



CHRIST CHURCH  
ACADEMY

Parent and Student Handbook  
2023-2024

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## Christ Church Academy Goals

*"A Christ-Centered Education"*

### Christ-Centered

In all its levels, programs, and teaching, CCA seeks to:

- Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17)
- Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40)
- Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15)

In all its levels, programs, and teaching, CCA seeks to:

- Emphasize grammar, logic, and rhetoric in all subjects (see definitions below)
- Encourage every student to develop a love for learning and live up to his academic potential
- Provide an orderly atmosphere conducive to the attainment of the above goals

### Definitions

- *Grammar*: The fundamental rules of each subject
- *Logic*: The ordered relationship of particulars in each subject
- *Rhetoric*: How the grammar and logic of each subject may be clearly expressed

### Statement of Faith

The following is the foundation of beliefs on which CCA is based. They are also the key elements of Protestant Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered primary doctrine at CCA. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority (see Secondary Doctrine Policy).

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

### The Word of God

We believe that the Bible is the Word of God, fully inspired and without error in the original manuscripts, written under the inspiration of the Holy Spirit, and that it has supreme authority in

all matters of faith and conduct. 2 Timothy 3:16; 2 Peter 1:20, 21; Mark 13:31; John 8:31, 32; John 20:31; Acts 20:32

## **The Trinity**

We believe that there is one living and true God, eternally existing in three persons; that these are equal in every divine perfection, and that they execute distinct but harmonious offices in the work of creation, providence and redemption. Genesis 1:1, 26; John 1:1, 3; Matthew 28:19; John 4:24; Romans 1:19, 20; Ephesians 4:5, 6

## **God the Father**

We believe in God the Father, an infinite, personal spirit, perfect in holiness, wisdom, power and love. We believe that He infallibly foreknows all that shall come to pass, that He concerns Himself mercifully in the affairs of men, that He hears and answers prayer, and that He saves from sin and death all who come to Him through Jesus Christ. Luke 10:21,22; Matthew 23:9; John 3:16; 6:27; Romans 1:7; 1 Timothy 1:1,2; 2:5,6; 1 Peter 1:3; Revelation 1:6

## **Jesus Christ**

We believe in Jesus Christ, God's only begotten Son, conceived by the Holy Spirit. We believe in His virgin birth, sinless life, miracles, and teachings. We believe in His substitutionary atoning death, bodily resurrection, ascension into heaven, perpetual intercession for His people, and personal visible return to earth. Matthew 1:18-25; Luke 1:26-38; John 1:1; 20:28; Romans 9:5; 8:46; 2 Corinthians 5:21; 1 Peter 2:21- 23; John 20:30, 31; Matthew 20:28; Ephesians 1:4; Acts 1:11; Romans 5:6-8; 6:9,10; Hebrews 7:25; Hebrews 9:28; 1 Timothy 3:16

## **The Holy Spirit**

We believe in the Holy Spirit who came forth from the Father and Son to convict the world of sin, righteousness, and judgment, and to regenerate, sanctify, and empower all who believe in Jesus Christ. We believe that the Holy Spirit indwells every believer in Christ, and that He is an abiding helper, teacher and guide. John 14:16,17,26; 15:26,27; John 16:9-14; Romans 8:9; 1 Corinthians 3:16; 6:19; Galatians 5:22-26

## **Salvation**

We believe that man was created by God in His own image; that he sinned and thereby incurred physical, spiritual and eternal death, which is separation from God; that as a consequence, all human beings are born with a sinful nature and are sinners by choice and therefore under condemnation. We believe that those who repent and forsake sin and trust Jesus Christ as Savior are regenerated by the Holy Spirit and become new creatures, delivered from condemnation and receive eternal life. Genesis 1:26; 5:2; Genesis 3; Genesis 2:17; 3:19; Ecclesiastes 2:11; John 3:14; 5:24; John 5:30; 7:13; 8:12; 10:26; Romans 9:22; 2 Thessalonians 1:9; Rev. 19:3,20; 20:10; 14,15; 21:18; Psalm 51:7; Jeremiah 17:9; James 1:14; Romans 3:19; 5:19; Proverbs 28:13; 1 John 1:9; John 3:16; John 1:13; 2 Corinthians 5:17; Romans 8:1

