



# Parent and Student Handbook

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# DCA Administration

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## **DCA School Board Members**

School board members are Mr. Gary Calmes, Mr. Erik Clark, Mr. Zach Rozell, and Mr. Darren Thompson. Mr. Zach Rozell serves as Chairman of the Board.

## **DCA Colors and Mascots**

Denton Calvary Academy's school colors are green, black and gold. The school mascot is the lion.

## **Statement of Accreditation & Certification**

Denton Calvary Academy (DCA) is accredited by the Southern Association of Colleges and Schools through AdvancED. DCA is certified as a University-Model® School and is a member of University-Model Schools International (UMSI).

## **Board Of Directors**

DCA is incorporated as a 501(c)(3) non-profit organization. The school is directed by a Board of Directors composed of no less than three (3) individuals. Meetings of the Board of Directors are held at least monthly. Anyone desiring to communicate a concern or possible change in policy to the Board of Directors should contact the Head of School.

## **Policy and Procedures**

The Administration and/or Board of Directors may, at any time and for any reason, make changes to the policies and procedures outlined in this handbook. If the policy change is substantive, the administration will give a two-week notice to all families and staff before any change(s) will take place.



# SCHOOL FOUNDATIONS

## Vision

"The vision of DCA (DCA) is to see our students today and tomorrow, glorify the Lord Jesus Christ by improving the lives of others through a life-long love of learning, discovery and service."

## Mission Statement

"The mission of DCA (DCA) is to provide a Biblically based educational experience that partners with committed Christian parents and passionate educators to produce students who enjoy learning, communicate well, are honorable, ethical, respectful and who are equipped through the University-Model School® system with the ability to seize opportunity in a secular world for the purpose of extending their ministry and providing for their family. Above all, DCA parents, educators, staff, and students understand that this life is but a mist and through our faith in the Lord Jesus Christ we endeavor to make daily choices from an eternal view of life."

## What does this look like at DCA?

*Who are we?*

We are a University-Model® School (UMS) of Christian educators who provide quality education and collaborate with like-minded families to instill Biblical truth and Christlikeness.

*Why do we exist?*

We exist to glorify Christ by leading families in the education of their children and assisting in their discipleship.

*How do we behave?*

We behave with WISDOM (right priorities and perspectives), in LOVE (sacrificial commitment to the best for others), and FORTITUDE (diligence, even in adversity).

*What do we do?*

We educate the heart, soul, mind, and body of our students in order for them to relate rightly with God, self, others, and the rest of creation.

*How do we succeed?*

We:

- Maintain purposeful and spiritually healthy learning environments
- Train faculty, staff, students, and families in Godly character with consistency and loving accountability
- Prioritize all resources toward the development of our students

## Core Values and Operating Principles

The core values and corresponding operating principles for DCA were composed by the board and administrators.

1. The Bible
2. The Christian Family
3. A Godly Staff
4. Excellent Christian Education
5. Christ-likeness
6. Stewardship
7. The Church

### The Bible

DCA believes the Bible is the inerrant Word of God, which provides the true direction for all aspects of life. II Timothy 3:16; Psalms 119:11,105

DCA will:

1. teach the Bible as absolute truth by integrating it in all curricular and extracurricular activities.
2. base all operating procedures for the school on Biblical principles.
3. uphold God's Word in handling all conflict resolution matters.

### The Christian Family

The family was the first institution ordained by God as the foundational building block of society. Its purpose is to glorify God by raising the next generation to know, love, and obey God with all their heart, soul, mind, and strength. Ephesians 5:22-6:4; Deuteronomy 6:4-7

DCA will:

1. help families know and understand God's design for a Christian family.
2. set policies and procedures that properly support the Christian family.
3. help parents understand and accept their God-given responsibility to educate their children according to the Bible.
4. emphasize God's design for the family throughout the school's curriculum.

### A Godly Staff

A godly school staff is the living curriculum that impacts the beliefs of students from a Biblical worldview. They are DCA's most valuable resources. Luke 6:40

DCA will:

1. recruit, interview, hire, and develop qualified men and women who have a growing relationship with Christ.
2. hire staff who hold to the inerrancy of the Bible as the absolute truth of God and are active members in a local, Bible-believing church.
3. provide for staff development that will enhance their effectiveness in the positions they serve, and enable them to integrate Biblical truth in all they do at the school.
4. continually provide training that will help them know, understand, and commit themselves to the philosophy, mission, and policies of DCA.

