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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

Seeking God's will, 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

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

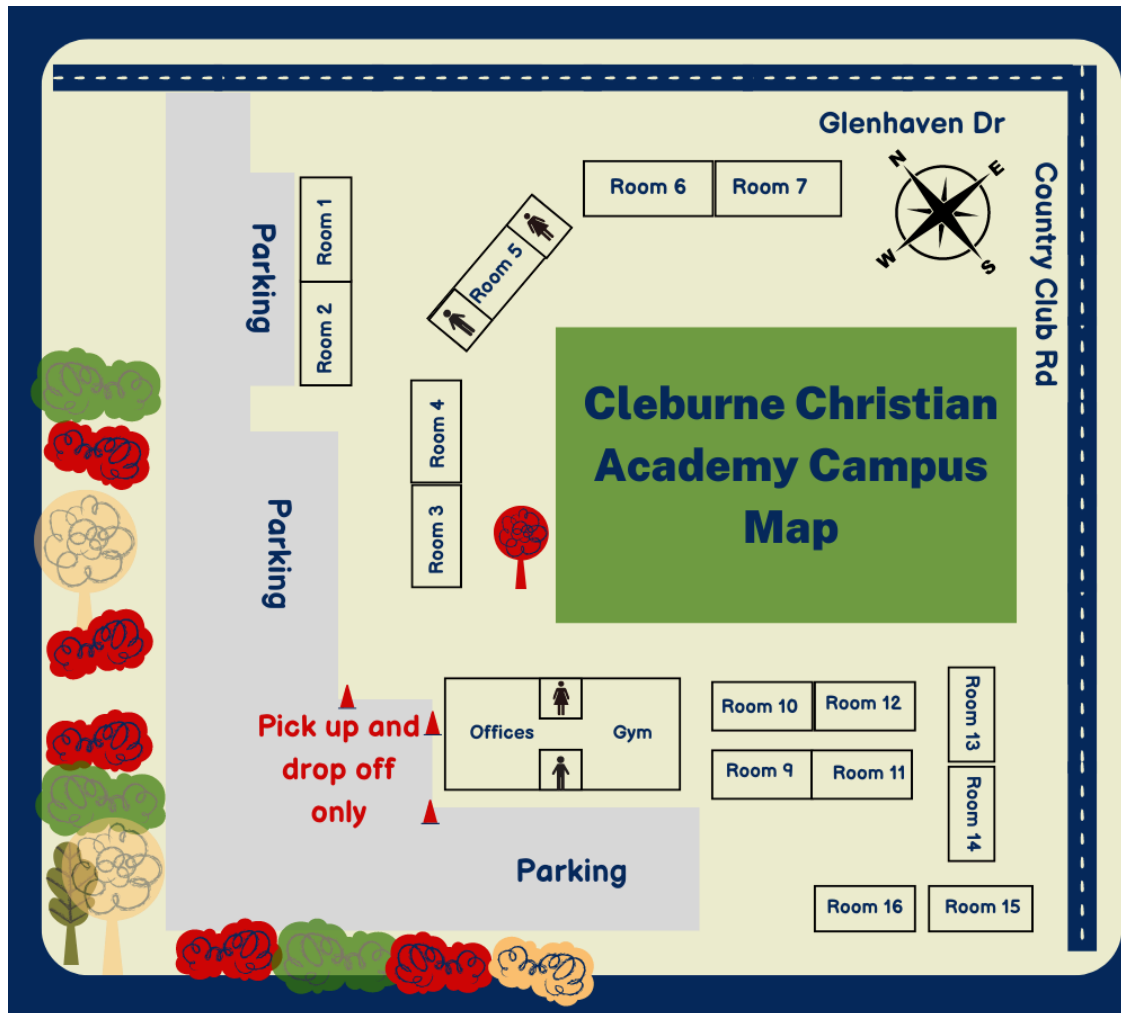
Mind

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



1st Grade - Room 10
2nd Grade - Room 12
3rd Grade - Room 11
4th Grade - Room 9
5th Grade - Room 13

PreK 3 - Room 15
PreK 4 - Room 14
Kindergarten - Room 16
Ms. Tina - Room 3
Flex Space - Rooms 4 and 5
Ms. Gilbreath - Room 1
Ms. Dees - Room 2
Spanish - Room 6

Ms. Martin - Room 5
Computer Lab/Tutoring - Room 7

Leadership Team and Office Staff

Jena Scarbrough - *Head of School (HS)*

Mission and vision
Capital campaign oversight
Staff and leadership development
Daily operational oversight
Student discipline and counseling
Family relations
Budget and employment agreement oversight
Curriculum and instruction/accreditation
Donor communication and relationships

Jose Vazquez - *Director of Operations / Assistant Head of School (DO/AHS)*

Financial planning and implementation
Budgetary management
Capital campaign financing /fundraising reports
Employment contracts and negotiations
Daily operations
Accounting and FACTS oversight
Internet technology support
Facility planning and maintenance
Student discipline and counseling support
Campus safety

Laura Graefe - *Bookkeeping and Registrar*

FACTS Liaison
Bank Reconciliation
Accounts payable and receivable
Financial statement preparation
Payroll processing
Updating general ledger
Registrar
Prospective Family Connections
Community partnerships

Brandy Vazquez - *Office Administrator*

Office reception

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Administrative assistant to HS
Medication administration
Major student illness/injury
Forms processing and filing
Staff and student records
State regulation compliance

Karen Martin - *Director of Intervention*

Student achievement
Scheduling and implementation of intervention services
Accommodation/ILP creation
Liaising with ISD staff and diagnosticians
Student tutoring
Family coordinator for intervention services

Jessica Scarberry - *Primary School Team Lead*

Teacher Care and Connection
Team scheduling, cohesion, and culture
Teacher responsibilities oversight
Substitute Teacher Arrangement
Team quarterly conversations

Kayla Cox - *Lower School Team Lead*

Teacher Care and Connection
Team Scheduling, Cohesion, and Culture
Teacher Responsibilities Oversight
Substitute Teacher Arrangement
Team Quarterly Conversations
Summer Camp Director

Amanda Gilbreath - *Upper School Team Lead, Advisor*

Teacher Care and Connection
Team Scheduling, Cohesion, and Culture
Teacher Responsibilities Oversight
Substitute Teacher Arrangement
Team Quarterly Conversations
High school academic advisor

Heather Robles - *Athletics Coordinator*

Athletic program oversight and development

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. Please note that students will not be exempted from school discipline in the case that guardians have given their student permission to operate outside of school expectations and rules. Here we have presented how we will handle breaches in our code of conduct and when those issues will be communicated with guardians. 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. 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.

Examples include singular instances of stepping out of line, not raising a hand before talking in class, and running in the hall. Guardians typically are not notified.

Relational Rule Breaking

Relational school rules put boundaries on how the student interacts with teachers, other students, and the school environment. This kind of rule breaking requires a 3-5 minute conversation to sort out the reason for the rule break (is the student upset, are they bored, etc.) and bring about the correct response for reconciliation. Teachers will engage with the students for the necessary time to bring reconciliation and move back to the flow of the day.

Examples include speaking unkindly to or about another person, unintentionally disrespecting a staff member or outbursts of emotion. Guardians typically are not notified.

Pattern of Rule Breaking

This behavior is built up over the course of the day and generally reflects a lack of self-control, not intentional disrespect. Teachers will document days where we see patterns of rule breaking within a single day in FACTS, will give reasonable consequences for the pattern of rule breaking (loss of break and/or assist admin team

with campus clean up), and notify parents. Should a pattern of rule breaking continue, Behavioral intervention Plans will be implemented to assist the student in the acquisition of developmentally appropriate self control.

Examples include frequent classroom interruptions, frequent breaking of procedures in hallways or restrooms, etc. Guardians typically are notified on days of patterned rule breaking through Dojo or email. After 2-3 days of patterned rule breaking, administration will contact parents to establish a Behavioral Intervention Plan.

Minor 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 and/or breaks down culture and camaraderie. The staff member who observes the behavior will document in ClassDojo, hand the student to the Head of School, and the parent will be contacted about the behavior. Students will receive a written warning, and further instances will result in ISS. Behavioral intervention plans may be implemented as well. Should escalated rule breaking of any nature continue, the student will receive lengthier ISS followed by expulsion.

Examples include refusal to follow the safe instructions of a staff member, intentional and repeated interruption of instruction, using technology outside of intended means, cell phone possession or use, leaving the classroom or campus without permission, going to vehicles without permission, writing on tables, and repeatedly attending out of dress code. Guardians should expect a phone call or email with a copy of written warning, first ISS, and second ISS. After that point, the administration will hold an expulsion consideration meeting with administration and teaching staff.

Moderate Rule Breaking

This category's 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. All infractions of this section will result in at least one day of ISS but may be considered for expulsion depending on severity.

Examples include injurious behavior to oneself, others, or property (not to include writing on tables), bullying, intimidating, or threatening to persons at the school, etc. Guardians will be notified by phone and asked to pick student up immediately or student will begin ISS at that time. In the case of ISS, administration will email a copy of associated disciplinary paperwork.

Major Rule Breaking

The most serious category includes behaviors that significantly disrupt the school community or compromise the safety of others, such as physical aggression, theft, substance abuse, or bullying. Consequences range from suspension to expulsion, with a focus on rehabilitation, counseling, and reintegration strategies to support the student's growth and accountability.

Bullying

At CCA, we uphold the dignity and safety of every student as paramount. Administration will investigate the incident to determine if it meets the criteria to be classified as a certain type of bullying: physical bullying, verbal bullying, psychological bullying and cyberbullying.

Definition of Bullying: Bullying is defined as repeated aggressive behavior intended to harm, intimidate, or coerce another individual physically, emotionally, or socially. This includes but is not limited to physical assaults, verbal threats or insults, spreading rumors, excluding someone from a group intentionally, or using social media or other types of digital methods.

Criteria for Bullying vs. Regular Conflict:

- **Frequency and Persistence:** Bullying involves repeated incidents or a pattern of behavior rather than isolated instances of conflict.
- **Power Imbalance:** Bullying often occurs when there is an imbalance of power, where one student uses their influence, physical strength, or verbal prowess to assert control over another.
- **Intent:** Bullying is characterized by an intent to cause harm, fear, or distress to another individual.
- **Effect on Victim:** Bullying behavior has a detrimental effect on the victim's well-being, causing emotional or physical distress, social exclusion, or interference with their academic performance.

Definition of Regular Conflict and Name Calling: Regular conflict refers to isolated altercations between students that do not involve repeated patterns of aggression or intimidation. Name calling may occur in isolated incidents where derogatory language is used without the intent or effect of sustained emotional harm.

Physical Assault Policy: Physical assault, which includes any form of physical violence or harm towards another student, will not be tolerated under any circumstances. In the event of physical assault, administrators will take immediate disciplinary action to ensure the safety of those involved in the incident. This includes but is not limited to suspension from school activities, mandatory counseling, and a meeting with parents or guardians to discuss the incident and its consequences. Our aim is to foster an environment where students feel secure and respected, and where conflicts are resolved peacefully and with empathy. Restorative justice practices will be employed to encourage accountability, reconciliation, and healing for both the victim and the perpetrator.

Verbal Intimidation Policy: Verbal intimidation, such as bullying, harassment, or any form of verbal abuse, is strictly prohibited at our Christian private school. We recognize that words have the power to deeply affect individuals and their emotional well-being. Any instance of verbal intimidation will be addressed promptly and seriously. Consequences may include formal warnings, counseling sessions focused on empathy and understanding, community service assignments, and educational workshops on respectful communication. In cases where repeated or severe verbal intimidation occurs, suspension or expulsion may be considered, in consultation with parents or guardians. Our goal is to cultivate a culture of kindness, compassion, and mutual respect, where each student can flourish academically, socially, and spiritually in a supportive Christian environment.

