



COVENANT CHRISTIAN ACADEMY

Student and Parent Handbook

Table of Contents

Table of Contents	1
About Covenant Christian Academy	3
Philosophy of Education	3
Statement of Faith.....	4
School Governance and Management.....	5
<i>Christian Faith and Values</i>	5
<i>Grace-Filled Partnership</i>	5
<i>Academic Readiness</i>	5
<i>Appreciation for Classical Learning</i>	6
<i>Supportive Community Engagement</i>	6
<i>Financial Commitment</i>	6
General Campus Information	7
Campus Visitors.....	7
Lunch/Food Distribution.....	8
Technology/Cell Phones and Electronic Device Policy.....	8
After School Hours/Cougar Club	9
Permission to Leave School.....	10
Continuous Enrollment Policy	10
Withdrawals.....	11
Health and Safety Issues	11
Illness and Exclusion	11
Medications	11
Distribution and Consumption of Medication.....	12
Personnel Giving Medical Care.....	12
Medical Records	12
State Required Screenings	13
Laws Regulating Child Abuse	13
Students with Allergies Policy	13
Legal/Custody Concerns and Release of Students.....	14
Safety Drills and Reunification Plan.....	14
Academics	14
Academic Warning	14
Academic Ineligibility	15
Honor Rolls	15
Dropping/Changing a Class	16
Awards.....	16
Attendance	17
Excused Absences due to illness/family emergency	17
Excessive Absences.....	17

Planned Absences.....	18
Strategic Absenteeism	18
Tardiness.....	18
Early Dismissal/Pick-Up	19
Make-Up or Missed Work.....	19
Student Activities	19
Behavior and Conduct	20
Philosophy of Discipline	20
The Theological Foundation: Discipline as a Path to Righteousness	20
Core Principles of Discipline	21
Expectations	22
Reverence for God	22
Respect for Others	22
Responsibility for the Community	23
Student Conduct	23
Student Uniforms/Personal Appearance	23
Rationale for School Uniforms	23
Discipline Process and Consequences	24
Physical Privacy, Sexuality, and Student Relationships	26
What to do if Students Experience or Observe Harassment of Any Type	28
Community Conduct	28
Policy Changes	28
Electronic Acknowledgment Webforms and Signature	28

About Covenant Christian Academy

Mission

The Mission of Covenant Christian Academy is to provide a biblically based, classical, college preparatory education that inspires a passion for excellence, a heart of grace, and the character of Christ.

Vision

Our UNCOMMON graduates are wise and virtuous followers of Jesus Christ, life-long learners, and eloquently communicate truth in the service of others.

Philosophy of Education

Covenant Christian Academy is a Christian, classical, college-preparatory school. As a *Christian* school, our trustees, administration, faculty, staff, and parent and student bodies are devoted to God's only begotten Son, Jesus Christ as our Lord and Savior. Theologically, our faith derives from the Bible, God's infallible Word, especially as it articulates the nature of God, man, and grace – God as sovereign and holy, man as fallen and depraved, and grace as free and unconditional. As a *classical* school, we complement the study of classical languages with an emphasis upon the "classics," time-tested and scholar-approved works of literature, history, mathematics, science, and art which attest to the Providence of God and the Nature of Man throughout history. As a *college-preparatory* school, we endeavor to provide our students with the highest educational standards possible within a pre-college setting, with strong emphasis upon teaching our students to think critically and to write and speak accurately, insightfully, and clearly within every discipline.

Our *philosophy of child development* rests upon two ancient principles of education. First, our school functions *in loco parentis* – in the place of the parent – but this does not mean that we *supplant* parental authority; rather, through a shared but delegated responsibility, we "partner with parents" to *support* them in their divinely ordained mandate to "*train up a child in the way he should go.*" Secondly, our school recognizes that students are created *imago Dei* – in the image of God – and thus we endeavor to train them in spirit, mind, and body. *Spiritual* education derives from our study of God's word and our communal expression of its precepts through compassionate, respectful, and ethical relationships among our constituency and towards the community at large. *Mental* education derives from our diligent study of the vast spectrum of human knowledge as our teachers – life-long learners – model intellectual passion to their students and endeavor to cultivate this passion in them. Bodily education revolves around our physical education and fine arts programs. These emphasize coordinative discipline, aesthetic well-roundedness, creative strength, teamwork, humility in triumph, and dignity in defeat.

Excellence is our watchword, meaning that we seek to "*do all things heartily as unto the Lord.*" If "*the first and great commandment*" is to "*love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind,*" then our first duty as a Christian school is to fulfill this commandment in every area: in the classroom, in the studio, on the playing field, in our relationships one with another, and above all, in our relationship to God.

Statement of Faith

- **I Believe** ... the Bible to be the inspired, only infallible, authoritative, inerrant Word of God. (2 Timothy 3:16, 2 Peter 1:21)
- **I Believe** ... there is one God, eternally existent in three persons - Father, Son and Holy Spirit. (Genesis 1:1, Matthew 28:19, John 10:30)
- **I Believe** ... in the deity of Christ (John 10:33), His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35), His sinless life (Hebrews 4:15, 7:26), His miracles (John 2:11), His vicarious and atoning death (1 Corinthians 15:3, Hebrews 2:9), His resurrection (John 11:25, 2 Corinthians 13:4), His ascension to the right hand of the Father (Mark 16:19), and His personal return in power and glory. (Acts 1:11, Revelation 19:11)
- **I Believe** ... in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith we are saved. (John 3:16-21, 5:24, Romans 3:23, 5:8-9, Ephesians 2:3-10, Titus 3:5)
- **I 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. (John 5:28-29)
- **I Believe** ... in the spiritual unity of believers in our Lord Jesus Christ. (Romans 8:9, 1 Corinthians 12:12-13, Galatians 3:26-28)
- **I Believe** ... in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life. (Romans 8:13-14, 1 Corinthians 3:16, 6:19-20, Ephesians 4:30, 5:18)
- **I Believe** ... that God wonderfully and immutably creates each person as male or female. These two distinct, complementary sexes together reflect the image and nature of God. Rejection of one's biological sex is a rejection of the image of God within that person. Therefore, believers should refrain from any and all attempts to physically change, alter, or disagree with their predominant biological sex---including but not limited to elective sex-reassignment, transvestite, transgender, or non-binary "genderqueer" acts or conduct (Genesis 1:26-28, Romans 1:26-32, 1 Corinthians 6:9-11).
- **I Believe** ... the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Genesis 2:18-25). I believe that marriage between one man and one woman, for life, uniquely reflects Christ's relationship with His Church (Ephesians 5:21-33). I believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Corinthians 6:18, 7:2-5; Hebrew 13:4). I believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.
- **I Believe** ... that any form of sexual immorality (including but not limited to adultery, cohabitation, fornication, homosexual behavior, bisexual conduct, bestiality, incest, prostitution, voyeurism, pedophilia, exhibitionism, polygamy, polyamory, sologamy, or use of pornography) is sinful and offensive to God (Matthew 15:18-20; 1 Corinthians 6:9-13, Leviticus 18:7-23, Leviticus 20:10-21, Deuteronomy 5:18, Matthew 5:27-28, Romans 1:26-27, 1 Thessalonians 4:3, Hebrews 13:4, Galatians 5:19, Ephesians 4:17-19, Colossians 3:5).
- **I 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; Romans 10:9-10; 1 Corinthians 6:9-11).