## **The Church**

We believe in the universal church, a living spiritual body of which Christ is the head and all regenerated persons are members. We believe in the local church, consisting of a company of believers in Jesus Christ, baptized on a credible profession of faith, and associated for worship, work, and fellowship. We believe that God has laid upon the members of the local church the primary task of giving the gospel of Jesus Christ to a lost world. Ephesians 2:19-22; Acts 1:8; Ephesians 5:19-21; Acts 2:42; Hebrews 10:23-25

### **Christian Conduct**

We believe that a Christian should live for the glory of God and the well being of his fellow men; that his conduct should be blameless before the world; that he should be a faithful steward of his possessions; and that he should seek to realize for himself and others the full stature of maturity in Christ. 1 Corinthians 10:31; Romans 12:1-3; Hebrews 12:1-2; John 14:15,23-24; 1 John 2:3-6; 2 Corinthians 9:6-9; 1 Corinthians 4:2; Colossians 1:9-10

### **Secondary Doctrine**

- This policy applies to all CCA teachers in their capacity as teachers at CCA.
- Secondary Doctrine: Doctrinal issues which are not addressed in the CCA Statement of Faith.
  - Classroom discussion of secondary doctrine should be on an informative, non-partisan level.
  - Teachers must be careful not to speak to the students in a manner that would cause offense to the parents.
  - Presentation of all sides of an issue is encouraged.
  - The teacher should encourage the students to follow up any questions they have with their parents and pastor.

### **Vision Statement**

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be un-swayed towards evil by the former. We aim to find them well-prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at CCA. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire that they clearly understand Christian education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have the opportunity

to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our Christ-centered approach. We desire them to grow with the school, involved in, and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

### **Educational Philosophy**

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child(ren). Therefore, below are the most important philosophical elements that we at CCA believe distinguish our approach to education.

We believe that the Bible clearly instructs parents, not the church or state, to "bring children up in the discipline and instruction of the Lord." The church's commission is essentially to spread the Gospel and train believers (Matt.28:18-20). The state has been directed to enforce God's laws and protect the innocent (Romans 13). The church trains parents and the state protects families. The family raises and educates children (Eph.6:1-4). Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.

We believe that God's character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.

God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn, by using the centuries-old, proven classical method.

We want to help parents teach their children that all they do should be done "heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This necessarily includes biblical discipline principles.

We desire a full K-12 program because we believe that as long as a child is under the parents' authority and undergoing formal education, he should be trained biblically (Deut. 6:6,7; Prov. 22:6).

## Athletic Philosophy

The purpose of our athletic program is to complement, not compete, with our academic program. We reject as a false dichotomy the idea that either the academic must serve athletics or vice versa. Our goals and vision statement state the educational mission of our school, and we seek to use both academics and athletics as instruments to help us accomplish those goals.

Our athletic and physical education activities are considered an important component of our Christian curriculum. We recognize that the training of the body has been part of the classical approach to education from the very beginning. Further, our understanding of the Christian worldview does not permit us artificially to limit a course of training to the mind only. Our goal has always been to educate our students in all aspects of life, with the Scriptures at the center of all things as the point of integration. We have the same standard for our athletic program and physical education classes, and see this point of integration as particularly important.

## Our Methodology of Education

In the 1940's the British author Dorothy Sayers wrote an essay entitled "The Lost Tools of Learning." In it she calls for a return to the application of the seven liberal arts of ancient education, the first three being the "Trivium" - grammar, logic, rhetoric. Miss Sayers also applies the three stages of children's development to the Trivium. Specifically, she matches what she calls the "Poll-parrot" stage with grammar, "Pert" with logic, and "Poetic" with rhetoric (see chart below). At CCA, the founding board members were intrigued with this idea of applying a classical education in a Christian context. CCA has been committed to implementing this form of education since the school's inception.