Psychological Policy: Psychological bullying, also known as emotional or mental bullying, is a serious issue that undermines the emotional well-being and dignity of our students. At our Christian private school, psychological bullying is defined as any deliberate and repetitive behavior that causes emotional harm, undermines self-esteem, or creates a hostile environment for another individual. This includes but is not limited to verbal threats, intimidation, spreading malicious rumors, cyberbullying, and exclusion from social activities with intent to harm.

Cyberbullying Policy: which encompasses any form of harassment, intimidation, or humiliation through digital devices and platforms, is strictly prohibited at our Christian private school. This includes but is not limited to abusive texts or emails, spreading rumors or malicious gossip online, impersonation, and posting or sharing of inappropriate or harmful content. Any incidents of cyberbullying reported to school authorities will be thoroughly investigated, and appropriate disciplinary actions will be taken, which may include counseling, parental involvement, suspension, or expulsion, depending on the severity and impact on the victim's well-being. Our school is committed to educating students about responsible digital citizenship and fostering a supportive online environment where every individual is treated with dignity and respect.

Student Policies and Information

PDA - Public Displays of Affection

In order to maintain a professional atmosphere of learning, mutual respect, and safety in school, students should refrain from inappropriate, intimate behaviors on campus or at school-related events and activities. This includes but is not limited to: extended hugging, kissing, holding hands, touching faces, sitting on another student's lap, and putting legs across another student's lap. Students involved in inappropriate expressions of affection will be spoken to privately and respectfully. Continued failure will be considered an infraction of the "escalated rule breaking" section of the Code of Conduct and will result in parent notification.

Drugs, Tobacco, and Alcohol Use

CCA will not tolerate the use or possession of tobacco, alcohol or vaping paraphernalia on school property. There is no expectation of privacy on campus to ensure student safety. Students using or possessing these things while on school property or at school activities have violated the "Major rule breaking" section of the Code of Conduct, which results in disciplinary action ranging from ISS to expulsion, depending on the severity of the situation. Any student who supplies drugs, tobacco, alcohol, or similar unauthorized items to other students while on campus, or off campus, will be given immediate suspension or expulsion depending on severity and number of students involved.

Weapons

At CCA, the presence of weapons on campus poses an immediate threat to the safety and well-being of our students and staff. Students' belongings and persons may be searched to ensure adherence. Weapons, including but not limited to firearms, knives, and other dangerous objects, are strictly prohibited on school grounds. Any student found in possession of a weapon or engaging in behavior related to weapons will face severe disciplinary actions. These actions may include immediate suspension pending investigation, involvement of law enforcement authorities, expulsion, and mandatory counseling. Our school is committed to maintaining a secure environment where students can learn and grow without fear, and where their physical and emotional safety is our utmost priority. We emphasize education on conflict resolution and peaceful alternatives to violence, promoting a culture of respect and responsibility among all members of our school community.

Pornography Policy

CCA will not tolerate accessing, viewing, downloading, storing or interacting in any way with pornography on campus. A parent will be notified, and the student involved will lose technology access on campus.

The use, distribution, or possession of pornography or explicit materials through school-provided technology or personal devices on campus is strictly prohibited. A staff member will immediately confiscate any associated technology, if found in violation of this policy. This includes accessing, downloading, sharing, or storing such content through any digital means, including computers, tablets, smartphones, or other electronic devices. Students found violating this policy will face immediate consequences, including but not limited to loss of technology privileges, disciplinary action, parental notification, and counseling sessions focused on digital ethics and moral standards. CCA is committed to fostering an environment that upholds Christian values of purity, respect, and dignity. We provide education and guidance to help students understand the harmful effects of pornography and to promote responsible use of technology in alignment with our mission to nurture spiritual growth and moral character.

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 and Ear Buds

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.

Likewise, ear buds or air pods are not allowed on campus. When students need to work on a computer (ie watch a video lesson, listen to an audio book), they may use non-bluetooth equipped headphones, which the school is able to provide. Students will not be allowed to log in to music streaming websites. Instead, a teacher may opt to play instrumental music during quiet working times.

Students needing accommodations for visual or aural learning differences will need to coordinate with the Director of Intervention to establish any protocols which differ from the cell phone use policy.

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. I pads, 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.

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.

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
 - ☐ 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

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, navy or plaid

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

Tennis shoes

Note- no leggings or yoga pants without shorts

Friday Free Dress

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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.

Teacher parent interactions

Our school's parent-teacher communication policy emphasizes clear boundaries to facilitate effective collaboration while respecting instructional time and professional obligations. Teachers will communicate regularly through designated channels such as emails, Class Dojo, or scheduled parent-teacher conferences to provide updates on students' academic progress, behavior, and any pertinent classroom information. These communications will be timely and informative, aiming to keep parents well-informed about their child's educational journey.

To maintain a focused learning environment, unscheduled meetings between parents and teachers during instructional hours will not be permitted unless in cases of emergency or pre-arranged appointments. This policy ensures that teachers can dedicate uninterrupted time to classroom instruction, while also allowing them to respond promptly to parent inquiries and concerns through scheduled communication channels. By adhering to these guidelines, we aim to foster a productive partnership between home and school, ultimately supporting the academic and personal growth of each student in our care.

Enrollment Eligibility Policy

At CCA, we prioritize creating a safe and conducive learning environment for all our students. To maintain this environment, enrollment eligibility is subject to certain criteria. Below are the four categories of ineligibility:

Financial:

1. Students whose tuition fees remain outstanding beyond the specified deadlines may face enrollment ineligibility. We understand financial circumstances can vary, and we encourage open communication to explore possible solutions. However, consistent failure to meet financial obligations may result in enrollment suspension.

Student Discipline:

2. Students who have been involved in serious disciplinary incidents, including but not limited to violence, substance abuse, or academic dishonesty, may be deemed ineligible for enrollment. Our institution values integrity, respect, and responsibility, and any behavior contrary to these principles may impact a student's eligibility for enrollment. Further, students with repeated lower level disciplinary issues may also be subject to ineligibility.

Parental Behavior:

3. Parental behavior significantly impacting the school community or creating an unsafe or disruptive environment may lead to enrollment ineligibility for their child. This includes instances of harassment, verbal abuse, or disruptive conduct during school events or interactions with staff members or threats of violence or legal action. We believe in fostering a supportive partnership between parents and the school, and respectful behavior is fundamental to maintaining this collaboration.

Exceptional Academic or Behavioral Special Needs:

4. While we strive to provide a supportive learning environment for all students, there are limitations to the types of special needs we can accommodate. Students requiring significant specialized assistance must have their needs established before enrollment. If a student's needs escalate significantly throughout the year, to a degree beyond what CCA can reasonably provide, they may become ineligible to continue enrollment. We are committed to the success of every student, but we must also ensure that our resources are effectively utilized to meet the needs of all students within our educational community.

While these are the primary categories of ineligibility, each case is considered individually, taking into account relevant circumstances and potential mitigating factors. Our ultimate goal is to ensure the well-being and success of all students within our educational community.

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.

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 you have concerns about a rash, you should contact your child's physician rather than bringing the child into the school.

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 each of our students is uniquely created and gifted by a wise and loving Father. As we nurture their growth by gathering the kindling of knowledge and skills, we trust Him to ignite their hearts in His perfect timing for His glory. Assessment allows us to measure aspects of this growth that can be quantified, providing valuable insights to guide each student's academic development. Our approach to holistic assessment incorporates teacher observation, student work samples, and data from testing. While testing data offers helpful clarity, it is never a replacement for the relational insights gained through teacher observation and student work—it is designed to complement and enhance our understanding.

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.
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).

Intervention

Academic Intervention Policy

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.

Behavioral Intervention Policy

At Cleburne Christian Academy, we recognize that students may face challenges beyond academics, and we aim to support the holistic development of each child, including their behavioral and social growth. Though we do not have behavioral intervention specialists on staff, we strive to provide a supportive environment where students can develop the skills they need to succeed.

Our approach begins with proactive relationship-building and positive reinforcement within the classroom, as we believe that strong connections between students and teachers form the foundation for effective behavioral support. Teachers are encouraged to observe and identify patterns of behavior that may indicate a need for additional support.

When a student demonstrates a need for behavioral intervention, our response will be tiered and adaptive, involving the following steps:

1. **Initial Classroom Support:** Teachers will implement classroom strategies tailored to the student's needs, such as modified seating arrangements, targeted reminders, or specific social-emotional learning activities. The goal is to help the student develop self-regulation and coping strategies in the familiar classroom setting.
2. **Focused One-on-One Guidance:** If the student requires more focused attention, the teacher or an administrator may work with the student individually to address specific behavioral challenges. This may involve setting personal goals, engaging in reflective conversations, or practicing conflict resolution skills.
3. **Collaborative Support Plan:** In cases where a student demonstrates significant or persistent behavioral issues, we will involve the student, their parents, and relevant staff

in developing a personalized support plan. This plan may include specific behavioral goals, strategies for improvement, and regular check-ins to monitor progress.

4. **Referral for Additional Resources:** If a student's behavioral needs exceed the support we can provide within our school setting, we will work with the family to identify appropriate external resources, such as counseling or specialized behavioral therapy. Our goal is to collaborate with parents in accessing the necessary help while maintaining a supportive and inclusive environment at school.

Throughout our intervention process, we remain committed to fostering a safe and nurturing atmosphere that prioritizes the individual needs of each student. By partnering with families and utilizing the resources we have available, we aim to guide our students toward positive behavioral growth and self-discipline.

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 Advisor for approval. The baseline graduation requirements are as follows:

Cleburne Christian Academy Minimum Graduation Requirements					
	9th	10th	11th	12th	
Bible	Rotation of Biblical Doctrine, Biblical Worldview, OT survey and NT Survey				4 Credits
English	Rotation of Medieval, Modern, American and Ancient, Literature and Writing				4 Credits
History	Rotation of Medieval, Modern, American and Ancient Histories				4 Credits
Science	Biology	Chemistry	Rotation of Forensics and Anatomy and Physiology		4 Credits
Math	Algebra 1	Geometry	Algebra 2	TSI/ACT/SAT Prep	4 Credits
Electives Friday	4 Electives Credits to include: 1 Foreign Language 1 PE	4 Electives Credits to include: 1 Foreign Language 1 PE			8 Credits
Career Paths Friday	Connect Class	Connect Class	Career Certification Course, Dual Credit OR Career Internship	Career Certification Course, Dual Credit OR Career Internship	4 Credits

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 our Advisor.

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 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.

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.

Teacher Policy on Badges with Lanyards:

All teachers and staff members are required to wear their school-issued identification badges on lanyards visibly at all times while on school premises. This policy is implemented to ensure immediate identification of staff members by students, parents, and visitors, thereby enhancing campus security and maintaining a safe learning environment. Failure to wear or display the identification badge may result in a verbal reminder initially, followed by disciplinary measures if non-compliance persists. We emphasize the importance of setting a positive example for students regarding adherence to school policies and safety protocols.

Teacher Policy on Locking Doors Behind Them:

As part of our commitment to campus safety, teachers are responsible for securely locking classroom and office doors immediately upon entering or exiting. This practice is crucial in preventing unauthorized access and ensuring the safety of students and staff members. Teachers should remain vigilant and promptly report any security concerns or incidents to the administration or designated security personnel. Failure to comply with this policy may result in disciplinary action and mandatory participation in security training sessions to reinforce awareness and adherence to school safety procedures. Our goal is to foster a secure and supportive environment where teaching and learning can thrive without compromising on safety standards.