- **I 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 are to be repudiated and are not in accord with Scripture nor the doctrines Covenant Christian Academy.
- **I Believe** ... that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. I am therefore called to defend, protect, and value all human life. (Psalms 139).

School Governance and Management

Covenant Christian Academy is governed by a Board of Trustees. The primary functions of the Board are to act as the guardian of the mission of Covenant Christian Academy, to develop the board policies and the long-range planning of the institution, to hire the Head of School, and to be responsible for the financial viability and stability of the school.

The Head of School serves as an ambassador-at-large by pursuing the vision and mission as set forth by the Board of Trustees. He or she functions as the chief executive officer of CCA.

Parent Partnership

At Covenant Christian Academy, we want to be clear about what we mean when we say partnership. We believe Scripture teaches that parents are the primary educators of their children. Because of this, we invite and encourage parents to take an active role in their child's education by staying engaged with school communication, classwork, co-curricular activities, and student behavior, both on and off campus. As a covenantal school, we view the relationship between home and school as a partnership built on shared faith, mutual trust, and a common commitment to the spiritual and academic formation of each student. We value parental involvement that not only supports the growth of the child, but also upholds the mission, vision, and values of the school while engaging respectfully within the culture and beliefs that define our community.

Our Portrait of a Partnership outlines seven mutual commitments:

Christian Faith and Values

At CCA, we believe that a partnership rooted in Christian principles is essential to fulfilling our mission. We ask that at least one parent be a confessing Christian and actively involved in a Bible-believing church, creating a strong foundation for a child's spiritual growth. We value parental engagement in faith-based activities and family spiritual disciplines as a vital part of nurturing a Christ-centered life both at home and at school.

Grace-Filled Partnership

CCA seeks to partner with parents who approach interactions, especially during moments of challenge, with grace, humility, and mutual respect. This spirit of partnership fosters healthy communication with school staff, thoughtful conflict resolution, and models empathy, collaboration, and respect for authority within the school community.

Academic Readiness

CCA parents are committed to helping their children embrace grade-level expectations, pursue academic excellence, and advocate for help or accommodations when needed. When students are well-supported at home, they come to school prepared to thrive in an academically rigorous and supportive environment.

Appreciation for Classical Learning

CCA partners with families who value, or are open to learning about, the classical model of education. This approach forms students who think deeply, write clearly, and speak with conviction. The school encourages parents to engage with classical philosophy and support their child's journey through a rich, time-tested curriculum.

Supportive Community Engagement

CCA believes strong schools are built through active community life. We value families who invest in the shared culture - by attending school events, volunteering time, and encouraging student participation in academic and co-curricular opportunities. A vibrant, engaged parent community is one of the hallmarks of Covenant Christian Academy.

Financial Commitment

CCA is grateful for families who recognize the value of high-quality Christian education and are committed to meeting the financial obligations that make it possible. The school asks parents to fulfill tuition and fee responsibilities faithfully and, as able, support the broader mission through fundraising and other giving opportunities. This investment reflects a family's partnership in the life and future of the school.

Dealing with Conflict

Conflict is an inevitable reality in a fallen world. Like any community, those within our school are capable of misunderstanding, disagreement, or even wrongdoing. When conflict arises, we are called to respond in a way that reflects the teachings of Christ and promotes restoration and unity.

Emotions can run high amid conflict, leading to conversations that may not reflect Christ-like values. The Bible encourages us to be "slow to speak, slow to anger" (James 1:19) and to communicate in ways that build others up (Ephesians 4:29). We recommend a 24-hour period before addressing concerns to give time to calm our emotions and approach conversations with wisdom, patience, respect, and grace.

Jesus outlines a clear approach in Matthew 18:15-17:

"If your brother or sister sins, go and point out their fault, just between the two of you. If they listen to you, you have won them over. But if they will not listen, take one or two others along, so that 'every matter may be established by the testimony of two or three witnesses.' If they still refuse to listen, tell it to the church; and if they refuse to listen even to the church, treat them as you would a pagan or a tax collector."

When experiencing conflict with another, one should first assess the seriousness of the issue. If it is minor or isolated, it may be wise to extend grace and refrain from escalating the matter, particularly if there is little potential for resolution or meaningful impact.

However, when a matter needs to be addressed, the following biblical principles should guide the process:

- Keep the matter confidential. Gossip or side conversations only create division and are inconsistent with a healthy, grace-filled community.
- Go directly to the person with whom you are in conflict. Conversations, rooted in mutual trust and shared values, often lead to deeper understanding and more effective support for children. When peer challenges or concerns arise, including issues related to interactions or potential bullying, we encourage parents to speak directly with one another.
- Face-to-face conversations are most effective. Avoid using email, text, or phone calls for sensitive issues, as tone and intent can easily be misunderstood. Start the conversation with prayer, listen well, and ask questions. Seek to understand before seeking to be understood.
- Speak with honesty and humility. True understanding, growth, and reconciliation require transparency from all parties involved.
- Extend and receive forgiveness. Reconciliation is the goal, and this requires a willingness to both forgive and be forgiven.
- Invite support if needed. If a resolution is not reached through a direct conversation, it is appropriate to include the appropriate member of the administrative team. For example, if the concern involves a teacher, a principal may be brought into the conversation. If the issue is related to athletics, the Athletic Director may assist.

Biblically resolving conflict not only strengthens relationships but also preserves the unity and trust that are foundational to our community. When addressing conflict, the concern should be taken directly to the person who can most readily respond. Restoration occurs when all parties enter into a dialogue with a spirit of prayer and humility.

General Campus Information

Campus Visitors

- All visitors/parents are required to check in at the office and present a valid driver's license to receive a visitor's pass.
- Prior approval must be obtained before visiting a classroom.
- To support a smooth and focused start and finish to the school year, the first and last two weeks (including dead days and exams) are reserved to minimize classroom and campus disruptions. During these key transition periods, visits are limited; however, family members and alumni are welcome to visit at other times throughout the year with approval from administration.
- Pets are not allowed in the buildings without special permission from the principal.

Lunch/Food Distribution

- Meals and snacks are not covered in the cost of tuition. CCA is not responsible for meeting the child's daily food needs or for the nutritional value of meals or snacks sent from home to school/meals or purchased through our lunch program.
- To ensure the health/safety of all students, including those with allergies, distribution of food items is not permitted without prior permission. (Early Childhood/Elementary School)

Technology/Cell Phones and Electronic Device Policy

The [Technology and Acceptable Use Policy](#) outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally-owned devices on the school campus. Students are required to read and agree to abide by the policies set forth.

Pre-K - 6th Grade Electronic Devices

Pre-K – 6th grade students may not use personal cell phones or any other electronic devices (including smart watches or other similar “smart” technology devices) while on campus during school hours. This includes before school, while waiting to enter the classroom/building, and after school, while waiting for his/her ride home or at Cougar Club. This does not include times the student is on campus, outside normal school hours, while under the direct supervision of his/her parent/guardian.