### **An excerpt from Doug Wilson's book , *Recovering the Lost Tools of Learning*:**

*The structure of our curriculum is traditional with a strong emphasis on 'the basics.' We understand the basics to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will also read from primary sources. Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the fundamental rules of each subject (again, we do not limit grammar to language studies), as well as the basic data that exhibit those rules. In English, a singular noun does not take a plural verb. In logic, A does not equal not A. In history, time is linear, not cyclic. Each subject has its own grammar, which we require the students to learn. This enables the student to learn the subject from the inside out.*

*The logic of each subject refers to the ordered relationship of that subject's particulars (grammar). What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and the object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge.*

*The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the history or science be correct. It must also be expressed well.”*

### **Part-Time Students**

Part-time students are welcome in the Logic and Rhetoric stage (7th-12th grades) based on available space. These students are welcome to work toward graduation at a modified pace, work toward completing their GED, or to simply take classes that will help to supplement their homeschooling curriculum. Due to the integration of subject matter and the scheduling advantages/flexibility of a self-contained classroom, elementary classes are not available part-time.

### **Learning Disabilities**

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents. *E.g.* Down's syndrome, deaf/mute, blind, *etc.* Learning Disability: Any condition in a potential student or student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents. *E.g.* Hyperactivity, Attention Deficit Disorder, dyslexia, *etc.* For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

### **Guidelines**

- Children with a severe learning disability will not be admitted to CCA due to the lack of adequate staff, funding, and facilities.
- Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
- Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

### **Admissions**

CCA admits students of any race to all rights, privileges, programs, and activities generally made available to all full-time students. CCA practices a biblical philosophy of admissions, not discriminating on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletic, and other school-directed programs.

### **Admission Procedures**

- Upon return of a completed application, an interview with the family will be arranged with the Principal.
  - Assessments for students 1st Grade and up will also be scheduled as needed.
- After the interview, and after reviewing all other required materials (as stated on the application form), the Principal will make the decision whether or not to admit the student.



- The Principal will then notify the parents of the decision regarding acceptance. If accepted, the parents will receive communication from the school office on admission documents needed.

### **Admission Requirements for the Student**

- A child must have reached the age of four years by November 1 of the fall in which he would be entering Preschool (five years for Kindergarten, six years for 1st grade, etc.).
- If a child has successfully completed the previous school year and his school work and behavior compare favorably to the comparable grade at CCA, the child will likely be placed in the grade for which he is applying. However, if through the administration of assessments or other evidence, it is determined that the child may not be adequately prepared for the next sequential grade level, it may be necessary that he repeat the previous grade.

### **Admission Requirements for the Parents**

- Christ Church Academy exists for the family and the Church. Parents of students must be professing Christians and covenant members of a local church. Moreover, the parents of students in CCA should have a clear understanding of the biblical philosophy and purpose of CCA. This understanding includes a willingness to have their child exposed to the clear teaching of the school's Statement of Faith in various and frequent ways within the school's program.
- The parents should be willing to cooperate with all the written policies of CCA. This is most important in the area of discipline and school work standards, as well as active communication with the respective teacher(s) and administration.

### **Parent Involvement**

As a support and extension of the family unit, CCA considers the family to be of first importance to a child. Therefore, at CCA we are continually seeking ways to actively involve the parents in the programs of the school.

Below are just a few ways we do this. Please feel free to ask if you would like to try additional ideas.

- Visit the school/class at any time. (Simply contact the teacher ahead of time out of courtesy.)
- Assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher concerned.)
- Act as chaperone on field trips and/or library visits.
- Serve as a story-reader, song-leader (in K-4), guest artist or offer your special talents.
- With permission and arrangements with the teacher, present your vocation to the class.
- Share your experiences, trips, vacations, as they may relate to an area of study in a class.
- Sign up to serve as a lunch volunteer.
- Sign up to be a Room mom.

- Attend all Parent-Teacher Conferences that are formally conducted after the first and third grading quarters each year. Informal conferences may be held anytime at the parent's request.
- Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!

### **Student Health Records**

- Before the school will issue any medication to a student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol & Tums), we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student's file. No prescription medicines will be dispensed without written parental permission each time.