Teacher Policy on Keeping Walkie-Talkies Available:

All teachers and staff members are required to keep walkie-talkies accessible and operational during school hours to facilitate immediate communication for safety updates and emergency situations. Walkie-talkies are vital tools that enable efficient coordination and dissemination of critical information during emergencies such as lockdown drills, medical incidents, or weather-related alerts. Teachers must ensure that walkie-talkies are charged and within reach at all times while in the classroom.

During emergencies, teachers are expected to respond promptly to directives communicated via walkie-talkies, including following designated emergency procedures

as outlined in the school's safety protocols. Familiarity with emergency procedures and their respective actions is essential for effective response and ensuring the safety of students and staff. Teachers should maintain clear communication channels and relay pertinent information accurately and promptly to the appropriate authorities or designated personnel.

Failure to comply with this policy, including neglecting to keep walkie-talkies operational or failing to adhere to emergency procedures, may result in disciplinary action and mandatory participation in safety training sessions. Our commitment to maintaining a safe and secure learning environment relies on the proactive involvement and cooperation of all staff members in adhering to established safety protocols and utilizing essential tools like walkie-talkies effectively.

The Educator's Role: Core Values

Christ-Likeness

Loves students and colleagues and respects authority rather than their own way or preferences
Loves students through clear expectations and consistent and fair consequences
Meets needs on campus

Stewardship

Arrives at school, scheduled meetings and for duties prepared and on time
Consistently completes and engages with assigned professional development
Lovingly communicates with families regarding class events and student progress

Passion

Consistently pursues best teaching practices for each student, regardless of ability or personality

Supports colleagues by engaging with shared tasks and duties, collaborating, and assisting

Consistently lesson plans with intentionality

Community

Communicates honestly about concerns with the appropriate person

Hears concerns of colleagues with humility

Promptly addresses any concerns shared

Christian Practice

- Pray often with your students, for your students, and for our CCA families.
- Never hesitate to share the truth of the gospel with a child or family.
- Intentionally commit yourself to God's word and his people through your local church.

Professional Development

- Required reading and group discussion
- Scheduled professional development
- Peer observations

Team Collaboration

- Weekly Team Meetings
- Monthly Staff Meetings

Summary of Responsibilities

Daily Responsibilities

- Business Hours - 7:30am until 4:00pm
- Pay will be docked \$20 per day for tardiness after the first two occurrences in a month
- **Remain with your assigned students at all times unless you designate supervision to another staff member**
- Keep walkie talkie charged, on, and in your classroom at all times
- Keep 1st aid kit stocked and easily accessible
- Take attendance (for each period in Upper School)
- Teach the lesson you submitted in FACTS with a clear objective in each period

- Continuously assess students understanding of material and make necessary changes
- Fulfill assigned drop off, lunch, recess and pickup duties
- Ensure any assigned technology is accounted for and charged
- Ensure classroom trash is emptied and floor and surfaces are clean
- Professionally and lovingly respond to parent communications within 24 hours
- Communicate any shortfall in resources or need for professional support
- Sign in and out when leaving or returning to campus
- Check school email

Weekly Responsibilities

- Attend staff or team meeting from 4:00-4:30pm once per week
- Use FACTS to plan lessons that include
 - Objective
 - Resource titles and page numbers
 - Demonstrated gradual release of responsibility or Essential Question
 - Method of assessment
- Grade a sufficient amount of student work to gain a clear understanding of student mastery of weekly objectives and record in FACTS
- Provide students with meaningful feedback on their mastery of objectives
- Complete assigned professional development

Monthly Responsibilities

- Initiate communication with parents regarding current teaching objectives, upcoming events and homework assignments

As Needed Responsibilities

- Respond to and care for minor student injuries
- Respond to and care for emotional and spiritual needs of students
- Ensure students with major injuries or emotional and spiritual needs are connected to the appropriate administrator
- Rectify any minor security or safety issues you encounter (locking necessary doors, addressing unknown visitors, removing potentially harmful chemicals)
- Report any major security or safety issues
- Respond to daily resource shortages (refilling paper towels, removing overflowing trash, etc.)
- Assist colleagues by temporarily supervising students when needed
- Ensure students leave spaces tidy and clean

Quarterly Responsibilities

- Plan, submit form for approval, and execute at least one educational field trip
- Ensure grades are accurate and up to date
- Work with assigned students to create goals and review progress
- Update student portfolios with work samples, summative grades and formal assessment data
- Assess student portfolios to determine need for additional support or assessment
- Contact parents to set up any necessary conferences
- Review progress in curriculum, make adjustments as necessary with the involvement of Head of Curriculum and Instruction
- Participate in quarterly conversations

Annual Responsibilities

- Attend extended periods of inservice training (beginning and end of year)
- Full participation in in-service training days throughout the year
- Complete assigned summer professional development
- Notify the Head of Curriculum and Instruction of any needs to maintain ACSI or state certification
- Read front matter of chosen curriculum to ensure comprehensive understanding of philosophy and practical implementation
- Notify the Head of Curriculum and Instruction of any curriculum needs for the upcoming year
- Notify the Head of School of any material needs for the upcoming year
- Participate in staff surveys
- Provide feedback on curriculum, standards and student assessment methods
- Full participation in support of Meet the Teacher, Fall Festival, Spring Auction, Clay Shoot, and any other events scheduled by the Administration and/or Board.

Recess or Break Duty

- No phone use or prolonged conversation with other staff members
- Ensure staff supervision of break area before sending students to a break
- All areas where students have access must have teachers actively monitoring (back field, porches, etc.)
- Be ready to help resolve conflict positively
- Notify another staff member before leaving the area to use the restroom or help a student

Lunch Duty

- No phone use or prolonged conversation with other staff members

- Ensure availability of plates, utensils and napkins
- Inform Assistant Office Administrator of any shortages
- Look for students without food and help them find an alternative
- Look for students who are withdrawn and alone; make meaningful connections.
- Teach students how to clean and arrange after eating.
- Spot clean floors, tables and chairs.

Drop Off Duty

ALL teachers not on duty should be present and receiving students in their classroom from 7:30am-8:00am

- Make positive connection with arriving students and families
- Help students exit the vehicle safely and move towards their assigned location
- Walk students with an umbrella in poor weather conditions

Pick Up Procedures

- Take lower school students to the restroom before 3:00
- Staff's children may be in the gym or in their parent's classroom/office
 - They may not leave that area once pickup begins
 - They may not be outside on campus during pickup
- Upper school students should be released at 3:10 to gather their belongings from their locker
- All students should be going to the gym (lower school with their teacher) by 3:15
- Pick up begins at 3:20

- Students sit in lines by grade with an assigned staff member actively supervising
 - Absolutely no staff phone use
 - Ensure students stay seated in their line with their backpack on
 - No taking items out, no hand held toys, no food or water
 - Inside voices only
- Students names will be projected or called over a mic to proceed to cone 1, 2, or 3
- Students all must exit through designated door, they may not stop at their lockers and must pick up any personal technology at the office on their way to the car
- Staff may not leave their assigned class(es) until all of their students have left or they have been turned over to aftercare at 3:45

Topical Information

Probationary Period

All new employees of CCA (full-time and part-time) will be subject to a 90-day probationary period, beginning with the first day of employment. Should the employee fail to meet the expectations set forth for employment at CCA, the Administration may recommend the termination of the contract following the 90-day probationary period. Administration would utilize adequate documentation (classroom observations and/or other applicable communications with the employee) in decision making.

Pay Period

All employees are paid on the 28th of each month. A direct deposit is provided.

Confidential Information

All school and employee information must be kept confidential. Individuals with knowledge are expected to hold all information about CCA finances, business prospects, financial records, students and employees in strict confidence. All school and employee records are confidential and are to be viewed only by those authorized to do so and only on a “need to know” basis.

Quarterly Conversations

All teachers will meet quarterly with their team leader to go over the core values and how that teacher operates in relationship to them. The purpose is to uncover areas of miscommunication, confusion or areas in need of growth. The purpose is to align staff to our core values and review your capacity, desire and understanding of your current role.

Drugs, Tobacco, and Alcohol Use

CCA will not tolerate the use or possession of tobacco, alcohol or vaping paraphernalia on the job or on school property. Employees using or possessing these things while on school property, at school activities, while conducting school business or who report to work under the influence of alcohol is not permitted and may result in termination. CCA will not tolerate any public use of illegal drugs on or off campus. Any public use of illegal drugs will result in immediate termination.

School Property

All items issued to employees, including computers, school- purchased curriculum, decorations, etc., are the property of Cleburne Christian Academy. Employees are expected to keep non-school related items off of their school computers. Administration reserves the right to ask employees to remove programs or hardware that may cause harm to the device. Any damage done to school property under the supervision of a staff member will be the responsibility of the staff member.

School-Wide Communication

Employees may not send school-wide communication (written or email) without the approval of the Head of School.

Conference Period

The Administration will work with all instructional staff to ensure that each teacher has a conference time built into their schedule. Use this time in a way that best prepares you to fulfill your duties. Please sign out and in at the office if you leave campus for any length of time.

Dress Expectations

Teachers and Staff are expected to set a good example of dress and personal hygiene. Professional attire is required. Modesty in dress is essential. Teachers and Staff should model to their students appropriate dress, understanding the students are required to follow a strict dress code that has been set by school leadership.

Tops: three finger width if sleeveless, no cleavage showing

Shorts and skirts: 5-7" inseam for shorts and equivalent for skirts, no holes

Pants: no leggings (unless under a dress) or workout attire

Body piercings, other than earrings, are not allowed during school hours (including school-wide events after regular school hours).

If an employee is not professionally or modestly dressed, the Director of Operations of School will address the issue with that individual teacher. Repeated infractions will be documented.

Cell Phone and Computer Use

Excluding emergencies, employees should not make personal calls or send personal text messages/email during time set aside for instruction and/or student supervision.

Parent Conferences

One full day in October and one full day in March will be set aside for parent conferences. Students will not attend school on those days, although they are welcome to attend their conference. Teachers are expected to have the student's portfolio updated and ready to present to the parent at the conference.

Upper school teachers have designated students for whom they collect work samples, teacher reports and record observations. These teachers also host those students' conferences.

Conferences should last approximately 15-20 minutes per family and are scheduled by the teacher individually. In the event that a family requests a time other than those made available, the teacher should make an attempt to find an alternative.

Should a problem arise during a conference or in the case that a teacher expects a problem, an administrator should be contacted and will be present.

Parent Communication

All staff members are expected to respond to parent communication (email, phone call, written note) within a 24-hour period (this does not include the weekend) using a documentable method of communication.

Employees should maintain appropriate documentation of their communication with parents (phone logs, copy of notes sent from home, saved emails). Significant communication regarding behavior or grading should be recorded in the student portfolio.

Teachers should notify parents of Upper School students who have dropped below a B since the last reporting period at mid-quarter.

Staff members should not provide copies of transcripts without approval from the Assistant Head of School.

Employees are asked to refrain from giving their personal cell phone and/or home telephone number to parents, so that employees' time away from school is protected and respected. Reasonable communication boundaries must be established, maintained and communicated as needed.

The Head of School should be copied on all communication between the staff member and a "difficult parent," as well as on any other item the staff member feels would be beneficial to have the Administration's knowledge of the situation. Inform the Head of

School immediately of any inappropriate and/or disrespectful communication from a parent.