### **Excellent Christian Education**

An excellent Christian education consists of a Bible-based program that is designed to challenge each student to reach his full potential in Christ. Luke 2:52; Colossians 2; II Timothy 3:17

DCA will:

1. develop a total curriculum that is based on a Biblical worldview.
2. develop educational programs that will train the total child – spiritually, mentally, physically, and socially.
3. develop an educational program with clearly defined goals and expectations that can be measured.
4. develop and coordinate the educational program and the staff so that the mission, core values, and operating principles will be a reality in everyday practice.
5. develop and implement a well scoped and sequenced curriculum.

### **Christ-likeness**

To be Christ-like, one must have a life that reflects Christ's sacrificial love and actions toward God and men. Philippians 2:3-8, I Peter 2:13-14

DCA will:

1. expect the leadership, faculty, parents, and students to order their words and deeds according to the Biblical mandate to regard one another as more important than themselves.
2. encourage each child to develop an eternal perspective in seeking to reach the lost with the Gospel.
3. seek to develop an attitude of respect and honor toward those in authority in our lives, whether they are our government, church, parents, teachers, or referees.

4. develop a servant's heart for others by providing opportunities for service to others both in the classroom and community.

## **Stewardship**

Stewardship encompasses being responsible to wisely manage all that God has entrusted to us for His glory. Matthew 24:45-46

DCA will:

1. honor the responsibility entrusted to DCA in the education of students.
2. develop and operate on a budget based on Biblical financial principles.
3. show good stewardship of family time requirements related to the educational process.
4. enable the staff to exercise their spiritual gifts, Biblical roles, and God-given talents effectively.
5. develop, respect, and care for all facilities, resources, and materials provided to the school by God.
6. provide an educational program that will prepare students for the next step in their educational career.

## **The Church**

DCA believes the local church is God's primary instrument for evangelism and the discipleship of the body of Christ. Ephesians 1:22-23

DCA will:

1. expect active involvement in a local church by the faculty and families of DCA.
2. respect denominational differences of local churches attended by DCA families. (Please refer to DCA's non-denominational position and the Statement of Faith.)
3. support and not supplant the local church.
4. encourage its staff, faculty, and leadership to promote and teach the importance of involvement in local churches by students and families.

## DCA STATEMENT OF FAITH

1. We believe there is only one God, eternally existent in three persons equal in essence while unique in person - Father, Son, and Holy Spirit (Genesis 1:1, Matthew 28:19, John 10:30). God exists in an eternal relationship of perfect communication and fellowship, appropriate authority and submission, and mutual love. The Trinity provides a model for all human relationships, including marriage, family, and the local church.
2. We 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 substitutionary death (I Corinthians 15:3, Ephesians 1:7, Hebrews 2:9), His bodily resurrection (John 11:25, I Corinthians 15:4), 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).
3. We believe in the Person of the Holy Spirit and His work of conviction, regeneration, and sanctification, who indwells every believer, equipping each one with gifts for service and witness (Romans 8:9; I Corinthians 12:12-13, Galatians 3:2-28).
4. We believe that God, as the Divine Creator, created the heavens, the earth, mankind, and all living things - all which exist for God's glory (Genesis 1:1, Romans 11:36, Colossians 1:16). We believe that Jesus was the instrumental agent of creation, and all things were created by, thru, and for Jesus (Colossians 1:16). We believe that God's role as Creator makes Him the sovereign authority for all things and each person.
5. We believe that God revealed Himself in multiple ways, including His written word, the Bible. We believe the sixty-six books of the Bible, as originally given by God, are the complete the Word of God, divinely inspired, infallible, inerrant, entirely trustworthy, and the supreme authority in all manners of faith and conduct (II Timothy 3:15, II Peter 1:21, Revelation 22:19).
6. We believe in the resurrection of both the saved and the lost. We believe that Heaven is the abode of God and the place of eternal joy for the saved and that Hell is the place of eternal punishment of separation from God for the lost (John 5:29).
7. We believe that because of the exceeding sinfulness of human nature, redemption and restoration by the Holy Spirit is of absolute necessity and the only way to receive salvation, 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 alone we are saved (John 3:16-19, 5:24, Romans 3:23, 5:8-9, Ephesians 2:8-10, Titus 3:5).
8. We believe in the Holy Spirit's present ministry by whose indwelling Christians are gifted for service and enabled to live a Godly life (Romans 8:1-4, I Corinthians 3:16, 6:19-20, Ephesians 4:30, 5:18).
9. We believe in the spiritual unity of believers in our Lord Jesus Christ and that the Church is the one universal body of Christ, who is the Head of the Church (Romans 8:9, I Corinthians 12:12-13, Galatians 3:2-28). We believe the purpose of the Church is to proclaim the excellencies of Christ in our world (I Peter 2:9) by modeling Christ-like behavior in loving other believers (John 13:34) in personal holiness;

and by reconciling the world to Christ through evangelism (II Cor 5:21-22). We believe this purpose gives clear guidance for how followers of Jesus should live in this world. (John 17:15-26)