### **Guidelines for Keeping Sick Children at Home**

- **Colds:** Please keep your child at home if he has a fever or is experiencing discomfort that would interfere with his ability to perform in school (i.e. uncontrollable coughing, severe lack of energy).
- **Conjunctivitis (pink-eye):** Follow your doctor's advice for returning to school.
- **Diarrhea/Vomiting:** A child with diarrhea and / or vomiting should stay at home and return to school only after being symptom-free for 24 hours.
- **Fever:** The child should remain at home with a fever greater than 100 degrees. The child can return to school after he has been fever free for 24 hours (without fever-reducing medicine such as Tylenol or Motrin).

### **Academics Grammar Stage**

#### **Homework**

- **Philosophy and Guidelines**

- Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
- Repeated, short periods of practice or study of new information is often a better way to learn than one long study period.
- Since CCA recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies.
- Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves a corrective, as well as practical purpose.
- Normally homework will not be assigned over the weekend or over holidays and

vacations.

- Should a student be absent on the day an assignment is assigned or due, the teacher may give a reasonable extension for the assignment to be completed. The extension will not exceed the number of school days missed during the absence. It is the student's responsibility to find out what work was assigned. In the case of extended illness, it is recommended that the parents contact the teachers directly.
- If a student misses part of a day due to a planned event all homework is due that day and should be turned into his teacher's box before departure.
- Students who are new to the school and/or are "catching up" in their studies may need to invest more time as they transition into the school.

## **Grading Guidelines**

Report cards are sent home with the students at the end of each 9 week quarter and will be available on Gradelink. Teachers are required to notify parents before the end of the grading period if a student is in danger of receiving a failing grade for the quarter or the semester.

All academic grading in CCA uses a criterion-referenced base for evaluation. The grade point average (GPA) is computed at the end of each quarter for Logic and Rhetoric students. Grades earned in non-academic courses and work completed in home school settings apply toward graduation requirements, but are not factored into the GPA. Only semester grades appear on the student's high-school transcript. The following percentages, grades, and grade points are used school-wide.

## **Objective Assessments**

- 100-90      A
- 89-80        B
- 79-70        C
- 69-0         F

## **Subjective Assessments**

- 4      Exceeds Expectations
- 3      Fully Meets Expectations
- 2      Meets Expectations at a Beginning Level
- 1      Not Yet Within Expectations

## **Grammar Stage Promotion**

Students will complete the following courses during the Grammar Stage

- **Preschool (K-4)**
  - Bible
  - Poetry
  - Math
  - Literature
  - Phonics

- Handwriting
- Music, Art, PE
  
- Kindergarten (K-5)
  - Bible & Catechism
  - Phonics
  - Handwriting
  - Math
  - Poetry
  - History
  - Music, Art, PE
  
- 1st Grade / 2nd Grade
  - Bible & Catechism
  - Phonics
  - Spelling
  - Handwriting
  - Math
  - Grammar
  - Poetry
  - History
  - Geography
  - Music, Art, PE
  
- 3rd Grade / 4th Grade
  - Bible & Catechism
  - Spelling
  - Math
  - Grammar
  - Poetry
  - Literature
  - Greek
  - History
  - Geography
  - Science
  - Music, Art, PE
  
- 5th Grade / 6th Grade
  - Bible & Catechism
  - Math
  - Spelling
  - Grammar
  - Composition
  - Poetry
  - Literature
  - Greek
  - History

- Geography
  - Science
  - Music, Art, PE
- Elementary students currently in CCA must meet all the following basic criteria for promotion to the next successive grade:
    - Pass at least three quarters of Reading, Math, Grammar (1st - 6th grade), and Composition (3rd - 6th Grade) and have at least a 70% average for the entire year.
    - Pass at least three quarters each of History, Geography, Spelling, Literature, and Science.
    - Failure to pass at least two quarters each of Greek, Bible & Catechism, Poetry, Art, Music, or PE will necessitate some make-up.
    - In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objective) of the following skills/subjects in the grades noted:
  - **Preschool to Kindergarten:** Behavioral maturity for Kindergarten.
  - **Kindergarten to First Grade:** Behavioral maturity and reading readiness for First Grade.