Personnel Files

CCA keeps personnel files on each of its employees. These files are confidential in nature and are managed by the Office Administrator. They will not be copied or be removed from the premises unless there is a legitimate business reason to do so.

The employee must update the information in the employee's personnel file in person and immediately whenever there are changes in personal data such as address, telephone number, marital status, number of dependents, and person(s) to notify in case of emergency.

Each employee may view his or her personnel file by contacting the Office Administrator during normal business hours. No employee may alter or remove any document in his or her personnel file.

Classroom Appearance and Cleanliness

The teacher is responsible for arranging the room in an appropriate manner in consultation with the Administration to ensure availability of computer wiring, flow of movement in the classroom and access for students and adults to exit the classroom/halls in the event of an emergency. To that end, there should never be cords or wiring routinely spread across a floor or walkway. To ensure consistency and accountability, the following numbered tasks must be completed as indicated:

1. Desk and Surface Cleaning:

- Teachers are responsible for wiping down desks, tables, door knobs, light switches and water dispensers with disinfectant wipes to maintain cleanliness and hygiene daily.
- Teachers are responsible to dust bookshelves and decorations, wash pillowcases, blankets or other soft items, spray common use items (crayon buckets, dry erase marker bins, toys) with disinfectant spray, sweep off porch or sidewalk outside room weekly.
- Teachers are responsible to make time for students to clean out desks weekly.

2. Trash Disposal: Teachers must empty classroom trash bins and ensure all waste is properly disposed of in designated receptacles daily.

3. Floor Maintenance: Sweeping, vacuuming or swiffering floors to remove debris and maintain a tidy appearance daily.

4. Resource Organization:

- Ensure textbooks, teaching materials, and student supplies are neatly arranged and easily accessible.
5. **Personal Belongings:** Teachers should keep personal items and belongings organized and stored in designated areas to minimize clutter.

Procedure for filling water jugs

- Students are not allowed to fill water jugs, but may accompany a teacher to carry the jug for them.
- Wipe off the toggle switch at the sink, sink faucet handles, and outside of the water jug with disinfectant wipe.
- Wash hands with soap and water, and wash the dispensing tube.
- Place about a cup of filtered water into the jug, swish and dump.
- Fill the jug (1/2 to 3/4 is preferred so that it stays fresh)
- Replace dispensing tube to hanging spot
- Replace lid to jug
- Please replace water in the jugs at least once a week.

Bulletin boards and other displays in and outside of the classroom should be purposeful, minimal and age appropriate for the grade level. If in doubt, contact our Director of Operations for clarification and guidance.

In an effort to present a clean working environment to our current and prospective families, all employees should make it a priority to ensure the students clean up their work space several times daily. If you find that an item is in need of repair, fill out Google maintenance form and submit it to the Office Administrator.

Disciplinary Action for Non-Compliance:

Failure to adhere to the classroom cleanliness policy may result in disciplinary action, which may include verbal warnings, written warnings placed in personnel files, or mandatory participation in professional development sessions focused on classroom management and organization. Continued non-compliance could lead to more severe consequences, such as additional administrative oversight or evaluations. Maintaining a clean and organized classroom not only promotes a positive learning environment but also demonstrates professionalism and respect for students and colleagues.

Parent Notification for Movies

Because we believe in the superiority of relational learning, we do not encourage frequent movies, TV shows or computer use. In the event that these mediums provide content otherwise unavailable, it must meet certain qualifications. Any movies or shows must be rated G. Anything higher than a G rating requires parent notification (via Email

or Remind) and the option of an alternative activity for students whose parents would prefer they not participate.

Field Trips

Field trips offer students unique opportunities to experience the content they are learning about in class. Field trips should be organized at least quarterly, should minimize parent cost as much as possible and must be approved at least two weeks prior to the date of the trip. Field Trip forms should be submitted to the Office Administrator.

Contracted School Events

The following events are included in your employment contract as mandatory events held outside of school hours. These events are two-fold: to love our families well and to ensure our ability to continue to offer scholarships. This section details your responsibilities at those events. Please note that you may not be the primary caregiver for your own children at these events.

Orientation

- Set up and tear down
- Meet and interact positively with families
- Provide prepared documentation for parents of your students that include contact information, expectations and the content covered in your class

Fall Festival

- Facilitate student decoration (not carving) of a pumpkin to be auctioned at event
- Remind parents to donate candy and attend even in parent communication
- Facilitate a carnival game using materials available *you may request parents sign up to facilitate shifts*
- Set up tables, games and decor
- Tear down tables, games and decor

Spring Auction

- Create a valuable auction piece with some help from your students to be auctioned at event *parents may have furniture pieces or materials they can donate, but you must communicate early*
- Make contact with assigned community businesses to solicit donations
- Remind parents to sell tickets and drop off donation items in parent communications

- Help assemble baskets for silent auction
- Help transport auction items and decor to venue
- Assist in set up of auction items and decor
- Fill assigned role *ticket purchasing, auction paddle registration, table locator, raffle facilitator, live auction totaler, live auction recorder, live auction check out, etc*
- Help tear down and load decor after event

Clay Shoot

- Check-in participants
- Help serve buffet-style breakfast
- Help serve buffet-style lunch
- Tear down and load up

Lower School Student Expectations

Playground/Outside Expectations

- Students may not play with sticks (it could poke someone's eye or just hurt them in general)
Students may not dig holes anywhere on the property (it is a tripping hazard)
Students may not play in bushes, on the porches, in restrooms, or anywhere out of the teachers' sight (safety reasons, we also need to be able to see all students at all times)
- Students may not be destructive to school property or personal property (we need to take care of what little we have and teach them how to)
Students may not climb the fence, lattice, porch railings, etc. (safety reasons and taking care of the property)
- Students may not sit or lay on the balls (this deflates or pops them)
Students need to swing on their bottoms or bellies front to back and no twisting (avoid injuries and keep the swings from breaking)
Students may not hit, kick, or push another student, even if it's just a pretending game.
- Students may not sit on the banister or run on the porch (destructive and disturbs the other classes)
- Lower and upper school students are not allowed to play on the playground at the same time because of maturity differences.
- Teachers need to spread out on the playground/field to better monitor students.
- Students should not exclude other students from play based on gender, age or any other characteristic.

- Students may not lay or roll around on the ground

Gym Expectation

- Scooters are only allowed in the gym if your class is playing a game with them. They are not allowed just to roll around on. This is for safety reasons.
- Students are never allowed in the closet for any reason.
If you (the teacher) get something out for your class to play with, you need to put it back where it belongs, not students.
- Students may not stand in chairs, on tables, or sit on the tables. Students are not allowed to climb onto the attic.
- Students may not sit or lay on balls.
- Students need to take care of the hula-hoops, jump ropes, and other gym equipment. Don't allow students to bend the hula-hoops.

Lunch Expectations

- Students need to sit in their chairs at the tables, they should not be wandering around.
- Teachers need to sit with their students to eat lunch.
- Students need to ask their teacher before they get up to take trash to the trash can, use the microwave, and get plates/utensils.
- Only 1st grade students and older may use the microwaves at lunch. They must know how to use it on their own in order to use it.
- When lunch is over, wipe down the tables and sweep if necessary.
- Students must eat lunch brought before buying from snack shack.
- NO sharing food. Too many allergies and parent preferences for this to be safe to allow students to do.

Bathroom Expectations

- Only one student may leave class at a time to use the bathroom or get water, unless the class is going as a whole. This is to avoid incidents of any kind.
- If students are using the portable bathrooms, please make sure they do not disturb other classes.
- If you go as a class, please check restrooms afterwards to make sure they are clean.
- Feel free to change the paper towels and toilet paper dispensers if they are empty or let admin know.

Chapel Expectations

- Every student/teacher stands for songs and there is no talking.
- Everyone sits quietly on their bottom while Mr. Turner talks.
- No bathroom or water during Mr. Turner talking.
- Students 3rd grade and up need to bring their Bible to Chapel.

General Expectations

- Students should not bring toys to school
- Students may not tease each other about or play games that insinuate romantic relationships between students
- Students need to be semi-quiet in the main building and in restrooms because there are classes going on and the offices are answering phones and working.
- Students may have a water bottle with water in it on their desk throughout the day. They may drink juice at lunch, but no caffeinated drinks are allowed at any time.
- Students may not have a cell phone or any kind of smart device. If they do, they need to turn it into the office in the morning and it will be returned at the end of the day.
- Students are not allowed to hold or handle the walkie talkies.
- Students are not allowed to use the copy machine or laminator. They are allowed to get copies off of the printer for you.
- Students should not be in the resource room, kitchen, or gym closet without an adult. If they need something from any of these rooms, they need to ask, and have an adult assist them. This is to keep these areas organized and well kept.
- Students should use the sidewalks as opposed to the gravel/grass when walking from one building or portable to another. This is for safety reasons.
- If you leave your classroom for any reason, you need to make another teacher aware so they can listen/watch your class.
- Students are not allowed in your first-aid kit for any reason. This is for safety reasons.
- If a student gets hurt, use your first aid kit. Only students with major injuries/ice packs should be going to the office. If you have a student who needs an ice pack, be sure to clean it and put it away afterwards.
- Parents must check-in at the office and get a visitors tag before coming to your room or around the school for any reason, other than for Chapel and class events. Parents can freely come to Chapel.

- Parents need to drop students off in the drop off line or walk them into the office.
- Parents should not be walking students to class or around the buildings (except the first week of school).
- Students may not wear hats/hoods unless it is hat day or outside for recess.
- Students wear uniforms Monday – Thursday and free dress on Fridays.
- If you see a student (of any age) wandering the halls, playing in the bathroom, etc. please send them back to class.
- If you see a student (of any age) breaking any of the rules, please remind them of the rule and ensure they change their behavior

Upper School Student Expectations

Playground/Outside Expectations

- Students may not play with sticks (it could poke someone's eye or just hurt them in general)
- Students may not dig holes anywhere on the property (it is a tripping hazard)
- Students may not play in bushes, on the porches, in restrooms, or anywhere out of the teachers' sight (safety reasons, we also need to be able to see all students at all times)
- Students may not be destructive to school property or personal property (we need to take care of what little we have and teach them how to)
- Students may not climb the fence, lattice, porch railings, etc. (safety reasons and taking care of the property)
- Students may not sit or lay on the balls (this deflates or pops them)
- Students need to swing on their bottoms, front to back and no twisting (avoid injuries and keep the swings from breaking)
- Students may not hit, kick, or push another student, even if it's just a pretend game.
- Students may not sit on the banister or run on the porch (destructive and disturbs the other classes)
- Lower and upper school students are not allowed to play on the playground at the same time. This is because of maturity differences.

Gym Expectation

- Students are not allowed in the closet for any reason.
- If you (the teacher) get something out for your class to use, you need to put it back where it belongs, not students.
- Students may not stand in chairs, on tables, or sit on the tables.
- Students are not allowed to climb onto the attic.
- Students may not sit or lay on balls.

- Students need to take care of the hula-hoops, jump ropes, and other gym equipment. Don't allow students to bend the hula-hoops.

Lunch Expectations

- Students need to sit in their chairs at the tables, they should not be wandering around.
- Teachers need to sit with their students to eat lunch.
- Students need to ask their teacher before they leave the gym for any reason. (Restroom, locker, etc.)
- When lunch is over, pass out a wipe to each table. The students at that table will clean their table. They are to remain seated until the teacher asks them to break down their table and chairs.
- Students should sit at their grade table. There should be NO middle school sitting with high school.
- NO sharing food. Too many allergies and parent preferences for this to be safe to allow students to do.