10. We believe that God gives clear guidance in the Bible that He wonderfully and immutably creates each person as male or female. These two distinct, complementary sexes together reflect the image and nature of God (Genesis 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.
11. We believe that God gives clear guidance in the Bible that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Genesis 2:18-25). We believe that marriage between one man and one woman for life uniquely reflects Christ's relationship with His Church (Ephesians 5:21-33). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (I Corinthians 6:18, 7:2-5, Hebrews 13:4). We believe that God has commanded that no intimate sexual activity is engaged outside of marriage between a man and a woman.
12. We believe that God gives clear guidance in the Bible that any form of sexual immorality (including adultery, cohabitation, fornication, homosexual behavior, bisexual conduct, bestiality, incest, or use of pornography) is sinful and offensive to God (Matthew 15:18-20, I Corinthians 6:9-10).
13. We believe that God gives clear guidance in the Bible that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including preborn babies, the aged, the physically and mentally challenged, and every other stage or condition from conception to natural death. We are therefore called to defend, protect, and value all human life (Psalm 139).

## **Non-Denominational Position**

DCA's Statement of Faith is fundamental to basic Christian tenets and contains those doctrines to which we unreservedly adhere and teach. DCA intends to maintain this position and to do so in all fairness to each family. It is necessary therefore, that parents, students, staff, and school board members recognize that issues not addressed in the Statement of Faith are to be left to the teaching of home and church. In honoring this desire, there will be no attempt made by parents, students, staff, or school board members to promote denominational positions. We desire to remain united in the salvation and love of Christ, avoiding the dissension that may be caused by denominational distinctions.

## **Non-Discriminatory Policy**

Subject to the United States Constitution, and all applicable state and federal laws, DCA admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded to or made available to its students. DCA does not discriminate on the basis of race in administration of its educational policies, admissions policies, and athletic and other school administered programs.

## **Corporate Prayer**

DCA is founded upon prayer. A portion of each staff meeting will be set aside for prayer and regular prayer times will be designated by the Board for parents and friends to pray for the school. Teachers pray in the classrooms, and there is prayer in assembly and chapel.

## **Philosophy of Christian Education**

Everyone endorses some kind of a philosophic base that guides the purpose, values, and goals of life. Each one has some explanation for living, however simple or complex that may be. Such ideas as origin and where I am going are answered by all, even if the reply is "I don't know." Just as individuals have basic reasons that lend purpose, so schools have a foundational philosophic purpose. The foundational tenets of DCA stem from Christianity. Its educational philosophy is shaped by a Christian view of life. This view is a world perspective that encompasses all cultures and takes on global significance that produces a strong local impact. The DCA educational philosophy is driven by several major convictions:

### **Truth**

The world view of DCA has its source in the Scriptures. In the Bible, God has revealed a consistent system on which to base a philosophy of life and education. The Bible is God-breathed and revealed truth. It is God's written communication to mankind. It is reliable, trustworthy, and should be the canon by which philosophic and moral truth is measured and established.

### **God**

The opening statement of the Scriptures declares: "In the beginning God..." God is the eternal personal Being. He is all-powerful, all-knowing, and present everywhere. He is complete in Himself and self-existent. God is the source of love and goodness. He requires that His people worship Him in Spirit and in truth.

### **Origins**

The eternal God is the source, the very Creator of the heavens and the earth and all that is therein. He pronounced His work as very good. God created man in His own image and He created them male and female. He is the Creator of all the families of the earth for they are of one blood. All are responsible to Him as Maker and have a duty and privilege to love, honor, obey and serve Him.

### **Evil**

Evil was first manifested by Lucifer because he determined to be like the Most High. Adam and Eve yielded to temptation and disobeyed God and, by doing so, sinned. Upon sinning, they experienced spiritual death (separation from God) and were condemned to physical corruption and death. All evil stems from the fall of Lucifer (Satan) and the human race. The fallen nature of man is passed on to his descendants, for all were in Adam. When he sinned, we sinned.

### **Redemption**

Some will ask why God doesn't do something about evil and all the suffering that is taking place throughout the world. The answer is that He has provided for everyone the best solution possible. This remedy is in His Son, Jesus Christ.