## Discipline

### Basic School Rules

- Students are expected to cooperate with basic Christian standards of behavior and conversation.
- There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
- No chewing gum, no electronic devices for those in Pre-K to 8th grade, guns, knives, or other distracting toys/tools are allowed on the school grounds or buses.
- 9th and 10th grade are permitted to have a laptop computer or tablet for school purposes (typing papers, taking notes, and completing assignments). They are not permitted to use them for any other purpose while at school.
- Student cell phones are not allowed on campus.
- It is our strong belief that CCA is not the place in which romantic relationships between students should be cultivated or initiated. Public displays of romantic affection are unacceptable.
- Students are expected to treat all of the school's materials or facilities with respect and care. This includes all books distributed to the students. Students will be charged for lost or damaged books.
- Cubbies/Lockers must be kept neat.
- Cheating is widespread in academia today. We believe that teaching students to do their own work and keep their eyes on their own papers should begin in the elementary years. Cheating is unacceptable at CCA and is defined as:
  - plagiarism or copying an answer
  - working together on an assignment that was intended to be completed individually
  - looking on another student's paper during a test

### Social Media Guidelines

Social networking (online via computer or phone) is a popular means of social interaction in today's culture. CCA advises parents to use caution and to be diligent when deciding at what age and to what extent they allow their children to access these networks. There are significant risks associated with all forms of social media, so we assume you will be monitoring your own children's use of it.

- Students are not permitted to be online while at school, unless under direct, adult supervision, and then only for purposes related to a class.
- The CCA administration is responsible to protect the school and to develop guidelines for the use of social networking by school employees, especially as it may pertain to students. We do not prohibit faculty and student interaction on social media since it can have many positive aspects. However, we have established guidelines for our staff regarding such interactions. These are outlined in the Staff Handbook and include the following:
  - Employees are not to initiate friend requests to students.
  - Employees are not to accept friend requests from students in grades below high school (i.e. grades K-8)
  - Employees are not to initiate or facilitate any private or isolated types of communication with students that might be interpreted as unprofessional.

## **Discipline Policy**

The kind and amount of discipline will be determined by the teachers, and if necessary, the Principal. The discipline will be administered in the light of the student's problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), swift/painful discipline, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems will be dealt with at the classroom level. Love and forgiveness will be an integral part of the discipline of a student.

**Office Visits:** There are five basic behaviors that will automatically necessitate discipline from the principal (and not from the teacher). Those behaviors are:

- **Disrespect** shown to a staff member. The staff member is the judge of whether or disrespect has been shown.
- **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
- **Rebellion**, i.e. outright disobedience in response to instructions.
- **Fighting**, i.e. striking in anger with the intention to harm the other student.
- **Obscene, vulgar, or profane language**, as well as taking the name of the Lord in vain.

As a result of an office visit, the principal will determine the nature of the discipline for the infraction in question. The principal may require restitution, janitorial work, parental attendance during the school day with their child, spanking from a parent, or any other measures consistent with biblical guidelines which may be appropriate. If for any of the above or other reasons, a student receives discipline from the principal, the following accounting will be observed within the school year:

- The first time a student is sent to the principal for discipline the student's parents will be contacted afterward and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
- The second (and subsequent) office visit will be followed by an invitation for the student's parents to administer discipline.

**Serious Misconduct:** If a student commits an act with such serious consequences that the principal deems it necessary, the office-visit process may be by-passed and suspension imposed immediately.

- Examples of such serious misconduct could include, but not be limited to: acts endangering the lives of other students or staff members, gross violence, vandalism, violations of civil law, sex or sexual acts, drug abuse, etc.. Students may also be subject to school discipline for serious misconduct, even if it occurs after school hours or off school property.
- Any acts of sexual misconduct by a student will result in the suspension of the student while the appropriate authorities investigate.
- If the principal desires to pursue expulsion in any circumstance, he will meet with the superintendent and together they will make the final decision regarding expulsion.