Leaving Campus Expectations

- ONLY 11th and 12th grade students that are passing ALL classes may leave campus during lunch.
- Grades will be checked every half of a grading period. If a student is found to be failing at that time, that student will lose this privilege for the next half of the grading period.
- 9th and 10th grade students are not allowed to leave campus with an 11th or 12th grade student at ANY time. The only exception to this would be during field trips and they MUST have a parent call in to agree.
- When a driving student is leaving campus for ANY reason that student must sign out in the student sign out book in the front office.
- A male and female student who are not related can not leave campus together at ANY time.
- All driving students must maintain the proper speed limit when entering and leaving the school. Failing to do so will result in losing their driving privileges.
- Driving students are not allowed to leave campus early to go get lunch.
- If students return late from lunch more than 3x, that student loses the privilege of leaving campus for one grading period.

Bathroom Expectations

- Only one student may leave class at a time to use the bathroom or get water, unless the class is going as a whole. This is to avoid incidents of any kind.
- If the restrooms are occupied by another class, the student should return to their class. They may NOT wait for the bathroom.
- If students are using the portable bathrooms, please make sure they do not disturb other classes.
- Feel free to change the paper towels and toilet paper dispensers if they are empty or let Mrs. Laura or Mrs. Terrie know.

Chapel Expectations

- Every student and teacher should stand and either sing or be silent during worship.
- Everyone sits quietly while the chapel speaker talks.
- No bathroom or water while chapel speaker talks.
- Students should bring their Bible to chapel.
- No hats or hoods allowed
- No drinks or food allowed during chapel. All food and drinks should be set on the table until service is over.

General Expectations

- Students are not allowed to go to their vehicles during the day, unless it is to leave.
- Students should not wear any type of headphones or earbuds unless allowed by a teacher or ILP.
- Students should not bring toys to school.
- Students may not tease each other about romantic relationships between students
- Students need to be semi-quiet in the main building and in restrooms because there are classes going on and the offices are answering phones and working.
- Students may have a water bottle with water in it on their desk throughout the day.
- Students may not have a cell phone or any kind of smart device while on campus. If you see a student with a cell phone or smart device, please confiscate it and turn it into the office.
- Students are not allowed to hold or handle the walkie talkies.
- Students are not allowed to use the copy machine or laminator. They are allowed to get copies off of the printer for you.

- Students should not be in the resource room, kitchen, or gym closet without an adult. If they need something from any of these rooms, they need to ask, and have an adult assisting them. This is to keep these areas organized and well kept.
- Students should use the sidewalks as opposed to the gravel/grass when walking from one building or portable to another. This is for safety reasons.
- If you leave your classroom for any reason, you need to make another teacher aware so they can listen/watch your class.
- Students are not allowed in your first-aid kit for any reason. This is for safety reasons.
- If a student gets hurt, use your first aid kit. Only students with major injuries/ice packs should be going to the office. If you have a student who needs an ice pack, be sure to clean it and put it away afterwards.
- Parents must check-in at the office and get a visitors tag before coming to your room or around the school for any reason, other than Chapel and class events. Parents can freely come to Chapel.
- Parents need to drop students off in the drop off line or walk them into the office. Parents should not be walking students to class or around the buildings (except the first week of school).
- Students may not wear hats/hoods unless it is hat day or outside for recess.
- Students wear uniforms Monday – Thursday and free dress on Fridays.
- If you see a student (**of any age**) wandering the halls, playing in the bathroom, etc. please send them back to class.
- If you see a student (**of any age**) breaking any of the rules, please correct their behavior and remind them of the rule.

Special Needs Conversations with Parents

Learning Differences Assessment Through Child Find

If you suspect one of your students may have special needs and you aren't able to find suitable accommodations for them on your own or with the help of the Head of Curriculum and Instruction, please follow the below procedures.

1. Set up a meeting with the Head of Curriculum and Instruction to discuss the student's needs. Bring work samples and at least 3 observations notes in FACTS(ex. Sept 2 2022: Student fell several times while walking, Sept 24 2022: Student struggles to clap hands, Sept 27 2022: Student cannot grasp a pencil.)
2. Implement any suggested accommodations and make at least 3 observations of responses to accommodations in FACTS.
3. If the student does not respond well to accommodations, inform the Head of Curriculum and Instruction. Once all potential accommodations have been implemented without success, you will be directed to move to step 4.
4. Set up a meeting with the guardian(s) of the student
5. Explain that because CCA values the unique giftings and learning styles of each student, you have sought to meet their students' unique needs. Let them know that you've observed some differences in their child that you would love to have more information about. This will help you to meet their (social/emotional/physical/academic) needs to the greatest degree.
6. Tell the guardian(s) about the Child Find program.
 - It's a county service provided through Cleburne ISD employees that evaluates children for any potential learning differences. (Learning differences may be less upsetting than terms like special needs).
 - A diagnostician has classroom teaching experience, a masters degree and must pass a state certification test.

- The diagnostician observes the student in class, reviews work samples from the teacher and sits with the student over the course of a morning or two to administer a few age-appropriate, interactive assessments. They may also ask to speak with the student's teachers about their observations. All of these assessments and observations occur during regular school hours.
- The diagnostician provides a summary of their findings as well as best teaching practices for this specific student. It does not constitute an official medical diagnosis.

Parents can contact the Cleburne ISD Child Find representative at 817-202-1600 to request a Child Find Evaluation at no cost.

School Policies

Curriculum Review Process

Year 1-2:

Lower School UbD Curriculum Review, standards creation/revision, curriculum and portfolio assessment realignment
Action Research and supplemental materials requests from Middle and Upper Schools

Year 3-4:

Middle School UbD Curriculum Review, standards creation/revision, curriculum and portfolio assessment realignment
Action Research and supplemental materials requests from Lower and Upper Schools

Year 5-6:

Upper School UbD Curriculum Review, standards creation/revision, curriculum and portfolio assessment realignment
Action Research and supplemental materials requests from Lower and Middle Schools

Professional Development Plan

Method of delivery: Monthly peer observation, monthly data review, bi-annual spiritual formation book studies, weekly PD page, and In-Service Days

Year 1, 3 and 5 Focus Topics: Differentiated learning practices, Individual Learning Plans, and the continuous improvement process

Year 2, 4 and 6 Focus Topics: Technology integration, formative assessment and data, and action research

Teacher Observations

Administrative staff will observe teachers for three main reasons:

To observe new teachers or new to school teachers.

CCA seeks to observe how a new teacher or new to CCA teacher interacts with students, provides instruction, and follows preset guidelines for education set by the administration

To observe experienced and returning teachers.

We are always in need of alternative and varied perspectives to grow and improve. Observations are meant to encourage growth in specific areas while also holding our teachers to a level of accountability while giving appropriate support and encouragement.

To maintain school culture.

There will be good teachers who are reluctant to adopt our unique culture and perspective on education. Observations help admin ensure that the culture of CCA is both understood and perpetuated by our teachers.

Leadership Opportunities

We believe every staff member has been gifted uniquely by God in a way that is good for CCA and will bring him glory. We make every effort to identify and mentor potential leaders within the staff. Whenever possible, team leaders and administrators will be internally hired. Potential leaders exemplify the core values and graciously encourage and admonish others to do the same. When considering current staff members for new leadership positions, their demonstrated gifting in this area over the course of their employment will be considered.

Guiding Documents and Governance Review

The school board and Head of School review all guiding documents and policies annually at planning meetings held in May and June.

Staff Policies

Visitors

Only parents and authorized visitors are permitted at CCA. This includes unauthorized sales persons, or those collecting for charitable causes. All visitors must enter through the office area and receive a name badge. Any employee that notices an unauthorized visitor should notify the office immediately. Employees should encourage those without visitor badges to stop by the office, sign-in, and receive their name badge. Individuals requesting to visit CCA to observe a student, teacher, or instruction of a class must have approval from the Administration. The Administration, or his/her designated representative will be present in the classroom with the visitor during their visit.

Injury and Accident Forms

In the case of an injury requiring more attention than a bandaid, an accident form must be completed by the teacher who was supervising the student at the time of the injury.

Bereavement Leave

Bereavement days will be granted at the discretion of the Administration. Bereavement days will not be counted against illness days. Employees may use personal days if it is necessary to have more bereavement days beyond those granted by the Board. The following guidelines should be used for determining bereavement days:

Bereavement days must be taken within ten calendar days of the death of a relative or spouse family member. The following days will be granted: 3 (three) working days for a funeral within the State of Texas and 5 (five) working days for out of state funerals. Immediate Family Members are categorized as follows: grandparents, parents or stepparents, sister, brother, son, daughter, stepchildren, or any in-laws that fall into these categories.

Illness and Personal Days

Full-time employees will receive five (5) illness days for the school year and two (2) personal days, unless otherwise approved by the Administration. Part-time employees will receive 4 illness days, unless otherwise specified in their employment contract. In the event of illness or emergency, employees must give sufficient notification (no later than 6:00AM) so that the Administration may arrange for a substitute. Personal days must be requested from the Administration one (1) week in advance in order to secure a substitute unless it is an emergency. Personal days may not be used surrounding a school vacation either the day before or the day after such a vacation. Included Forms for Sick Leave and Personal Days.

Jury Duty Leave

When an employee receives a jury duty notice, they should notify the Administration to make arrangements for coverage. If excused from jury duty during normal work hours, employees are expected to return to school. Jury duty will not be counted against personal or illness days .

Leaving Campus During School Hours

If the need arises to leave during the school day, please make certain your students are supervised and then sign out through the school office. Unless leaving during a conference period, administrative notification and approval is required. Any time you leave campus, you must first sign out in the main office, then sign back in upon your return.

Purchase Requests

Employees who wish to make a purchase (1) using school funds, or (2) using personal funds with the expectation of reimbursement, must complete a reimbursement form and have the request approved by the Administration. Admin must first approve instructional & and other curriculum materials. Employees will not be reimbursed without an approved/signed reimbursement form on file.

Supplemental Resource Approval

Employees who wish to utilize a supplemental resource in the classroom must submit a Supplemental Resources Form to the Office Administrator. It will be reviewed for standards alignment, application to stated objective and educational philosophy. Teachers may not use supplemental resources without approval.

Repair Requests

Employees should submit a Repair Request form to the Office Administrator for any non-emergency repairs. In the case of an issue that involves student safety, the students should be evacuated and the Office Administrator contacted immediately.

Professional Relationships

Each person employed at CCA represents the school to the children, parents, and visitors and to their relatives and friends.

Additionally, employees must always maintain a professional posture with parents, colleagues, students and other employees in the workplace.

Students' behavior, grades, discipline history, abilities and family situations must not be discussed with anyone other than those involved directly.

Employees should not discuss any other employees' performance in a derogatory way with parents, board members, or other employees.

Although parent/teacher friendships will often occur it is important that school business, students' personal information and employee difficulties not be discussed as part of conversations with parents whose children attend the school.

Board members should not be approached in the context of a field trip, class party, program or other setting where the students and other parents are present to inquire about issues relating to the business of the school or dissatisfactions relating to CCA or any of its employees.

Employees at CCA should be in a posture of support and encouragement with parents, students and colleagues.

Teachers should not discuss inappropriate details of their personal lives, the personal lives of other staff members or their unique theological perspectives with students.

The relationship between students and teacher is very important, but must always be professional.

Social Media

For purposes of this policy, social media is defined as any form of online publication or presence that allows interactive communication.