7th - 12th Grade Electronic Devices

The goal of limiting electronic device use during the school day is to reduce distractions in the classroom and provide an environment that allows the development of relationships and verbal communication skills. Our approach is grounded in our desire to honor God with our attention (Colossians 3:2) and steward our time and relationships wisely (Ephesians 5:15-16). The following expectations provide guidance to students and the community.

Overview

- All student phones and smart watches must be powered off and stored in a school-issued lockable pouch during school hours.
- Pouches will remain locked and with the student throughout the school day and may not be opened without staff permission until the end of school hours.
- Students leaving school during the day may unlock their pouch in the school office. It is the students' responsibility to power off and place their devices back in the locked pouch upon returning to campus.

Student Expectations

- Students must bring their pouch to school daily.
- Students may not tamper with, damage, or attempt to improperly unlock their pouch. Tampering with or damaging the pouch may result in disciplinary action.
- If a student forgets their pouch, they must turn in their smart watch/phone to the office for the day.

Consequences for Misuse

- First offense: Smart watch/phone will be held in the office and retrieved by the student at the end of the school day. The student will receive a demerit and the parent will be notified.
- Second offense: The student will receive a detention. Smart watch/phone will be held in the office and must be retrieved by the parent.
- Third offense: Loss of privilege of having a phone at school. Behavior contract may be stipulated.
- A \$50 fee will be assessed for lost or damaged phone pouches.

Parent Role in Supporting Healthy Technology Use

Parents play a vital role in supporting CCA's approach to responsible technology use. Research consistently shows that excessive or unrestricted access to personal technology devices can negatively impact student focus, academic performance, and social-emotional development. To help cultivate an environment that prioritizes engagement and learning, parents are encouraged to reinforce the importance of disconnecting from personal devices throughout the school day and limit the use of technology outside of school hours. All communication during school hours should be directed through the front office to minimize classroom disruptions. Additionally, families can support this effort by ensuring students bring their phone pouch daily and use it responsibly, recognizing that healthy boundaries with technology contribute to better academic outcomes and stronger interpersonal relationships.

Phone Use Exceptions

- There are times when teachers may allow students to use a mobile device as it is the best tool for accomplishing a school-related task. In these rare situations, students must wear a designated red lanyard around their neck. This will indicate they have permission to use a mobile device.
- Failure to wear the red lanyard in these situations will result in the consequences for misuse outlined above.
- Using the mobile device for something other than the school-related task while wearing the red lanyard will result in the consequences for misuse outlined above.

Medical or Other Exemptions

- There are some students who require access to a phone or smart watch to monitor a medical condition. These students may fill out a [Phone Pouch Exemption Form](#) to be submitted at the beginning of each school year. Documentation from a doctor may be required.
- Students with a medical exemption will face the consequences for misuse outlined above for any mobile device use that is not medically necessary.
- Students who do not have a mobile device or will not be bringing one to school must complete the [Phone Pouch Exemption Form](#) to be submitted at the beginning of each school year.
- Students with an exemption will face the consequences for misuse outlined above for any mobile device use during the school day.

After School Hours/Cougar Club

Students must be picked up after school within 15 minutes of dismissal if not participating in after school activities. For families that work or have other obligations beyond normal school hours, Cougar Club is available between the hours of 3:00 - 5:30 p.m. for students in grades PK - 6th grades

at an hourly rate not included in the cost of tuition. For more information or to register, please click [here](#).

Early Childhood/Elementary/Middle School (Pre-K3 through 6th grade)

Unsupervised students remaining on campus 20 minutes after dismissal will be placed in *Cougar Club* and charged a childcare fee of \$50.

Permission to Leave School

Students who must leave school during the school day are required to sign out in the school office.

Early Childhood/Elementary School

Parents of students (Pre-K3 – 4th) should call the school office or send a note/email to the teacher before the start of school on the morning of an expected early release. If plans are made after the start of school, parents should notify the school office as soon as possible. Parents will be required to meet his/her child in the school office at the designated time to sign out the student. ID may be requested.

Middle School

5th – 8th grade parents should send a note with their child, email the teacher or call the Nissi Office the morning of to request an early dismissal. Parents must come to the Nissi office to meet their child and sign them out.

High School

Students must present their request to the office where an “Early Dismissal” slip will be issued. The student will then present the slip to the teacher from whose class they will be leaving. Parents should meet their student in the office at the designated time and sign out or student drivers must have parental permission via a phone call/email to drive him/herself. Permission will not be accepted via text message.

Continuous Enrollment Policy

[Admissions Criteria](#), [Admissions Procedures](#) and [Enrollment/Tuition Fees](#)

CCA operates under a Continuous Enrollment Contract and Financial Agreement, securing each student’s seat annually without the need for repeated electronic submissions. Upon signing the 2025–2026 contract, a student is considered enrolled at CCA through graduation, unless notice of a change in enrollment is provided by a parent, guardian, or the school.

Accordingly, annual re-enrollment functions as an opt-out process, with a designated deadline each enrollment season by which the school must be notified if a student will not be returning.

The school accordingly reserves the right to terminate or not renew a student’s enrollment contract based on the following conditions:

- A positive and constructive relationship with the student/parent is deemed impossible
- A student/parent that seriously interferes with the school’s accomplishment of its educational purposes

- A student has continued academic difficulty
- Failure to exercise reasonable efforts to maintain active involvement of the student and at least one parent in regular church attendance (3 out of 4 worship services a month)
- Unmet contractual financial obligations
- Parent(s) in violation of Statement of Faith
- Excessive school absences and/or tardiness

Withdrawals

Withdrawals are processed through school principals. Tuition is non-refundable and non-transferable whether withdrawal is voluntary or involuntary. The student's financial account must be settled through the Business Office before any official records, references, or transcripts will be released. If tuition insurance was purchased (and we do recommend families purchase insurance), parents may request that a claim be filed. Claim decisions are made at the discretion of the insurance company and there is no guarantee of any tuition refund.

Health and Safety Issues

Illness and Exclusion

Please do not send your child to school when they are ill. We cannot admit a student if one or more of the following conditions exist:

1. The illness prevents the student from participating in school activities, including outdoor play
2. The illness results in a greater need for care than the teacher can provide without compromising the health, safety, and supervision of the other students in her care
3. The student has had an oral temperature of 100.4 degrees or higher within the past 24 hours
4. The student shows symptoms and signs of possible severe illness such as lethargy, abnormal breathing, diarrhea, one or more vomiting episodes in 24 hours, rash with fever, mouth sores with drooling, behavioral changes, or other signs that the student may be severely ill
5. A healthcare professional has diagnosed the student with a communicable disease, and the student does not have medical documentation to indicate that he/she is no longer contagious. Communicable diseases that exclude a child from school are defined by the Texas Department of Health (TDH) in 25 TAC §97.7.

Students who become sick while at school will be removed from his/her class to wait safely in the nurse's clinic/other excluded office areas until a parent arrives.

