment and clarify.

Lower School: Standards-Based Grading

Lower School students should primarily enjoy learning and growing, both as people and as scholars. To encourage mastery of concepts and to clearly communicate progress to students and parents, we utilize standards-based grading. Rather than receiving a traditional letter grade, lower school students will receive one of four numbers as outlined below:

Predictable Stages of Growth		
As students progress throughout the year, our aim is to help them achieve a level of proficiency		
4	Extending	Student demonstrates a sophisticated understanding or ability
3	Proficient	Student demonstrates a complete understanding or ability
2	Developing	Student demonstrates a growing, but incomplete, understanding or ability
1	Emerging	Student demonstrates an initial understanding or ability
	N/A	Not assessed this reporting period.

Lower School students will receive quarterly report cards detailing their level of mastery of key school standards. CCA's standards often align with state and federal standards but do diverge in some areas.

To ensure our Lower School students also meet or exceed state and federal standards, teachers monitor student progress through Renaissance, a low-stress digital platform that students use as a part of their daily learning.

In addition to these standards-based assessment tools, teachers also gather writing samples, reading logs and work samples from science and history in a student portfolio to ensure the whole child is considered when assessing growth and learning.

Upper School: Traditional Grading

Upper School Grading Scale

A= 100-90
B= 89-80
C= 79-70
F= 60-0

Upper School Assignment and Calculation of Grades

The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course.

1. 40% of a grade will be based on tests, projects, long term assignments, presentations, papers and/or reports.
2. 60% of a grade shall be based on class discussion, daily practice, periodic quizzes, homework, classwork, and/or teacher observation. These grades should be a balanced representation of the types of work completed during the course of the grading period.
3. Based on the following criteria, an Incomplete (I) will be issued.
 - Enrolling the last five days of the grading period without a record of grades from the previous school.

Upper School Assessments, Reassessment, and Late Work

1. Test/Exams
 - Students will be given an opportunity to improve the grade on any test/exam in which a grade below 70% was earned. The format of a reassessment may be modified, but will cover the same information. Reassessments must be completed within one school day of student notification of the failing grade. The reassessments may be sent by email, pictures, or handed in directly. Reassessments will be graded on a 100-point scale with a maximum grade of 70%.
2. Other Assessments
 - Projects, papers, and other assignments that are not submitted by the assigned due date will receive a grade of zero and are subject to the requirement of reassessment. The format of a reassessment may be modified, but will cover the same information. Reassessments must be completed within three school days of student notification of the failing grade. Reassessments will be graded on a 100-point scale with a maximum grade of 70%. No other late penalty will be assessed.
3. Assignments not completed or turned in late
 - Teachers will notify students how long they will have to complete assignments. The penalty for late work is a 10-point reduction per day for every day the assignment is late. After the fifth day, a score of zero will be assigned.

Upper School Grade Posting, Progress Reports, and Parent Communication

1. Grade Posting
 - Parents and students may view grades and upcoming lessons in FACTS Family Portal. Upon request, printed copies of grades will be provided. Teachers are required to keep grades up to date and post grades within five school days of the due date. Tests will have up to five days to turn in.

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2. Progress Reports and Parent Communication

- Teachers will email a progress report at the designated progress report date for any student who has an average below 75. This allows failing students or students at risk of failing sufficient time to improve their grades and provides parents information to help their children address their grades(s).
- After the progress report period, if any student's average falls below passing or drops significantly, the teacher will initiate parent communication.

Upper School Make-up Work

All students will be allowed to make up work assigned during absences. Students will have one school day, after their return to complete missed assignments and/or tests. Under extenuating circumstances, such as long-term illness or family emergencies, teachers may give students more time to make-up assignments. When another test or project was given prior to the student's absence, a shorter time frame may be required.