The following principles apply to professional use of social media on behalf of CCA as well as personal use of social media when referencing CCA.

1. CCA will have official school related social media pages or accounts that will communicate school related information. These pages or accounts will be monitored by the Administration to assure proper use.
2. Employees are not to publish, post or release any information that is considered confidential or protected information.
3. Employees may not post images of co-workers on any social media without appropriate consent, or post images of students without written parental consent.
4. Employees should use their best judgment in posting material that is neither inappropriate nor harmful to CCA.
5. Employees should not use work time or CCA equipment to access social media for personal use, unless it is during a limited period of time when they are not directly supervising students. Such personal use should not interfere with your employment responsibilities or productivity. Staff should also remember that all activity on the Internet is being recorded and can be monitored.
6. Do not post details surrounding or pictures of any off-campus trips or events until after they have concluded.

Student Conflict Resolution

Staff on campus should expect student conflict and be prepared to use the truth of scripture to help restore relational brokenness. As Christians, we know true relational restoration only occurs once we accept the work of Christ that restores our relationship with him. Many of our students will not have the resources to operate out of that truth, so we have the pleasure of sharing the freedom Christ offers. Parents will likely also benefit from these truths and reminders.

Student Conflict Resolution Guide

We are all sinners (Romans 3:23)

- Conflict is a gospel opportunity!
- Insist that each child will be quickly heard (within reason) by you without the interruption of the other.
- Help EACH child to identify any sinful behaviors or heart attitudes.
- Remind the children of your own sinful behaviors and heart attitudes and your thankfulness that God already knows and has already forgiven.
- Remind them that God already knows and has already made a way for them to be forgiven by Him.
- Ask the children to consider how their sin might have hurt the other and how making assumptions instead of communicating made things worse.
- Encourage them to admit their sinfulness to their friend and ask for forgiveness.
- If they struggle at any point to own their sin, remind them of the value of relationship and the pain that comes with ignoring our sin.

Depending on the level of maturity of the children, they may only be able to navigate this process at a surface level. There may still need to be consequences for any student that intentionally caused harm, whether physical or emotional. The consequence should not be a representation of their lack of value or your unforgiveness, but should be presented kindly as a natural consequence of sin. Your mediated resolution and the forgiveness it brought protected their relationship, but did not dissolve consequences.

Active Student Supervision

We need you to be actively supervising students during recess, break, lunch and all other non-instructional duty periods. This means **phones should be used only for emergencies** and those on duty should be up **walking throughout** the students most of the time. This should include talking with students about their day and helping them navigate conflict.

Staff Conflict Resolution

Occasionally there may be the need to resolve a difficult situation or to inquire about a concern in the school. In accordance with the teachings in Matthew 18, this concern should be addressed in the following format:

1. The employee should go to the person with whom there is a difficulty without involving a third party.
2. If the difficulty were not resolved at this level, then the employee would go to the Team Leader or administrative staff member if the conflict involves the Team Leader.
3. If the difficulty were not resolved at this level, the employee would then present the problem to Administration for further exploration.
4. At that time a meeting would be scheduled for the employee, Administration and Team Leader to resolve the difficulty.

Employee Discipline

CCA's policy is to attempt to deal constructively with employee performance problems and employee errors. The disciplinary process will be determined by Administration in light of the facts and circumstances of each case. Depending upon the facts and circumstances, the discipline applied may include, among other things, oral or written warnings, probation, suspension without pay, or immediate discharge. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. Details of this process are outlined further in the Corrective Action section below.

Corrective Action

Corrective Action is taken against an employee in response to a rule infraction or a violation of CCA's policies. Corrective action will continue until the violation or infraction

is corrected. Corrective Action usually begins with a verbal warning, followed by a written warning that is placed in the employee's personnel folder. If more serious corrective action or continued warning is required, the employee may be put on probation, growth plan or have his or her employment terminated.

CCA considers some violations as grounds for immediate dismissal, including, but not limited to: insubordinate behavior, theft, destruction of school property, breach of confidentiality agreement, untruthfulness about personal background, drug or alcohol abuse, or threats of violence.

Employees charged with an infraction and subject to corrective action may appeal that corrective action. An appeal must be submitted in writing to the School Board. The decision of the Board is final.

Termination Process

CCA requires that employees return all documents, files, tools, business credit cards, keys and other CCA owned property on or before the last day of work. When all CCA owned property has been collected, the employee will receive his or her final paycheck. Employees leaving CCA will have the option of an exit interview with the Head of School.

Equal Employment Opportunity

CCA does not discriminate in the hiring process on the basis of any race, color, gender and national and ethnic origin and extends the rights, privileges, programs, activities, and educational programs generally accorded or made available to all employees at CCA.

Discriminatory Harassment Policy

CCA will endeavor to maintain a work environment that nourishes respect for the dignity of each individual. This policy is adopted in furtherance of that tradition. CCA is committed to maintaining an academic environment in which all individuals treat each other with dignity and respect and which is free from all forms of intimidation, exploitation and harassment, including sexual harassment. Additionally, all employees need to remain alert to improper or inappropriate sexual harassment or discrimination by students against other students or CCA employees.

If you believe there has been a violation of the Equal Employment Opportunity or harassment policies outlined above, please use the following complaint procedure:

1. Report the incident to the Board President in writing. CCA requires that employees make a timely complaint to enable CCA to promptly investigate and correct any behavior that may be in violation of this or any other guideline.
2. CCA will promptly investigate the matter and take appropriate corrective action. Your complaint will be kept as confidential as possible.

All complaints of harassment will be promptly, thoroughly and confidentially investigated and, where necessary, appropriate corrective action will be taken. Any person found to have unlawfully harassed another employee would be subject to appropriate disciplinary action, up to and including termination of employment.

Immigration Law Compliance

CCA does not hire anyone that is not a citizen of the United States, nor is not a non-citizen that is authorized to work in the U.S under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

Americans with Disabilities Act

Cleburne Christian Academy is committed to fully complying with the Americans with Disabilities Act (ADA) and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non- discriminatory basis.

Cleburne Christian Academy's hiring procedures provide persons with disabilities meaningful employment opportunities. Upon request, job applications will be made available in alternative, accessible formats, and assistance will be provided in completing the application. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position.

Post-offer medical examinations are required only for those positions in which there is a bona fide job- related physical requirement and are given only after a conditional job offer has been made. Medical records will be kept separate and confidential. Reasonable accommodation is available to all disabled employees, where their disability affects the performance of job functions. All employment decisions are based on the merits of the situation in accordance with relevant criteria, not the disability of the individual.

Qualified individuals with disabilities are entitled to equality in pay and other forms of compensation (or changes in compensation) as well as in job assignments,

classifications, organizational structures, lines of progression and seniority lists. Leaves of all type will be available to all employees on an equal basis.

Cleburne Christian Academy is also committed to not discriminating against any qualified employees or applicants because they are related to or associated with a person with a disability.

Cleburne Christian Academy will follow any state or local law that provides individuals with disabilities greater protection than the ADA.

This policy is neither exhaustive nor exclusive. Cleburne Christian Academy is committed to taking all other actions necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state, and local laws.

ALICE EOP VIOLENT CRITICAL INCIDENT

(Active Shooter, Violent Intruder, Terrorist Attack)

I. Purpose

The purpose of the plan is to set forth guidelines for Cleburne Christian Academy's staff, students and families in the event of a Violent Critical Incident in company property. While this plan explains the responses using the ALICE acronym, in no way does the plan suggest the acronym be used in order. This plan describes the law enforcement and security responses, in addition to providing employees with appropriate response options.

Employees are trained to make decisions and use a range of options to increase survivability during an event. All responses are based on the location of the occurrence and the nature of threat. Having a linear plan that orders inflexible procedures without considering these two paramount issues is not realistic and will not meet the goal of mitigating the incident.

Any Violent Critical Incident will result in law enforcement, fire services and emergency medical services reporting to the scene. Once these services arrive on scene it is critical to follow the directions of, and cooperate with, all emergency personnel.

Emergency services personnel will set up their own Incident Command Center and will have complete jurisdiction over the entire scene. Unified Command will be utilized which combines law enforcement, fire personnel and emergency services into one entity to save lives. This command center will use established practices such as the National Incident Management System (NIMS) and the Incident Command System (ICS).

II. Definitions

- A. Violent Critical Incident: Any event, at any location, where a person (or persons) attempts to harm innocent people by any means and regardless of motivation.
- B. Law Enforcement Officer: Any Federal, State or Local Sworn Peace Officer
- C. Security Officer: Any non-sworn contract or proprietary uniformed person charged with general security of an area and/or building.

III. INFORMATION/OPTIONS

- A. ALERT: This is the initial awareness that the event is beginning and means that some part of the facility is in contact with the threat. Persons in contact with the threat must take immediate self-protective action. This may include using one or more of the training options (Evacuate, Enhanced Lockdown, Counter). The threat will be processed through physical senses, including, but not limited to:
 - 1. Seeing the threat
 - 2. Hearing the threat
 - 3. Seeing others moving away quickly from an area
 - 4. Hearing screaming and yelling
- B. Enhanced LOCKDOWN: A secondary response if safe evacuation is not possible and you are not in contact with the threat. There are two reasons to utilize Enhanced LOCKDOWN as a response;
 - 1. The threat is close to your location and evacuation routes are not usable.
 - 2. You have no known location of the threat and are unsure if the evacuation routes are usable.

When using Enhanced LOCKDOWN;

- 1. Lock any door that can be locked.

2. Barricade the doors with heavy objects to prevent access to the room and slow down a threat. Use desks, cabinets, beds, heavy equipment, etc.
 3. If possible, turn out or disable lighting.
 4. If possible, cover any windows in doors or walls.
 5. Prepare counter items (books, scissors, computers, etc.) in the room in case door is breached.
 6. Keep distance between people and do not huddle.
 7. Keep cell phones on, but place in silent mode.
 8. Prepare to counter from the sides of the door, taking care to stay out of the interior frame of the door.
 9. Prepare and plan to swarm the threat should the room be breeched with the goal of controlling and subduing the threat.
 10. Pay attention to all INFORM announcements during the event. Law enforcement may tell you to take specific actions or circumstances may change and you may have to change your response. Remain engaged in the decision-making process.
- C. INFORM: This is information utilization during the event to update staff to allow them to decide on the best survival options. Additionally, it may also allow law enforcement to improve their response by updating the location of the threat.
1. Any employee who notes the indication of a threat should, as soon as it is safe and practical to do so, call 911 and any internal security function or main office. If the employee can “all call” the facility, they are authorized to take that action. The initial call should include as much of the following as possible;
 - a. The name and exact location of the campus, facility or building.
 - b. The last known location of the threat(s).
 - c. The number of intruders.
 - d. The employee’s location.
 - e. The description of the threat(s).
 - f. The description and number of weapons.
 2. Upon notification of the threat, internal operators or security dispatch should immediately INFORM the rest of facility.
 - a. Using Plain Language, internal operators or security dispatch will announce the presence, location, and description of the threat.
 - b. Notification will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in deciding their best survival response option. Typically, information answers the basic questions of where, who, what,

when, and how will provide the necessary details to make an informed decision.

- D. COUNTER: This is a last resort option for instances when you cannot EVACUATE or use Enhanced LOCKDOWN and are in direct contact with the threat. It is a personal choice and does not include fighting. Counter is the use of MOVEMENT, NOISE, DISTANCE, DISTRACTION AND SWARMING. Counter is used to:

1. Create opportunity to evacuate.
2. Create opportunity to take back control/swarm.
3. Increase targeting difficulty.
4. Increase skills necessary to shoot accurately.