**School Culture:** If in the judgment of the administration, a student's continued enrollment is a significant negative influence on the other students, the administration has the right to seek to expel the student for that reason, and apart from the process of office visits.

- Examples of such behavior would include, but not be limited to: student romances, disobedience to parents, love of worldliness, a surly attitude, and any other ongoing attitudes reflecting a clear disregard of scriptural standards.
- If the administration exercises this option, one of the school administrators will meet with the parents and will inform the parents of the administration's decision. The parents will then have the option to withdraw their student to prevent expulsion.

**Parent Partnerships:** Because the relationship between families and CCA is one of covenantal partnerships it is critical to the proper ordering and culture of the school that parents be a positive contribution to the overall health and reputation of the school. In cases where parents are unengaged, uncooperative, disrespectful, hostile, or otherwise out of harmony with the faculty and/or administration of CCA, the family may have their admittance revoked through no fault of the student.

**Re-admittance:** At the discretion of the appropriate principal, in consultation with the disciplinary committee, a student may be refused re-enrollment. Such refusal to re-enroll is not considered a direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to re-enroll is not the equivalent of suspension or expulsion.

**Re-enrollment:** Should a student who was expelled, or who withdrew to prevent expulsion, desire to be readmitted to CCA at a later date, the principal, in consultation with the superintendent, will make a decision based on the student's attitude and circumstances at the time of re-application.

## **Student Etiquette**

*“Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.” Phil.2:3-4*

- There are numerous ways that students are encouraged and expected to show kindness to one another, and to their teachers during their hours at CCA. Periodically, students will receive teaching and reminders about these expectations. It is our hope that these actions will become part of the daily fabric at CCA.
- We want to train our young men to show consideration and respect for the ladies in the school. We want to train our young ladies to accept the sacrifice of the young men with humility and thankfulness. As some applications of this truth, we want the young men to:
  - Open doors for all ladies - whether parents, teachers, or students. Always allow the ladies to exit the room first.
  - In the hallways, men are chivalrous and defer to the ladies by giving them space and avoid running into them.
  - In all events where food is served, the women are to be served and seated first.
- We want to train our students to show proper respect to their teachers and administrators.
  - Students should address their teachers by Mr., Miss, or Mrs.
  - Students should respond by saying “yes” or “no”, not “yeah” or “ugh”. (“Sir” and “Ma’am” are always welcome.)
- Conclusion: We would like CCA to be a place where visitors sense a difference.

*“But thanks be to God, who always leads us in triumphal procession in Christ and through us spreads everywhere the fragrance of the knowledge of him. For we are to God the aroma of Christ among those who are being saved and those who are perishing. To the one we are the smell of death, to the other, the fragrance of life.” II Corinthians 2:14-15.*

## **School Uniforms**

Our development of a uniform policy is driven by a desire to create and promote an environment of learning where dress is not a distraction to the educational process. The motivation for the policy has grown out of the following principles:

- Our goal is to honor God in all we do, acknowledging the Lordship of Jesus Christ in our choices.
- All human actions, including outward manifestations such as clothing, reveal and communicate the disposition of the heart at some level. It is our desire to address



these heart issues in one uniform policy rather than seeking to anticipate and curb the numerous manifestations of it that surface throughout the year with a looser dress code.

- Clothing represents the vocational calling of a person, and inherent in the uniform policy is a desire to create an environment where undue attention is not drawn to specific students. The neat appearance created by a uniform enhances a ready-to-learn atmosphere.
- Uniforms help engender a cohesive presentation of the students in our school. When our students are in uniform it communicates aesthetically that they are part of the same team, working toward the same goals. The student is part of a group identity that strives for excellence, and the code establishes a tradition toward that end.
- The uniform code should save parents money. The uniform code de-emphasizes the social impact of dress and helps focus the students on character and academic issues.
- The uniform code addresses security. On field trips, students in uniform aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify students from outsiders.
- Students are expected to be in uniform while on campus unless specified otherwise by the administration. The administration is responsible for the interpretation of the policy, and the enforcement of the policy is the responsibility of parents, administration, and staff.
  - Excessive violations of the school dress code will result in a conference with the parents where the school dress code will be reviewed. If there are future violations, the student will not be allowed in class until he/she is in uniform.