Since all are dead in trespasses and sins and separated from God spiritually, God, in His love, grace, and mercy, has provided a means by which mankind can be made alive spiritually and restored to fellowship with God. The eternal Son, born of a virgin, took on human form and bore the sins of all through His death on the cross. Human beings may experience regeneration by the grace of God as they exercise faith in

His sacrificial death. Jesus Christ was made sin for us that, by faith, we might be made the righteousness of God through Him (II Corinthians 5:21). God is longsuffering, not willing that any should perish, but that all should come to repentance (II Peter 3:9).

## **Family**

The family is the core unit of society and parents are primarily responsible for the rearing of their children. DCA offers an educational program that places the school and parents in partnership. Upon acceptance by DCA, the education of students, submitted to the school by the parents, becomes a joint effort of home schooling by the parents and on-site instruction and training by DCA personnel.

## **Responsibility**

Every person is created in the image of God and is responsible to glorify God forever. Since the fall of man rendered this impossible, God provided redemption through Jesus Christ. This was a work of reconciliation as God was in Christ reconciling the world to Himself. Redeemed man is responsible to God, not only as Creator, but also because of God's redemptive and regenerating provision through His dear Son. What greater motivation can there be than to glorify, love, and serve the sovereign God! His love, grace, and mercy provide the precious opportunity to honor and obey Him forever.



## SCHOOL MODEL

### School History

In 1998 a group of private school and home-school parents sought out an alternative model of schooling for their children. They wanted to take advantage of all the benefits of a full-time school while allowing parents to be significantly involved in the education of their children. After seeking out different schools and models, they were introduced to Grace Preparatory Academy and University Model Schooling®. After researching the university model and partnering with GPA, plans began for the creation of Calvary Preparatory Academy (CPA). CPA opened its doors in the fall of 1999 with approximately 95 students in grades one through ten. In the spring of 2002, CPA celebrated the graduation of its first senior class of five students. In the fall of 2002, Calvary Preparatory Academy changed its name to DCA. DCA also began competing in the Texas Association of Private and Parochial Schools in both athletic and academic competitions.

### University-Model® Schooling

Denton Calvary Academy is a University-Model® School (UMS). University-Model Schooling was developed as a means of acquiring a high-quality education that helps disciple Christian young people while strengthening the home. This goal is accomplished by offering an academically sound education in a structure that integrates the home and the school in the common enterprise of making disciples. Thus, a quality education, centered on the person of the Lord Jesus Christ, also becomes quality family time devoted to learning more about the Creator and His creation.

University-Model® Schooling utilizes a university schedule. Students attend classes on campus certain days of the week and continue their class work at home on the off-campus days. The combination of on-campus and off-campus days create a five day school week for students. As such, it should be understood that on average a student will need to dedicate an equivalent amount of time on his off-campus days as that spent in class. Teachers will assign work that is integral to the completion of the course objectives and therefore must be completed before returning to class.

### Class Sizes

Calvary is committed to small class sizes which ensures the learning environment remains optimal.

Maximum Class Size:

Grade	K	1 <sup>st</sup> - 4 <sup>th</sup>	5 <sup>th</sup> - 8 <sup>th</sup>	9 <sup>th</sup> - 12 <sup>th</sup>
# Students	12	16	20	24*

\*There may be an exception for upper level/dual credit classes in 11<sup>th</sup> and 12<sup>th</sup> grades.

### School Hours

School office hours are from 8:00 a.m. to 4:00 p.m. daily. Due to the nature of the University-Model concept the elementary and secondary schedules differ in beginning and ending times and will vary depending on the specific student's schedule.

## Student Work Ethic

In order to be successful in the University Model®, DCA students are expected to maintain a high level of academic motivation, study skills, time management and independent study. Attitude toward work should be positive and optimistic. Students are expected to ask for outside help/tutoring as needed and be in constant communication with their teachers and parents regarding the status of their grades and level of understanding.

## Co-Teaching At DCA

### Teachers' Role

In addition to planning for and teaching on their designated days, DCA teachers will provide weekly objectives, pacing, and assignments to guide and assist parents in teaching at home. Lesson Plans and Homework will be posted weekly on RenWeb. Other DCA approved online tools will be used as needed.

### Parental Role Expectations

#### Elementary Grades K-4<sup>th</sup>

##### K-3<sup>rd</sup> Grades

Parents are responsible for monitoring the lessons provided by the classroom teacher on MWF. Parents can expect to spend an average of one hour in their satellite classroom for every hour they spend in their central classroom.