Medications

- An updated medication authorization form must be on file each year in order for the school personnel to dispense any medication allowed by the parents.
- Students cannot carry over the counter or prescription medication at school. This includes over-the-counter pain relievers, cough drops, and vitamins.
- If a student must carry a rescue medicine with them, such as an inhaler, Epi-pen, or diabetic medications, an Emergency Care Plan (ECP) must be on file in the nurse's office.

- Herbal medications, homeopathic remedies, over-the-counter diet pills, vitamins, dietary supplements, essential oils, and minerals will not be given at school.

Distribution and Consumption of Medication

- Medication refers to either prescription medication or non-prescription medication excluding topical ointments such as insect repellent or sunscreen.
- Parent authorization for CCA to dispense medications for students in the care of CCA must be obtained either 1. In writing, signed and dated; 2. In an electronic format that is capable of being viewed and saved; or 3. By telephone to administer a single dose of medication.
- Authorization to administer medication expires on the last day of school.
- Parent authorization is not required for CCA to administer a medication to a child in a medical emergency to prevent the death or serious bodily injury of the child.
- All medications will be administered as stated on the label directions or as amended in writing by the child's health-care professional.
- All medications must be in the original container labeled with the child's full name and the date brought to CCA and will not be administered after its expiration date.
- All medications must be stored in a secured cabinet in the nurse's clinic/school office.
- Parent authorizations are included in the Student Medical Webforms via [FACTS Family](#).

Personnel Giving Medical Care

Personnel giving medical care at school will be the school nurse or someone designated by the school nurse. All volunteers working in the school nurse's office will be responsible for confidentiality laws regarding medical information on students and staff. Designated personnel will be trained in the use of Epi-Pens and the care of students with severe allergies, diabetes, and seizures as the need arises. Designated staff members are trained in CPR and the use of the AED.

Medical Records

Every student is required to have his/her current medical record on file by the beginning of school each year and will not be allowed to attend classes until received. These records include:

- [Student Medical Webforms](#) (available in FACTS)
- Immunizations Records
 - Children may not be admitted to any elementary or secondary school unless they (1) have been immunized as required by the Texas Department of State Health Care Services; or (2) present an affidavit or certificate signed by a physician stating the immunization would pose a significant risk to the health and well-being of the student or his family; or (3) present an affidavit declining the immunization for reasons of conscience, including a religious belief (U.S. Department of Education).
 - In addition, any returning student entering Kindergarten and 7th grade shall provide an updated immunization record reflecting required immunizations to enter these grade levels.
 - For the list of required immunizations or to request an affidavit, see Texas Health and Human Services or dshs.texas.gov.
- [Food Allergy & Anaphylaxis Emergency Care Plan](#)

- [Medication Authorization Form](#)

State Required Screenings

Visual, hearing, scoliosis, and acanthosis nigricans screenings are state mandated health screenings and will be offered at CCA at the following grade levels:

- Vision and hearing: pre-kindergarten, kindergarten, first, third, fifth and seventh grades
- Acanthosis nigricans (diabetes): first, third, fifth, and seventh grades
- Spinal: fifth and seventh grade females; sixth and eighth grade males

Laws Regulating Child Abuse

In accordance with state law and school policy, school employees are obligated under penalty of fine and jail term to report the reasonable suspicion of physical abuse, sexual abuse or child neglect. In this very 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 clear 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 employees 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. The child abuse hotline is 800-252-5400.

Students with Allergies Policy

While we do not provide an allergen-free environment, CCA will take appropriate precautionary measures to reduce the risk of allergic reactions as well as be prepared to respond to any allergy emergencies of children admitted into our program. It is the parent's responsibility to know the school's policies and procedures, as well as the potential risk of exposure to allergens upon admittance to CCA.

Parent/Student Requirements

- Parents must indicate allergies/special health conditions upon enrollment.
- Parents must complete an *Allergy Information Form* in [ParentsWeb](#) and the necessary medical ["Emergency Care Plan"](#) (ECP) and return to School Nurse.
- Parents will be required to sign a release form, allowing information pertaining to allergies to be shared with anyone that would have contact with or oversight of the student.
- No student will be permitted to attend class until all required forms are complete.
- For severe allergies/medical conditions, ECPs, along with an EpiPen or other medications, must be supplied on or before the first day of school.
- Students are not permitted to share food items (Early Childhood/Elementary).
- Distribution of food items is not permitted without prior permission. (Early Childhood/Elementary)
- Middle School and High School classes that meet in Jireh Hall are prohibited from bringing outside food items for parties/celebrations into the building.
- Due to the dynamic of the Middle/High Schools, students with allergies will be his/her own advocate within the student population in relation to the classroom, lunchroom, field trips, and curricular activities (Middle/High School).

Legal/Custody Concerns and Release of Students

Each child (PK-8th grade) may be released only to the child's custodial parent(s) or to a person authorized by the custodial parent. Parents will complete an *Authorization for Alternate Transportation* [Webform](#) at the beginning of each school year. It is the parent's responsibility to update the Webform as information changes.

In accordance with state law and school policy, staff members cannot restrict a parent's right to pick-up or visit his/her student without legal documentation verifying that the parent has been denied these privileges by a court of law.

If a CCA staff person is subpoenaed to appear in court to represent one of the parents in a custody or visitation dispute, the family will be responsible for paying a substitute for the staff person's time away from school.

Safety Drills and Reunification Plan

Schoolwide safety drills for evacuation, shelter, and lock-down are implemented on a regular basis throughout the school year. In the event of an emergency/crisis situation, communication regarding the details of reunification will be sent via Parent Alert, CCA App, and email. In order to secure the safety of all, please do not come to campus until instructions have been communicated. An organized process will be implemented to securely check-out and pick-up your student.

Academics

GPA Scale

Letter Grade	Numeric Grade	Standard Class	Honors Class	AP Class
F	Below 60	0.0	0.0	0.0
D-	60-62	0.7	1.45	1.7
D	63-66	1.0	1.75	2.0
D+	67-69	1.3	2.05	2.3
C-	70-72	1.7	2.45	2.7
C	73-76	2.0	2.75	3.0
C+	77-79	2.3	3.05	3.3
B-	80-82	2.7	3.45	3.7
B	83-86	3.0	3.75	4.0
B+	87-89	3.3	4.05	4.3
A-	90-92	3.7	4.45	4.7
A	93-97	4.0	4.75	5.0
A+	98-100	4.3	5.05	98-5.1 99-5.2 100-5.3

Academic Warning

Middle/High School

At the four and one-half week point of any quarter, any student with three D's or one F will be placed on Academic Warning and his/her grades will be monitored on a weekly basis. The School Head will contact his/her parents to clearly communicate the eligibility policy and offer any assistance to the student to begin a course correction for the class or classes in

question. Students are eligible to participate in athletics and fine arts events while on Academic Warning.

Academic Ineligibility

Middle/High School

At the end of the quarter, every 7th-12th grade student with three D's or one F will be ineligible for any inter-scholastic competition or performance for a minimum of three weeks. During this time, he/she may be required to do additional and remedial study in the courses of concern.