Upper School Academic Dishonesty

Academic dishonesty includes cheating or copying the work of another student, plagiarism, using CHAT Gp-T, and unapproved communication between students during an examination. The determination that a student was involved in academic dishonesty will be based on the judgment of the classroom teacher or team lead after consideration of written materials, observation or information from students. Students found to have engaged in academic dishonesty will be assigned a consequence of a zero on the assignment in question. Appeals can be made to the teacher and the Head of School.

Upper School Semester Exams

Semester exams will be independent and objective assessments to ascertain mastery of course content by students. Semester exams will account for 15% of the grade. These exams are final and retesting will not be allowed.

Upper School Grading for Students with Unique Learning Styles and Needs

All grades will be based upon work completed with accommodations provided as agreed upon by a student's ILP (Individual Learning Plan).

Academic Intervention Policy at CCA

Academic Intervention

Holistic assessment provides the information necessary to meet each student's unique academic needs. Technology-based assessments allow us to screen for learning differences and diagnose specific areas of weakness. In many cases, this information allows the classroom teacher to tailor instruction in a way that strengthens areas of academic weakness. We will also intentionally utilize technology to individualize practice in those areas, never neglecting the primary role of relational teaching. When students demonstrate a higher level of need for academic support, we will augment their classroom learning with additional academic tutoring in small groups or one-on-one. In the case of significant learning differences such as dyslexia, students will meet consistently outside of their classroom with a tutor to work through a curriculum specific to their learning difference until they assess at grade level.

Reading Intervention

1st-2nd grade students in the "intervention" category according to assessment

- Digital phonics intervention during brain break on Monday-Thursday

1st-2nd grade students in the "urgent intervention" category according to assessment

- One-on-one phonics review and practice during school at least twice per week
- If students do not show improvement in assessment data, they will be screened for Dyslexia and may receive Barton reading tutoring.

3rd-5th grade students in the "intervention" category according to assessment

- Digital phonics intervention during brain break on Monday-Thursday

3rd-5th grade students in the "urgent intervention" category according to assessment

- One-on-one Barton reading tutoring 2-3 times per week during the school day and supported in-class Barton extension work during ELA the remaining days

6th-12th grade students in the "Intervention" category according to assessment

- Digital reading and comprehension practice during study hall on Monday-Thursday

6th-12th grade students in the "Urgent Intervention" category according to assessment

- One-on-one Barton reading tutoring 2-3 times per week during the school day
- Teachers will receive customized accommodations for classwork

Math Intervention

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Lower School (1st-5th) students in the “intervention and urgent intervention” categories according to assessment

- Fact practice during brain break on Monday-Thursday

Upper School (6th-12th) students in the “Intervention” category according to assessment

- Fact practice during study hall on Monday-Thursday

Upper School (6th-12th) students in the “Urgent Intervention” category according to assessment

- Small group tutoring during study hall on Monday-Thursday

High School Policies

Graduation Requirements

We celebrate the unique giftings of our students and seek to equip them well for their future, whatever it might include. Because we recognize the unique giftings and callings of each of our students, there is a degree of flexibility in our graduation requirements. Students who secure off campus professional internships may have other credit requirements waived. Students may also arrange for dual credit classes through the institution of their choice. PE credit may be given for private athletics. All such considerations should be routed through the Assistant Head of School for approval. The baseline graduation requirements are as follows:

High School CTE and College Counseling

Students and families may receive help with college selection and application as well as assistance with internships and trade school procedures by making an appointment with the Assistant Head of School.

Student Voice and Support

Voice

We believe that students hold the same level of inherent value and worth as adults, although they often lack maturity and wisdom. We seek to actively partner with our students to empower their voice in our school's mission and practice while guiding them

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in maturity in wisdom. This happens every day in the classroom but more formally occurs through the Student Council. Student Council includes a representative from each grade above 4th and is facilitated by a staff member once per week with the goal of identifying and meeting student needs.

Support

Much like students in need of physical support, students in need of day-to-day emotional support should be identified and cared for by their teachers. This begins with comfort and listening, but should not terminate there. Teachers should help students develop plans to identify and cope with their emotions in a way that supports health and community in the classroom rather than separation and shame. Teachers should normalize identifying and appropriately responding to God-given emotion and also model how to balance emotions with truth in God's word.