We want to allow parents to be good stewards of their finances and to “shop around” for deals on school uniforms. In order to accommodate this, students may wear clothing from different suppliers that conform to the CCA uniform requirements. There is also an online Swap Shop where parents can sell or give their student’s gently used outgrown clothing and sometimes swap it for a more sufficient size.

## **Dress Code**

### **Boys:**

- Pants/Shorts: khaki jeans/slacks, navy or gray slacks. Must wear a belt.
- Shirts: white, red, light blue, navy polos. White or light blue button-downs. Must be tucked in. (Excluding Pre-K)
- Shoes: Any neutral colored leather or tennis shoes with socks; no shoes that attract unwarranted notice.
- Boys’ hair should not touch the eyebrows, neck or ears
- Only natural hair colors

### **Girls:**

- Pants/Shorts: khaki or navy. Must wear a belt. Must not be shorter than one student’s hand width (measured across the palm), above the knee.
- Skirts/Skorts/Jumpers: khaki, plaid, or navy skirts or jumpers. Must be at least knee-length. Wear shorts under skirts or jumpers.

\*School approved plaid only, available at Young Fashions in Lafayette, ask for Christ Church Academy uniforms

- Shirts: white, light blue, navy, red polos or white blouses or polos. Must be tucked in. (Excluding Pre-K)
- Shoes: Any neutral colored leather or tennis shoes with socks; no shoes that attract unwarranted notice.
- Tights: navy or white
- Only natural hair colors

Clarifications:

- Exclusions: stripes, embroidery (other than a school emblem), cargo pants/shorts, sweatshirts (except for CCA sweatshirt), distracting styles (e.g. dyed or unkempt hair, boys' earrings, wild socks, torn clothes, etc.).
- Students are not permitted to wear unnecessary accessories such as gloves, hats, necklaces, etc. that may become a distraction in class.
- CCA Sweatshirts can be purchased through the school office.
- CCA Spirit Shirts may be worn on Fridays (Thursdays for part-time Pre K) and approved school events such as field trips, etc.

## **ATTENDANCE GUIDELINES**

Students are expected to be present and on time to school every day school is in session. Attendance records for elementary students are kept by the individual classroom teachers and reported on the student's report card each quarter.

### **Definitions**

- *Full-day absence*: a day in which a student is absent from school for 3 1/2 hours or more.
- *Tardies*: when a student is not seated when Chapel begins (7:50am).

## **Drop-Off & Pick-Up Guidelines**

### **Drop-Off**

- The school doors will open at 7:40am each day. Students are to place their bookbags, coats, lunch boxes, etc. in the designated places for their class and then report to the Chapel.
- If students are outside of the building after 7:50am then they will be counted as tardy.
- All students must enter through the double doors of the main building regardless of where their classroom is located.
- Parents are encouraged to stay for chapel.

### **Pick-up**

- All vehicles must “back in” a parking spot so that during dismissal no vehicle is backing out of a parking space while students and teachers are walking to other vehicles.
- Doors will open for pickup at 2:45pm each day. Students will be escorted to their parent’s vehicles by a teacher or staff member of CCA.
- Parents should remain in their cars during pickup in order to avoid confusion and distractions. An exception to this is if the parent has a conference with a teacher at the end of the school day.
- All students should be picked up by 3:00pm at the latest. If a student is unable to be picked up until after 3:00pm, then the parent must notify the student’s teacher as soon as they know that they will be late.
  - Excessive late pickups will require a parent-teacher conference as a warning.

### **School Improvement & Grievances**

These guidelines are to be followed whenever there is a school improvement idea, dispute, or grievance concerning any aspect of CCA’s operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, and administration.

#### **General Guidelines**

- It is understood that if any disputes arise which are not covered by this policy, the Administration will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.
- It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

#### **Students/parents to teachers**

- All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
- If the problem is not resolved, the parents or student may bring the concern to the Principal.
- If the problem is still not resolved, the parents should appeal the decision to the Superintendent and Board.