At the end of this three-week period, the ineligible student's grades will be reevaluated. If he/she has no F and less than three D's, he/she will regain eligibility at the discretion of the appropriate Principal. Thereafter, this student's grades will be reviewed at one-week intervals for the rest of the quarter.

After 4 ½ weeks	After 9 weeks	During weeks 10-12	Subsequent Weeks
Academic Warning (student is eligible)	Ineligible with three D's or one F	Remains ineligible	Eligibility is determined by the Principal

All affected students will be monitored weekly beginning at either the 4 ½ or 9-week point; students being monitored at the end of nine weeks will be monitored throughout the entirety of the subsequent quarter.

Ineligible students may participate in practices (up to one hour), but may not participate in any athletic or fine arts events.

Within a school year, a student may lose eligibility for the remainder of the school year. A conference with the Principal will be scheduled to determine the student's future enrollment with CCA.

Honor Rolls

Middle School

CCA has three honor rolls for seventh and eighth graders, which are announced at the end of each quarter to recognize superior academic achievement and exemplary effort on the part of our students:

- Summa Cum Laude – 3.9 GPA or above for the quarter
- Magna Cum Laude – 3.8 – 3.89 for the quarter
- Cum Laude – 3.5 – 3.79 GPA for the quarter

High School

CCA has three honor rolls which are announced at the end of each quarter to recognize superior academic achievement and exemplary effort on the part of our students:

- Summa Cum Laude – 4.1 GPA or above for the quarter
- Magna Cum Laude – 3.8 – 4.09 GPA for the quarter
- Cum Laude – 3.5 – 3.79 GPA for the quarter

Dropping/Changing a Class

High School

Students wanting to drop/change a class must do so within the first two weeks of the school year. In the event that there are special circumstances, the classroom teacher and principal can make exceptions. The student will have to conference with the teacher of the class, the principal, and the parents of the student.

Awards

Middle School

- Honor Society: CCA Middle School Honor Society (8th grade) is a leadership organization that promotes academic excellence and community service. Involvement in this organization is based on academic performance, behavior, and service. Membership is by invitation only.
Selection is made during the fourth quarter of 7th grade for the following school year. Requirements include:
 - Unweighted GPA of 3.5 or higher during the first 3 quarters of 7th grade in classes that have a final exam; and
 - Record of good behavior (defined as receiving 4 or fewer behavior demerits, no suspensions, and no incidences of academic dishonesty).

High School

- Valedictorian/Salutatorian: The Valedictorian and Salutatorian will be determined by weighted GPA at the end of the third quarter senior year. In the event that the grade points are close enough, the school reserves the right to extend the counting period and calculate overall grade average to avoid the possibility of a tie. Only admitted students on or before the first day of class their freshman year will be eligible for Valedictorian or Salutatorian honors. These award recipients must be of good character, displaying integrity and respect. Additionally, they must be in good standing with CCA's attendance and citizenship requirements.
- Barnabas Service Award: 400 community service hours over the course of a student's High School career.
- Timothy Service Award: 100 community service hours over the course of one year.
- AP Scholar Awards: Given to seniors who take five or more AP courses over their junior and senior years.
 - Davinci Scholar – 5 AP Classes
 - Galileo Scholar – 6 AP Classes
 - Shakespeare Scholar – 7 AP Classes
- Ranking: For college admission and scholarship purposes, students earning GPA's in the top ten percent will be notified at the end of spring semester junior year. This top ten percent ranking will be published on the official transcripts. No other ranking will be disclosed. A student must complete five semesters at CCA to be eligible for the top ten percent. These students must be of good character, displaying integrity and respect. They must be in good standing with CCA's attendance and citizenship requirements.
- Honor Society:
 - National Honor Society (11th – 12th) is another organization that promotes academic excellence and community responsibility. NHS is responsible for a variety of service projects on campus as well as hosting events at Alumni Week. Involvement in these organizations is based on academic performances, character, and service. Membership

is by invitation only. Selection is made during the fourth quarter for the following school year. Students must have an unweighted GPA of 3.5 or higher in the first 3 quarters.

Attendance

At CCA, we offer a unique educational, spiritual, and social experience where we place a high value on student attendance. Our commitment to classical learning means that consistent presence is essential not only for academic preparation but also for spiritual formation and character development. When students are not fully engaged in the classroom, they miss critical instruction, collaborative opportunities, and moments that contribute to their overall growth.

Regular attendance and punctuality are foundational to a Covenant education and are therefore included as a key term and condition of re-enrollment at CCA. Excessive absences disrupt the learning process, hinder student progress, and create challenges for teachers working to maintain continuity and the integrity of student grades. Additionally, when students are absent, the classroom dynamic is impacted. Our classical pedagogy relies on a fully engaged learning community, where students participate in Socratic seminars and other collaborative methods that depend heavily on peer interaction.

We encourage families to carefully consider the impact of missed instructional time when planning vacations or other commitments during the academic year.

Absences in the following categories will be handled as indicated:

Excused Absences due to illness/family emergency

When a student is absent due to illness, the parent or guardian is asked to complete the online [Absence Form](#) to record the absence between 8:00-9:00 a.m. Extended absences of three or more consecutive days will require a note from the student's doctor. In addition, the school must be notified in writing if a student is returning to school with restrictions or limitations to normal classroom or outdoor activities. If restrictions will last more than two days, a physician's note is required. The doctor's instructions should outline specific restrictions or limitations and the expected duration they will be needed. All absences must be reported by the parent within 48 hours or will be considered an unexcused absence.

Excessive Absences

Excessive absences, defined as missing more than 10% of class days during a semester, may significantly impact a student's academic success. While the school will make reasonable allowances for documented family emergencies or exceptional circumstances, administration reserves the right to take appropriate action in response to excessive absenteeism. This may include adjusting academic grades, requiring summer remediation at the family's expense, or, in some cases, recommending withdrawal from the school to ensure academic continuity and integrity of the CCA transcript.

Middle/High School

Students who are absent for 10% (excused or unexcused) in any one course over a Quarter will be placed on Academic Warning. In the event the absenteeism continues in subsequent Quarters, students will be placed on Academic Ineligibility and will become ineligible for school activities and extracurricular activities.

Planned Absences

Early Childhood/Elementary

- Planned absences require the completion/submission of the request form at least two days prior to the planned absence. Completed forms must be turned into the office for approval.
- Please complete the following form: [Planned Absence Request \(PK-4th\)](#)
- Completion of missed work must be arranged with the teacher before the absence. The teacher, at his or her own discretion, will provide and may require the work to be submitted before the planned absence or within two days of returning to school. As much as possible, students are encouraged to complete make-up prior to returning to school.

Middle/High School

- Planned absences require the completion/submission of the request form at least two days prior to the planned absence. Completed forms must be submitted to the office.
- Please complete the following form:
 - [Planned Absence Request \(5th-12th\)](#)
- Completion of all required work including tests, essays, projects, quizzes, etc. must be arranged with the teacher(s) before the planned absence. The teacher, at his or her own discretion, will provide and may require the work to be submitted before the planned absence or within two days of returning to school. As much as possible, students are encouraged to complete make-up prior to returning to school.