If a threat is in direct contact with you, all actions are permitted to increase survival.

1. Anything available can be used to throw at the shooter's face to cause distraction, such as, books, computers, coffee cups, etc.
2. Create chaos in the location by making large amounts of noise and moving about the area.
3. Use numbers to swarm the threat with the goal of subduing and controlling the subject and the weapon.
4. Upon gaining control of the threat, maintain control, using any means necessary, until law enforcement officers relieve you.
5. Upon gaining control of a weapon, place it under or in a trashcan or other location. Do not brandish a weapon and do not hold it. Tell law enforcement where the weapon is, as soon as practical, after their arrival.
6. Use the resultant chaos and distraction to evacuate the area if possible.

- E. EVACUATION: This is the preferred response. Employees that are not in immediate danger and can safely evacuate should leave the location and move to the Rally Point. There are some simple recommendations for evacuating;

1. Leave all belongings behind.
2. Be prepared to use non-traditional evacuation routes such as windows, loading dock doors, alarmed doors, etc.
3. Do not use vehicles.
4. Do not carry any items in your hands.
5. When evacuating move quickly away from the location.
6. If meeting arriving law enforcement officers, place hands up with fingers splayed, follow any directions given, and should expect the possibility of being handcuffed.

IV. Law Enforcement Response

- A. During a Violent Critical Incident, law enforcement officers will only be focused initially stopping the threat and ending the violence. Any other actions will take place after the event is ended. Additionally, officers outside the facility will set up perimeters, secure the scene, provide security at rally points, interview personnel and assist in reunification.

V. After Action/ Recovery (Note: Dependent on the facility, Rally Points and Reunification Points may be the same place or may be separate locations.)

- A. Once Unified command has issued an ALL CLEAR, law enforcement officers will begin to clear the building and will escort out personnel who had secured in an Enhanced LOCKDOWN.
- B. They will be escorted to Rally Points.
- C. Staff at the Rally Point, who should have already begun to account for students who evacuated, should begin to account for arriving staff and students.
- D. Law enforcement will begin to conduct preliminary interviews with people at the Rally Point/ Reunification Point before they are released.
- E. Staff on site should begin to implement internal reunification protocols.
- F. The Head of School, in conjunction with the Director of Community Connections, will activate the media communications plan.
- G. The Head of School will activate the school Crisis Response Team and activate any Mental Health Resources to provide counseling and mental health assistance at the rally/ reunification site.
- H. The Director of Operations will debrief appropriate CCA staff and will act as the contact person for law enforcement in the aftermath of the event.
- I. The Head of School, in consultation with law enforcement officials, will determine when CCA can resume normal activities and communicate information and updates to staff and families.

Descriptions of Job Assignments

Descriptions of job assignments within campus emergency operations plan are assigned to the following personnel:

Head of School: Jena Scarbrough
Director of Operations: Jose Vazquez
Bookkeeping and Registrar: Laura Graefe
Office Administrator: Brandy Vazquez
Teaching staff: Jessica Scarberry, Maria Espinoza, Marla Fagan, Kayla Cox,

Lindsay Raybuck, Amanda Gilbreath, Karen Martin, Baylee Hawkins, Cheryl Pointer, Heather Robles, Karin Balderson

Exterior Safer Areas

- A. "Evacuation of Building"-Parking lot in front of main office.
- B. "Rally Point" - Children's Advocacy Center
- C. "Reunification Point" - Children's Advocacy Center

**Note: Depending on the crisis, one or all three sites may be activated.*

Rally Point Procedures

School Site Rep:

- Direct non emergency personnel to Rally Point (Children's Advocacy Center)
- Stay on site until Police declare all clear

Rally Point Rep:

- Ensure students at rally point join their class inside the building
- Take attendance on alphabetized master roster of students and staff
- Stay on site

Reunification Point Procedures

Law enforcement or crisis care counseling may utilize separate spaces within the building

Parents will remain in vehicles to be reunified with their students

Reunification Team

Greeters: Children's Advocacy Center Staff

Apply signage and organize Reunification paperwork

Pass out tearable reunification cards to parents

Safety and Crowd Control: Law enforcement

Gather parents into lines based on last name

Reunifier: CCA Crisis Response Team

Collect portion of reunification card, find student, reunify, and complete card and deliver to accountant

Accountant: Children's Advocacy Center Staff

Cross check completed reunification cards with attendance from check in master roster

Crisis Response Team

Teachers on crisis teams will have plans with another teacher to combine classes when they are called into action. All other teachers are to remain with students throughout crisis and continuously check roll by grade book. Those teachers on conference should report immediately to the main office for an assignment.

CRISIS RESPONSE TEAM

Responsibilities: Names listed in parenthesis will help and if primary person becomes injured/incapacitated/or absent will take over responsibilities. Teachers on conference and not on special team immediately report to main office to help with supervision of injured.

Head of School

Jena Scarbrough (Jose Vazquez)

1. Coordinate and supervise emergency management activities at school (perform duties until intervention by designated emergency or municipal staff).
2. Supervise specific activities relating to the needs of the school, staff, students, and emergency responders.
3. Initiate the telephone tree within each school.
4. Identify students, faculty and staff most affected by the crisis.
5. Meet with faculty to inform of crisis.
6. Arrange a meeting with support personnel to assess level of student/faculty trauma.
7. Serve as the school's contact with the affected family.
8. Help faculty generate appropriate student activities.
9. Structure class schedules and student and teacher responsibilities.

COORDINATOR

Jose Vazquez (Kayla Cox)

1. Assume the role of the principal in his/her absence.
2. Supervise and assist in specific activities relating to the needs of the school staff, students, and emergency responders.
3. Supervise staff that has pre-defined roles (substitute teachers, food service, volunteers, etc.).

FIRST AID

Laura Graefe (Brandy Vazquez)

1. Serve as medical liaison.
2. Account for all students.
3. Review and analyze the crisis event for possible medical intervention.
4. Coordinate and administer First Aid until EMS arrives.
5. Triage known injuries and direct first aid efforts.
6. Gather student medications in the event of a possible evacuation.
7. Remain available to school staff in need of medical attention.
8. Keep an updated list of all CPR and First Aid trained faculty and staff.
9. Answer phones during emergency according to prescribed script approved by campus administration
10. Other duties as assigned.

COUNSELING

Karen Martin (Lindsay Raybuck)

1. Supervise the immediate care of persons who are experiencing difficulty coping with the situation.
2. Coordinate intervention services and provide supportive counseling services to students, faculty and staff.
3. Initiate Safer Room.
4. Monitor student coping styles and provide for long-term counseling if needed.
5. Provide referrals to outside agencies and/or therapists.
6. Assist in debriefing process.

LEAD TEACHER

Kayla Cox (Amanda Gilbreath)

1. Coordinate and direct all outside assistance and provide proper access for all emergency vehicles
2. Coordinate with other officers and emergency personnel in setting up safe perimeter for particular emergency
3. Act as liaison between the school and emergency personnel
4. Organize all injured students in the designated triage area
5. Coordinate the recording of the injured students and their transport

CUSTODIANS

Jose Vazquez (Kayla Cox)

1. Report immediately to the Principal or Designee to assist with traffic management and other duties.
2. Evacuation - check all classrooms to ensure all individuals have left buildings if necessary.
3. Close all classroom windows and doors if time permits.
4. Know where to shut off utilities and do so as instructed

TEACHERS AND CLASSROOM AIDES

1. Remain with their students at all times.
2. Periodically check class roster to account for all students.
3. Lead students to safety based on emergency plan procedures.
4. Arrange for the safe exit of students with special needs.
5. Supervise the release of students.
6. Staff with specialized skills such as CPR training, including athletic trainers, may be appropriately relieved of the above duties in order to utilize their specialized skills in areas of need.

COMMUNICATION

1. Walkie Talkie Radios will be used in coordination between principal and all personnel.
2. Parent Letter - This will be a follow-up letter in the event of a crisis.

MEDIA GUIDELINES

The following list of suggestions for working with the media will assist in minimizing the disruption during a school crisis and in informing the public about a newsworthy event.

1. Direct all media inquiries to the principal's secretary, **Mrs. Vazquez**, who will direct them to **Jena Scarbrough**. This avoids confusion in times of a crisis and ensures consistency of information given to the media. When the spokesperson is unavailable, the school secretary or the designated person should have a fact sheet containing pertinent information from which to answer telephone inquiries.
2. Do not permit interviews with students or staff on the premises during a crisis, and do not permit filming inside the building except in the spokesperson's office or designated media room.
3. The Principal's office may be used by the media in the event of a serious crisis. The room should have a telephone for use by media representatives. Offering coffee or soft drinks is a hospitable gesture.
4. The spokesperson needs to respond to the media in a timely and professional manner. Avoid being defensive. Do not treat the interviewer as an adversary. Act as if an intelligent person asked every question. Acknowledge the difficulty of the media's role, and take a position of helpfulness.
5. The spokesperson should prepare a written statement or notes with points to be made for quick reference. If the answer to a question is not known, a return call with the information may be made. Release factual information only. Do not make an assumption.
6. Do not disclose personal information about any staff member or student. Such information should be released only at the discretion of the family.
7. Drop the jargon or "education vocabulary" in communicating with the media during a time of crisis. Say what you mean in simple terms.
8. Emphasize what is being done by the school to contain and resolve the crisis.

COMMUNICATING WITH THE MEDIA

In an effort to keep the public informed about the crisis while maintaining the educational process and student privacy, THE PRINCIPAL OR DESIGNEE WILL CONSIDER the following suggestions.

1. Protect and enhance the school's credibility by establishing the principal or his/her designee as the best source of information on the crisis.
2. Prepare basic facts truthfully, clearly and concisely in writing. DO NOT identify students by name.
3. Facts should include who, what, when, why, and how. (Example: Two of our students were assaulted by three unknown assailants on the south parking lot about 9:30 a.m. Their condition is unknown at this time. Students were transported to the hospital by Fire Department Ambulance. Parents have been notified. The incident is under investigation by police officials. The next information will originate from the CPD.) The same facts must be used consistently with all media.
4. Call the School Board president if news media personnel arrive on campus uninvited. The media may be allowed to come onto the campus if the principal gives permission, but are not permitted to enter classrooms or take pictures of students without permission.
 - a. Interviewing hints:
 - (1) Talk with the media in a conversational tone.
 - (2) Answer each question and then remain silent.
 - (3) Do not respond to media pressure to talk.
 - (4) If irrelevant questions are asked, feel comfortable in responding that the question is not pertinent to the issue and move to a new thought.
 - (5) Parroting the reporter's question is very dangerous on radio or videotape because the tape can be edited to sound like you concur whether you do or not. Example: Suppose the reporter asks, "How are you handling this terrible shock?"; don't respond; "We are handling this terrible shock by.... Instead, respond in your own words, i.e. "The students are continuing their usual schedules."
 - (6) Media reporters often frame their questions to bring out the conflict or emotion in a story. If a reporter asks several questions at once, say something like: "You've asked me several questions here...where would you like me to begin?"
 - (7) Don't allow the reporter to change the topic in mid-sentence.
 - (8) Never offer your "personal" or "off-the- record" opinion. Rather than answer "No Comment" you might say, "I can't share that information with you right now."
 - (9) After you provide information to the media, keep a record of the people you have spoken with
 - (10) Reporters are under constant deadlines, but no deadline is so important that it is worth making an inaccurate statement. A media deadline should not influence your preparation of accurate facts, whatever the circumstances.
5. A building level emergency may arise when the principal is off campus and