#### **Parents/patrons to administrator**

- If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Principal.
- If the situation is not resolved, they should present their concerns to the Superintendent.
- If there is no resolution, they should request a hearing from the CCA Board.

## Volunteers to Staff/Administration

- If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, superintendent, development director, etc.)
- If the problem is not resolved, then the concern should be presented to the Principal, followed by a meeting with him to discuss the concern.
- If the problem is still not resolved, then the concern should be presented to the Superintendent, followed by a meeting with him to discuss the concern.
- If the problem is still not resolved, the volunteer may request a hearing from the board. The request will be passed through the Principal. The superintendent is required to pass the request on to the board.

## Financial Information

- Student Application Fee: This is a one-time payment of \$30.00 turned in with the student application. This fee is non-refundable at any time.
- After you are accepted, we will enroll your student and you pay \$150 per child enrollment fee.
- Tuition: Monthly tuition payments are due by the fifth working day of each month. These payments are divided over 10 months, August through May. Payments may be paid online via Gradelink, mailed to the school or dropped off in the Tuition Box in the foyer.
- Book Fees: This fee will cover the cost of textbooks, workbooks, and supplies not required on the student's basic supply list. This fee is due by July 10<sup>th</sup> for the beginning of each academic year.

### ● Tuition & Fees 2023-2024

- 10 month plan:      \$3,750 = \$375 per month      *\$250 Part Time Pre-K students*
- Book Fees:              \$425 Full Time Students      *\$250 Part Time Pre-K Students*

● All fees non-refundable: The school contracts with teachers and staff to pay them a set amount for the year regardless of any reduction in student population. The financial agreement between the school and enrolled families is a year-long commitment, even if a student withdraws mid-year.

- Donations/Gifts: Our goal is for tuitions to cover about 80% of the cost of educating a student at Christ Church Academy. Therefore, we need regular gift assistance to adequately fund the school. Your help in any way would be greatly appreciated!
- All tuition payments for the school year must be completed by the second week of May. School records and report cards cannot be released unless a student's tuition is current.

## Mandatory Reporting

- In accordance with state law and school policy, school faculty and staff are considered “mandated reporters” of suspected child abuse, and thus are required to report the reasonable suspicion of physical abuse, sexual abuse, or child neglect. In the state of Louisiana, abuse is defined as:
  - *“The infliction, attempted infliction, or, as a result of inadequate supervision, the allowance of the infliction or attempted infliction of physical or mental injury upon the child by a parent or any other person. The exploitation or overwork of a child by a parent or any other person, including but not limited to commercial sexual exploitation of the child. The involvement of the child in any sexual act with a parent or any other person, or the aiding or toleration by the parent, caretaker, or any other person of the child’s involvement in any of the following: Any sexual act with any other person, pornographic displays, any sexual activity constituting a crime under the laws of this state, a coerced abortion conducted upon a child.”*
- In this serious and legally narrow area, the school will not contact parents in advance of making a report to authorities, which would be the procedure followed in most other legal matters. The intent of the law, based on the seriousness of the crimes listed above, is to mandate that a report of reasonable suspicion of abuse be made.
- School faculty and staff will make such reports in the best interest of the affected child and do not, once reasonable suspicion is established, have any legal alternative except to make the report to the proper authorities for their investigation and review. Once a report is made, please inform the Principal and/or Administrator. The child abuse hotline is 1-855-452-5437. More specific information can be found by visiting: <http://www.dcfslouisiana.gov>.

### **Miscellaneous General Philosophy**

#### **Extra Curricular Activities**

- CCA seeks to provide an extra-curricular activities program in order to supplement the academic program. CCA recognizes that God has gifted students in a variety of ways, including abilities in athletics, drama, music, academic study, and in other areas. We desire to provide an opportunity for these students to develop and use their God-given ability. We currently don’t have the resources to offer much of this but desire to empower volunteers to use their gifts to serve in this capacity.