Strategic Absenteeism

When a student willfully misses a class in order to avoid taking a test, major assessment, or turning in a significant project, despite being present at school that day, it is considered strategic absenteeism. Strategic absenteeism is a form of academic dishonesty and undermines the integrity of the learning process. It places an unfair burden on teachers and disrupts the classroom environment. This behavior will be addressed seriously and may result in academic and/or disciplinary consequences.

Tardiness

Regular attendance and punctuality are important to a Covenant education and therefore are included as one of the terms and conditions of re-enrollment at CCA.

Chronic late arrivals will not be permitted. If a student is tardy three times in a quarter, the principal will send an email to the parents. Specific steps must be taken to remedy the reasons for the tardies. If a student continues to have excessive tardies in subsequent quarters, the principal will call the parents to discuss the concerns and make a plan of action to correct the issue. Student consequences may be applied if necessary. The principal may choose to schedule a conference with the parents if the tardies continue.

Early Childhood/Elementary

- Students arriving late to school (after 8:05) must be accompanied into the office by a parent or guardian and follow sign-in procedures for being admitted into class.
- Late arrivals will be considered tardy until 10:00. Any child arriving after 10:00 will be considered absent for the day.

- Tardies are considered excused for family emergency situations or pre-arranged medical appointments accompanied by a doctor's note.

Middle School/High School

- Tardies at the beginning of a school day must be accompanied by parental notification. Tardies will only be excused for an emergency (family emergency, accident, etc. , etc.) or pre-arranged appointment with a doctor's note.
- Tardies over 20 minutes will be counted toward the student's absences.
- Three tardies in a quarter will result in detention.
- Students arriving after the end of second period will be ineligible to participate in athletic/fine arts events and practices that occur later that day.

Early Dismissal/Pick-Up

While occasional early dismissals for medical appointments are understandable, frequent or consistent early pick-ups can disrupt the educational environment and should be minimized whenever possible.

Make-Up or Missed Work

Early Childhood/Elementary

All missed work due to excused absences must be made up within two times the number of days the student was absent or a "50" for that assignment will be recorded. It is the parent's responsibility to communicate with teachers regarding make-up work for their Elementary School student. Make-up tests should also be arranged with the teacher.

Middle School and High School

All missed work due to excused absences must be made up within two times the number of days the student was absent or a "0" for that assignment will be recorded. Time for make-up tests/quizzes should be arranged with the teacher. If a student is absent on a quiz or test day, the principal along with the classroom teacher will determine a reasonable schedule for making up tests.

Student Activities

Early Childhood/Elementary/Middle School

Field Trips

- A signed annual field trip release webform must be on file for students to attend all field trips.
- Texas State Law requires that children under 8 years of age be in a safety booster seat unless they are taller than 4 feet 9 inches. Students will not be allowed to participate in the field trip without the required booster seat. In the event that bus transportation is provided, booster seats are not required.
- Texas minimum standards for ratios of students/chaperones will be upheld.
- First aid kits will be provided on all trips.
- Chaperones must have submitted an online [Volunteer Background check](#). In addition, if chaperones want to also be a field trip driver, he/she must meet specific requirements.

These requirements include submitting an online [Volunteer Driver application](#) and becoming approved prior to the event. Also, vehicles must meet required insurance coverage standards and have one seatbelt for each rider.

- Middle School overnight chaperones must complete FBI background check and Ministry Safe training.
- Volunteers will sign a declaration statement claiming they understand and will abide by guidelines stated regarding the safety and care of children while on a field trip.
- Siblings will not be permitted on any field trips without prior approval/permission from the principal.

Behavior and Conduct

Philosophy of Discipline

At the heart of CCA's mission lies the profound commitment to shaping not only the intellect but also the character and soul of each student. At CCA, our philosophy of discipline is deeply rooted in the wisdom of Scripture, particularly the transformative truth found in **Hebrews 12:11**:

"For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it."

This verse serves as our guiding star, illuminating the purpose, process, and ultimate promise of discipline within our school community. We believe discipline is not merely a system of rules and consequences, but as a loving, formative, and redemptive process designed to train students in the ways of God, leading them towards lives marked by righteousness and peace.

The Theological Foundation: Discipline as a Path to Righteousness

Hebrews 12:11 reveals several critical truths that underpin our approach:

1. **Discipline is Inevitable and Initially Painful:** Just as a loving parent corrects a child, or a wise coach pushes an athlete, effective discipline often involves discomfort. It challenges our natural inclinations towards self-will and immediate gratification. We acknowledge that the "moment" of discipline can be difficult for both the student and the authority figures.
2. **Discipline is for Training:** The Latin word for "discipline" (*disciplina*) means instruction, teaching, or learning. It is closely related to disciple. Discipline is not punitive for punishment's sake, but formative for growth's sake. We aim to train students in self-control, respect, and responsibility, and to restore relationships, build character, and align behavior with biblical virtues.
3. **The End Goal is "Peaceful Fruit of Righteousness":** This is the glorious promise. When discipline is applied and received correctly, it produces a harvest of righteousness—right living, right relationship with God and others—and peace, an inner tranquility and harmony that flows from walking in God's ways. This is the ultimate aim of our educational endeavor.

Core Principles of Discipline

From this scriptural foundation, we derive the following core principles for discipline:

1. Passion for Excellence:

- We recognize that for students to learn to pursue excellence, they must be trained to exercise self-discipline in all areas of their lives – spiritual, intellectual, social, and emotional.
- Additionally, students must learn to receive feedback and correction graciously and apply them diligently so they continue to grow and excel.

2. Heart of Grace:

- We recognize that all individuals, including students and staff, are fallen and in need of grace. Our disciplinary process allows students to experience God's forgiveness and learn to extend it to others.
- We seek to reflect God's patience, grace, and unwavering commitment to His children.
- Mistakes are seen as opportunities for growth and learning, not as final condemnations.

3. Character of Christ Formation:

- Our discipline aims beyond mere behavioral compliance; it seeks to cultivate internal virtues such as self-control, humility, integrity, respect, diligence, and compassion.
- As students mature, we strive to help them understand the "why" behind expectations, fostering a love for what is good, true, and beautiful, rather than simply avoiding punishment.

4. Partnership with Parents:

- The God-ordained responsibility for spiritual formation and character development is primarily bestowed upon parents. By enrolling students in CCA, parents are partnering with us in this formation process.
- Open communication, mutual respect, and collaborative efforts between school and home are essential for consistent and effective discipline.

5. Consistency, Clarity, and Fairness:

- Expectations, rules, and consequences are clearly communicated, understood, and applied consistently across all areas of school life.
- Discipline is administered fairly, with due consideration for individual circumstances, including prior conduct, developmental stage, demonstrated remorse, and underlying intent.

6. Restoration and Reconciliation:

- When a student errs, the focus is on restoring relationships—with God, with peers, with teachers, and with the school community.
- We encourage confession, repentance, forgiveness, and making amends where harm has been done, reflecting the Gospel's message of reconciliation.