Should a student require more support than a teacher can give due to limitations on their time, the teacher will physically bring the student to an administrative staff member at their earliest convenience to set up additional supports. This may include a one time meeting with an administrator or recurring meetings, not to exceed more than 60 minutes per week.

Should a student need more support than the administrator can give, a parent will be contacted regarding the nature of the need and references given for local Christian counseling.

If, at any time, a teacher or administrator has clear reason to believe a child is being harmed or significantly neglected, they are required to report that to local law enforcement.

Continuous Improvement

“Continuous improvement is an embedded behavior within the culture of a school that constantly focuses on the conditions, processes, and practices that will improve teaching and learning.” Mark A. Elgart Ed.D.

CCA is accredited by Cognia, a nationally acclaimed education agency. Using Cognia's Performance Standards, we constantly examine our current effectiveness as well as our capacity and capability to achieve our vision and goals for the future.

As a result of data collection, review, and analysis combined with a self-assessment of Cleburne Christian Academy's adherence to Cognia's thirty performance standards, the leadership sets forth the following areas of focus.

- Implement a professional development schedule that includes differentiated teaching practices, technology integration, formative assessment, data informed instruction, individual learning plan and student goals, the continuous improvement process and action research.
- Create and publish written and video communications for stakeholders on topics that include supporting education at home, the continuous improvement process, and how to become involved in school leadership and goal setting.
- Create formal opportunities for collaboration and professional growth for teachers by facilitating peer observations, team collaboration times and partnering in teacher's obtaining ACSI or state teaching certifications.
- Prioritize student voice and ownership in learning by implementing individual learning plans, creating a student council and finalizing career and college prep programs.
- Create procedures that allow for the analysis and aggregation of student achievement data available in student portfolios.
- Annually review the above goals using collected, cleaned and analyzed data to inform their completion or revision.
- Publish annual communication that explains the continuous improvement process and the most recent findings for stakeholders.

Oversight and Governance

CCA is accredited through Cognia, a global network of enthusiastic educational leaders committed to helping strengthen schools. Their holistic approach to continuous improvement encompasses accreditation and certification, assessment, professional learning, and customized improvement services.

An independent board governs the school and is made up of community members and parents with a dedication to our success. They meet monthly, utilizing best practices that ensure focus and productivity. The board entrusts the day-to-day operations to the administration of the school.

Statement on Marriage, Gender, Sexuality, Discrimination and Harassment

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen 1:26-27.) Rejection of one's biological sex is a rejection of the image of God within that person.

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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. (Gen 2:18-25.) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1 Cor 6:18; 7:2-5; Heb 13:4.) We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

We believe that any form of sexual immorality 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 Cleburne Christian Academy and to provide a biblical role model to the CCA Family and the community, it is imperative that all persons employed by CCA in any capacity, or who serve as volunteers, agree to and abide by this Statement. (Matt 5:16; Phil 2:14-16; 1 Thess 5:22.)

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (Acts 3:19-21; Rom 10:9-10; 1 Cor 6:9-11.)

We believe that every person must be afforded compassion, love, kindness, respect, and dignity. (Mark 12:28-31; Luke 6:31.) Hateful and harassing behavior or attitudes directed toward any individual for any reason are to be repudiated and are not in accord with Scripture nor the policies of CCA.

Safety

Mandatory Reporting

If, at any time, a teacher or administrator has evidence that a child is being harmed or significantly neglected, they are required to report that to local law enforcement.

Threats of Campus Violence

CCA relies on the specialized input of government task groups and their published guidance such as the FBI's "A Threat Assessment Perspective" to classify threats, level of risk and the appropriate response. Should there ever be imminent danger to students and/or staff, local law enforcement will be contacted immediately and the code word for shelter in place will be given over the walkie talkies.