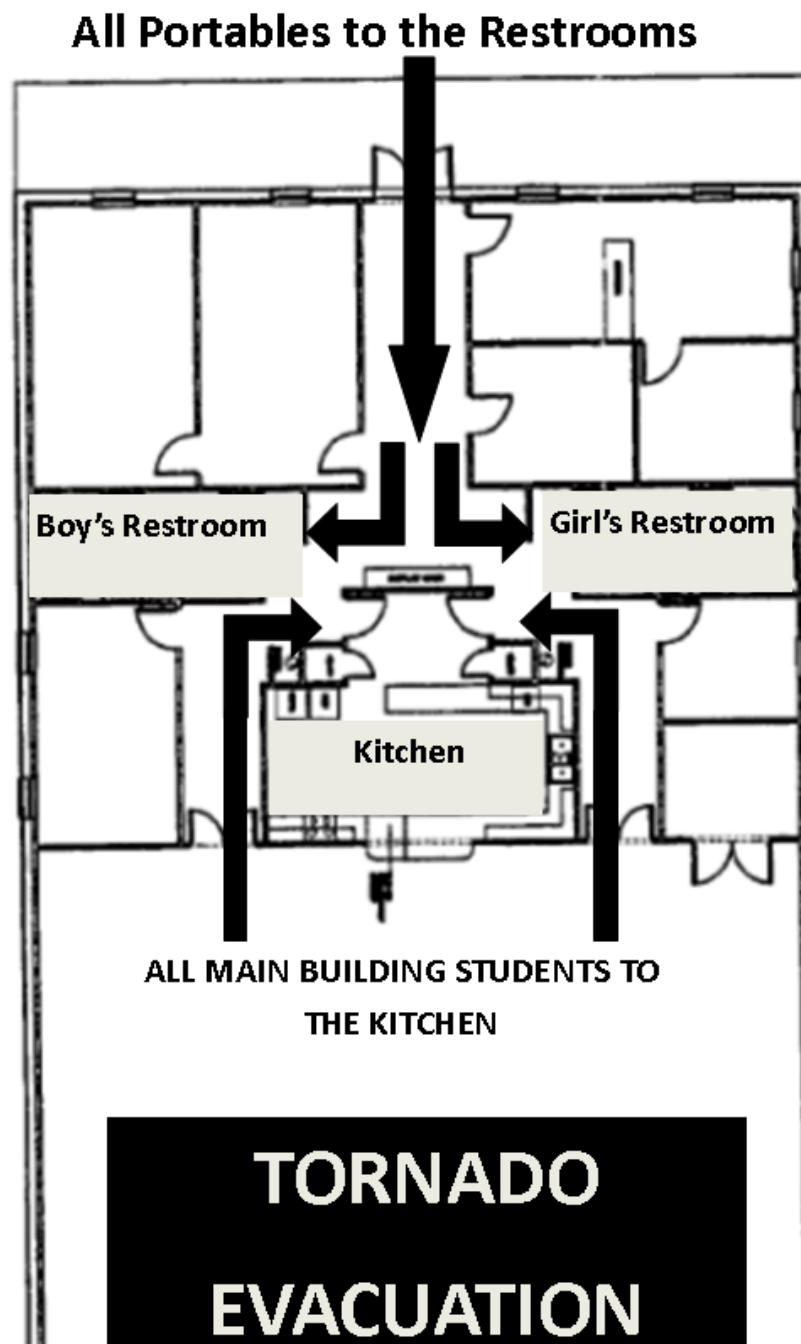
unable to respond with immediacy. The principal may wish to designate a spokesperson to respond in his/her absence.

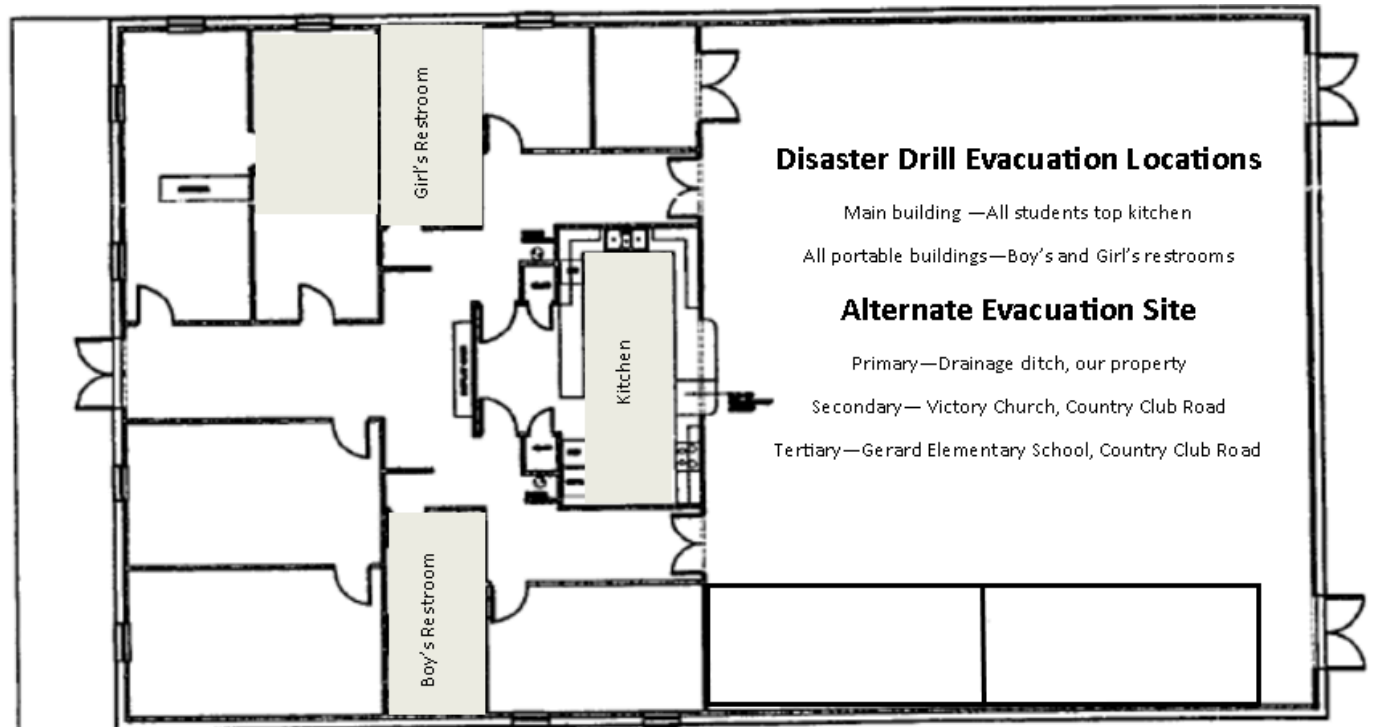
A. The order of spokespersons for Cleburne Christian Academy will be as follows:

- (1) **Head of School: Jena Scarbrough**
- (2) **Director of Operations: Jose Vazquez**
- (3) **Office Administrator: Brandy Vazquez**


Other Crisis Events

Tornado





Fire

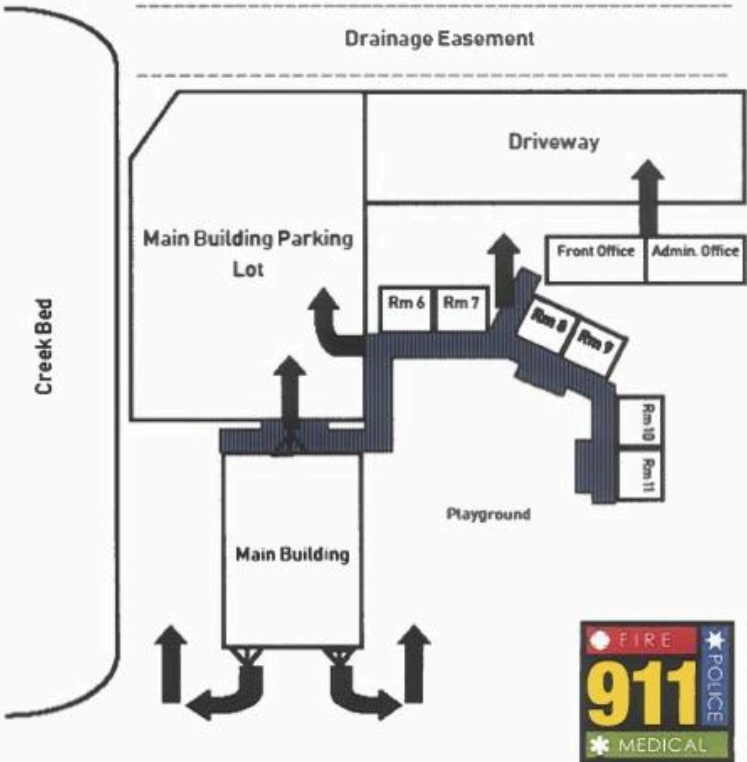



FIRE EVACUATION ROUTES

Fire Alarm or Unsafe Building Only

Remove everyone from DANGER!

- 1) Get attendance sheet (and purse).
- 2) If possible, turn off lights and close door behind you. Lead students, in single file with no talking, safely and quickly to the assigned gathering point using the as-signed door.
- 3) Anyone who is in the front office when the alert is sent will remain in the office and proceed outside with the office staff. Any student who is in the restroom or hallway should immediately proceed outside and rejoin their class.
- 4) When the class reaches its assigned gathering point, the teacher **immediately** takes attendance. If a student is missing, the teacher should notify administration **immediately** so that the student can be located.
- 5) Teachers and students stand quietly in line until the "all clear" is given by the administration that it is safe to re-enter





Building Areas and Uses in Emergency

Command Post

1. Primary-Main office
2. Secondary-Principal's office
3. Exterior-Designated by staff with aid of Principal

Triage

1. Primary-Main Office
2. Secondary-Kitchen

First Aid Supplies

First Aid Contact Person – **Brandy Vazquez**

Triage Kit Location- Main office

Triage Kit Equipment: *tape, airway kit, biohazard waste bags, bit stick, blood pressure monitor, blood*

stopper dressings, burn dressings, latex gloves, elastic bandages, eye pads, eye wash, foille spray, king bandages, glucose, instant cold pack, ipecac syrup, hemostat, multi-trauma dressings, penlight, peroxide, paramedic shears, ring cutter, triangular bandage, plastic strips, stethoscope, sterile water, povidone-iodine, swab sticks, CPR microshield.

Acknowledgement of Receipt

I have received a copy of the CCA Staff Handbook and have been given the opportunity to read it and ask questions. I acknowledge that it is my responsibility to ask questions about anything that I do not understand regarding the information presented herein. If I have not asked any questions, it is because I understand the contents of this Handbook. I understand that my employment is governed by my annual Employment Contract, this Handbook, and any other policies and procedures issued by the CCA. I understand that the contents of this Handbook are presented to me for guidance and information only and do not constitute an express or implied employment contract. I understand that the benefits and policies conveyed are not intended to confer any rights or privileges or to entitle me to remain employed by CCA for a specific duration. Any verbal statements do not constitute a contract for employment. Any required contract for employment must be in writing, signed by the CCA Administration.

I understand that it is my responsibility to abide by all policies set forth in this Handbook. I further understand that the procedures, working conditions, benefits, and policies described herein are subject to change at any time by CCA and such changes will be communicated in writing.

Name (Please Print)

Signature_____ Date_____

****After you have read this Handbook and signed this page, you should make a copy of this Acknowledgement page for yourself and return this original page to the CCA Administrator**

Administration

Date