Our philosophy of discipline is an integral part of our mission to cultivate wisdom and virtue in our students. By embracing the truth of Hebrews 12:11, we commit to a loving, intentional, and redemptive approach to discipline that, though sometimes painful in the moment, ultimately yields the beautiful and lasting "peaceful fruit of righteousness." It is through this training that our students are prepared to live lives that honor God, serve their communities, and embody the character of Christ in a fallen world.

Expectations

In an effort to provide clarity and consistency across our student body, we have identified three core expectations that will guide all student behavior and interactions: **Reverence for God, Respect for Others, and Responsibility for the Community.**

Our goal is for every student, and our broader community, to not only memorize these expectations but to genuinely embody them in daily life. We believe that nearly all behavioral issues can be addressed through the lens of these principles, which reflect both our mission and the culture we seek to cultivate.

Reverence for God

- Students are expected to pursue excellence in all they do and should encourage others to do so as well. (Colossians 3:23)
- Students are expected to be humble and seek to glorify God rather than themselves. (Philippians 2:3-4, Matthew 5:16)
- Students are expected to exercise self-control in words and actions. (Proverbs 25:28)
- Students are expected to treat chapel, worship, and classroom prayer with proper reverence. (Hebrews 12:28)
- Public displays of affection (e.g., holding hands, kissing, etc.) in the context of romantic relationships are not permitted at school. (1 Thessalonians 4:3-5)
- Students should uphold the culture and integrity of the school by refraining from any actions or statements which are illegal (e.g. drinking alcohol, illegal drugs, etc.), disrupt the normal operation of the school (e.g. making threatening statements, or bringing a weapon to school, etc.), or are against the Statement of Faith. (*1 Peter 2:13–15*)

Respect for Others

- Students are expected to demonstrate respect to all members of the community, including faculty, staff, peers, parents, and visitors. (Romans 13:7)
- Students are expected to treat one another with kindness and respect by speaking in a manner that uplifts and encourages others. Teasing, criticizing, bullying, and name-calling are not permitted, including on social media, in texts, and in emails. "At CCA, we don't tear each other down; we build each other up." (Galatians 5:15, 1 Thessalonians 5:11)
- Students are expected to promptly and cheerfully obey teachers and staff. There should be no talking back or arguing. (Hebrews 13:17, Philippians 2:14)

Responsibility for the Community

- Students should enter the classroom quietly and orderly and demonstrate a proper attitude and posture for learning throughout the class time. (*1 Corinthians 14:40*)
- Students are expected to demonstrate self-discipline during class lessons, discussions, and group work, refraining from mocking, disrupting, or negatively impacting the learning of others. (*Romans 12:10*)
- Students should respect the environment of the classroom, team, or performance group by stewarding shared resources well. Ensure each group you are in is better because you are a part of it. (*1 Peter 4:10-11*)
- Students are expected to treat all of the school's materials and facilities with respect and care. (*1 Corinthians 4:2, Titus 2:7*)

Student Conduct

Students are expected to conduct themselves in a manner that is honoring to God, themselves, their parents, and the school. This expectation applies to conduct in and out of school.

Early Childhood/Elementary

- [Honorable Character and Conduct Expectations](#)
- [Honorable Character Conduct and Manners](#)

Middle School

- [Conduct Code](#)

High School

- [Conduct Code](#)
- [Privileges](#)

Student Uniforms/Personal Appearance

Rationale for School Uniforms

A person's dress, though often an appropriate means of self-expression and individuality, primarily reflects a person's convictions and priorities. Therefore, CCA's administration and board have chosen to adopt a standardized dress code. Uniforms have been chosen that reflect moral character and encourage an attitude of modesty and respect.

CCA's uniform choice and dress code are based on the following rationale:

- The standard of dress reflected in the dress code supports the mission of the school as it enhances the school's ability to provide a biblically based, college preparatory, classical education that inspires a passion for excellence, a heart of grace, and the character of Christ.
- A student's appearance affects his/her behavior, and that of his/her peers. Uniforms help remove the distraction created by individual attire and allow students to interact with one another in the school community on more important academic and social levels.

- Student uniforms help create a business-like atmosphere which encourages students to focus on the important task of learning.
- Students in compliance with the uniform code learn respect for authority.

Uniform Guidelines

[Early Childhood](#)

[Elementary](#)

[Middle School](#)

[High School](#)

Personal Appearance Policies

[Early Childhood & Elementary](#)

[Middle School](#)

[High School](#)

All Grades Shoe Policy

Discipline Process and Consequences

When a student fails to discipline himself, then discipline by others is necessary. Discipline is an important part of character formation, and we aim to discipline students in such a way that it both addresses the heart and changes the behavior for the better. The ultimate goal in discipline is to strengthen the student's spiritual and moral character.

Primary disciplinary authority rests with the teacher. Most disciplinary issues can and should be resolved by the classroom teacher. Therefore, CCA delegates both great responsibility and authority to the teacher in the discipline of students. We expect teachers to resolve disciplinary issues; consequently, we give wide latitude to our teachers in administering discipline within the classroom setting. In the event that a student does not respond appropriately to a teacher's attempts to discipline, an administrator will become involved in the student's discipline. Such a transition to administrative involvement in student discipline will necessarily demand more stringent disciplinary consequences for the student.

We consider some issues especially serious and warrant administrative involvement. The circumstances of each case will determine the appropriate disciplinary measures and no effort is made to "run students up the flagpole" to send a message to others and make our work easier. This approach may cause some confusion to onlookers or bystanders who have a passive interest in the outcome of a disciplinary matter, but we are committed to the idea that individualized training in maturity, knowledge, and wisdom is a spiritual matter. Factors considered will include: (a) seriousness of the offense; (b) student's age; (c) frequency of misconduct; (d) student's attitude; and (e) potential effect of the misconduct on the School environment. Student discipline is a private matter. Information regarding consequences will only be shared with parents, the student, and those with an educational interest, such as teachers and mentors.

We consider the following types of behaviors as serious and warranting disciplinary consequences:

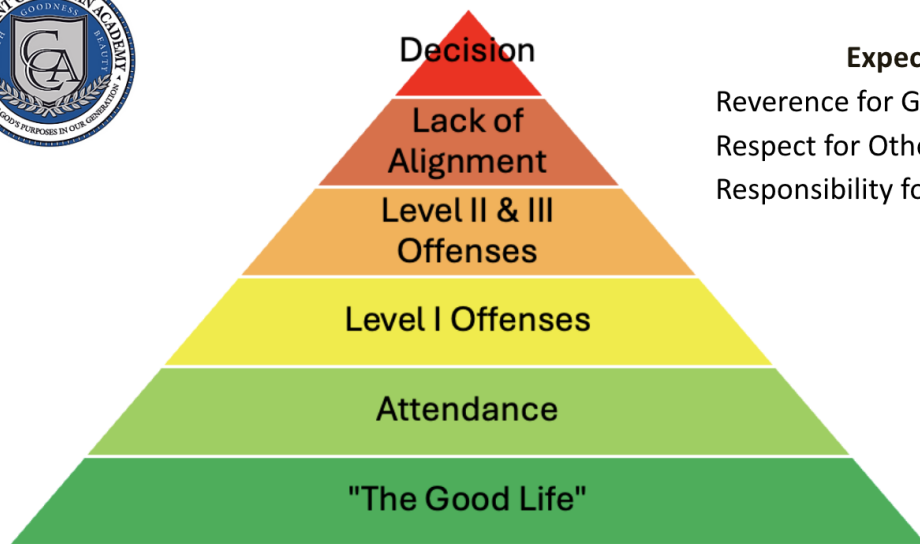
- Persistent classroom misbehavior (2 Peter 1:5-7).
- Disrespect shown to any staff member or student (Romans 12:10).
- Dishonesty in any situation while at school, including lying (which encompasses telling only part of the truth or neglecting to tell the whole truth), cheating, and stealing (Proverbs 6:16-19).
- Disobedience in response to clear instructions, including repeated failure to follow teacher directions, complete tasks as assigned, arrive to class on time, or comply with the uniform policy (Ephesians 6:1-3, Hebrews 13:17).
- Fighting, i.e., striking in anger with the intention to harm another student (Ephesians 4:31-32).
- Unkind, obscene, racist, vulgar, or profane language (Ephesians 4:29, 5:4).
- Intentionally damaging or destroying school property or the property of others (Matthew 22:39; Exodus 22:14-15).
- Bullying, including cyberbullying, is not tolerated. Bullying is defined as a single significant act or a pattern of acts that exploits an imbalance of power and harms a student(s). These acts might involve engaging in written or verbal expression, expression through electronic means, or physical conduct. School Administration will determine if an act or pattern of acts is deemed bullying.
- While we encourage asking tough questions and wrestling with the cultural issues of our day, however, students may not embrace or advocate views that are incongruous with our Statement of Faith in a public forum. (2 Timothy 4:3-4)

No disciplinary system is perfect because all of us are fallen and are in need of grace, forgiveness, and understanding. We are not perfect in our execution of this system, but we are committed to caring very deeply about helping every student thrive in our environment by maintaining peace in their spirit and with others. We will do all that we can to maintain a positive learning environment and a productive and flourishing community.

Pyramid of Alignment

The discipline framework at Covenant is modeled in the Pyramid of Alignment below. Alignment is essential for students to thrive in what we call the “Good Life”—a place of joy, peace, and growth as God intended (John 10:10). To remain aligned is to live according to our core values: Respect for God, Respect for Others and Responsibility for the Community. Minor behavioral issues are typically addressed by teachers in the classroom and do not require administrative involvement. Parents are notified after initial warnings when needed. However, if a behavior becomes habitual or is of greater concern, parents may be invited to meet with the Principal and other faculty or staff. These are referred to as “Alignment” meetings. Serious offenses that take place outside of school hours and/or off school property may receive disciplinary action up to and including expulsion.

Pyramid of Alignment



Expectations

Reverence for God
Respect for Others
Responsibility for the Community

Physical Privacy, Sexuality, and Student Relationships

I. Philosophy

We believe the Bible clearly teaches that sexual expression is reserved for the covenant of marriage between one man and one woman. Therefore, any form of sexual experimentation or behavior outside of this context is not permitted. In a culture increasingly focused on sexual identity and preference, we seek to cultivate a Christ-centered atmosphere where students can flourish in truth and grace.

Students are expected to adhere to lifestyle choices that reflect biblical values. Access to restrooms, locker rooms, and changing facilities is determined based on one's biological sex. CCA reserves the right to dismiss any student whose behavior or lifestyle choices are inconsistent with the biblical standards we affirm as a school.

In light of Covenant Christian Academy's Statement of Faith and in recognition of personal physical privacy rights and the need to ensure individual safety and maintain school discipline, this policy is enacted to advise members of the Covenant Christian Academy community of their duties with regard to use of restrooms, locker rooms, showers, and any other Covenant Christian Academy facilities where individuals may be undressed in the presence of others. Covenant Christian Academy is committed to upholding biblical standards in all areas of life, including matters of sexuality and gender. As a school community, we strive to create an environment where students are encouraged to honor God with their bodies and relationships, in alignment with His design for marriage and sexuality.

II. DEFINITIONS

"Sex" means the biological condition of being male or female as determined at birth.

“Member of the Covenant Christian Academy community” means any Covenant Christian Academy employee, volunteer, student, parent, or visitor.

III. SINCERELY-HELD RELIGIOUS BELIEF ON SEXUALITY

Covenant Christian Academy sincerely-held religious belief is that God wonderfully and immutably creates each person as either male or female, and that these two distinct, complementary sexes together reflect the image and nature of God (Gen. 1:26-27). Rejection of one’s sex is a rejection of the image of God within that person.

IV. POLICY

Notwithstanding any other policy, Covenant Christian Academy restrooms, locker rooms, and showers designated for one sex shall only be used by members of that sex.

In any other Covenant Christian Academy facilities or settings where members of the Covenant Christian Academy community may be undressed in the presence of others (e.g. changing costumes during school theatrical productions), Covenant Christian Academy shall provide separate, private areas designated for use by members of the Covenant Christian Academy community based on their sex.

Covenant Christian Academy recognizes there may be instances where members of the Covenant Christian Academy community experience disparity between their sex and their feelings about their sex. This disparity can motivate them to behave in ways contrary to God’s Word and His plan for their lives. Covenant Christian Academy encourages members of the Covenant Christian Academy community who are struggling with their sexual identity to seek help from their pastor and other trained professionals who might best assist them in clarifying and defining their sexual identity in accordance with God’s Word.

Covenant Christian Academy will at all times interact with members of the Covenant Christian Academy community according to their sex. A member of the school community who wishes to express a gender other than his or her sex is understood to be rejecting the truth and the image of God within that person. Biblical Christianity requires the body of Christ to compassionately dwell in the truth and assist those we love in doing the same (Eph. 4:15).

A member of the Covenant Christian Academy community who openly and unrepentantly rejects their sex, either in or out of school, is rejecting the image of God within that person – behavior that dishonors the Holy Trinity and the Word of God. Such behavior constitutes a person’s failure to adhere to their commitment to abide by the behavioral standards established by Covenant Christian Academy which is cause for terminating their privilege of membership in the Covenant Christian Academy community.

To preserve the function and integrity of Covenant Christian Academy and to provide a biblical role model to members of the Covenant Christian Academy community and the community-at-large, it is imperative that all members of the Covenant Christian Academy community agree to and abide by this policy

What to do if Students Experience or Observe Harassment of Any Type

Students who feel that they have been subjected to conduct of a harassing nature are encouraged to promptly report the matter to the school administration. Students who observe conduct of a sexually harassing nature are also encouraged to report the matter to their Principal. All complaints will be promptly investigated.

Community Conduct

[CCA Christian Code of Conduct](#)

Policy Changes

We reserve the right to change our program and availability at any time to ensure quality in the best interest of our students and teachers.

Electronic Acknowledgment Webforms and Signature

Parents are required each year to acknowledge that they have read and agree with the policies in the Student & Parent Handbook and the Statement of Faith and will follow the policies to the best of their ability. An electronic signature form is provided for your convenience through [FACTS Family](#) (District Code: **CCA**). All required webforms in FACTS must be completed before a student may attend class on the first day of school.