##### 4<sup>th</sup> Grade

Teachers will begin to assign more independent work in this grade. Parents are responsible for some teaching, monitoring, grading, and ensuring mastery of concepts. Parents can expect to spend an average of one hour of lessons in their satellite classroom for every hour they spend in their central classroom.

#### Secondary Grades 5<sup>th</sup>-12<sup>th</sup>

**Your role as a UMS secondary parent is extremely important!** Although your children are nearing adulthood, they are not yet adults, and you should not give them total responsibility for their education. You must stay involved, continue to invest in your children and their education, and hold your children accountable. This will take time. Parents can expect to spend an average of one hour in their satellite classroom for every hour they spend in their central classroom. Be aware of the crucial role you play.

There are several roles you will fulfill as parents. These include being:

- A guide for independent study
- Course monitor

- A project assistant
- A guide for dependent study

#### As a guide for independent study:

You will have the opportunity to monitor the independent school work performed by your child by providing additional guidance as needed. By 11<sup>th</sup> and 12<sup>th</sup> grade independent study skills and disciplined planning for completing homework assignments is increasingly necessary. Courses offered will mimic that of a Jr. College program where independent study, research skills, time-management, a strong work ethic, and self-discipline are essential. This is the time when your children should hold primary responsibility for their schoolwork to facilitate ease of transition into college.

#### As a course monitor:

You will track the progress of your son or daughter and monitor how well they are doing in courses that involve equipment or expertise which necessitates that teaching be done in the classroom. Examples of these courses would be science labs, computer, foreign language, and extra-curricular activities. This role will require the least amount of time by the parent, but its importance cannot be understated. Parents need to show an interest and express this to their child. Are they becoming discouraged? Are they enjoying the class? What are the activities being done each day in class? What are they learning?

#### As a project assistant:

The primary responsibility of the parent is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their children's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular project. Parents should be available to offer this assistance which might include driving your children to the library, helping them gather materials for a project, assisting your children in finding resources, etc. Make sure your children are taking the primary responsibility and ownership in the project while you supervise and assist, so that your children are learning through the experience.

#### Guide for dependent study:

You are to make certain that your son or daughter keeps up with the course material assigned and communicate to the instructor if difficulties should arise. In some cases, private tutoring might be necessary. Students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. Know your children and understand their abilities so that you will know how to help and what supervision to offer. Help them to understand what it means for them to study independently. Review their assignment sheet with them. Make sure they understand what is expected and ask if there are any questions; allow them to attempt the assignment on their own. If help is needed, be available to assist. It is important to closely monitor their completion of assignments and their comprehension and progress in the class throughout this time to determine if more supervision and assistance is needed. Do not give too much

independence.

## Parent Expectations

1. Parents must be in agreement with DCA's Mission Statement, Statement of Faith, and Non-denominational Position.
2. Parents must be active in a Christian church that is in keeping with DCA's Statement of Faith.
3. Parents must abide by DCA's rules and regulations.
4. Parents must be committed to the parental responsibility for providing a quality, Christian education for their children in accordance with existing law and standards set by DCA.
5. Parents must actively participate in their child's education. Specifically, parents should:
  - a. make sure their child works diligently on assignments and their child's studies whenever the child is outside the classroom.
  - b. monitor their child's academic progress, including timely submission and completion of all assignments.
  - c. take extensive responsibility, when necessary, for direct instruction in some aspects of their child's course.
  - d. discuss with their child matters of belief, morality, and values as they arise in relation to the reading content of the course.
  - e. monitor their child's completion of all extended reading assignments to ensure that such assignments are paced appropriately and completed on schedule.
  - f. assist their child, as may be necessary, in organizing his/her thoughts with regard to analytical and critical essays, since such essays often require a more involved thought process.
  - g. provide their child with an audience before whom s/he might practice speeches and other similar presentations.
  - h. appropriately assist their child in gathering the needed research and study materials which may include transporting him or her to libraries outside of the academy.
  - i. assist their child in locating scripture references needed for discussions, tests, or projects.
  - j. assist their child by proofreading his/her written work.
  - k. be thoroughly familiar with syllabi for all courses
6. Parents must actively participate in the school community. Specifically, parents should:
  - a. attend necessary meetings
  - b. regularly volunteer for and accept requests by the DCA staff, committee persons, and coaches to participate as "helpers" with DCA events and day to day operations (ex. lunch monitors, carpool helpers, extra-curricular activities, etc.).

## Portrait of a Denton Calvary Academy Graduate

“And Jesus kept increasing in wisdom and stature, and in favor with God and men.”  
(Luke 2:52, NASB)

### Spiritual

“You shall love the Lord your God with all your heart and with all your soul and with all your might. These words, which I am commanding you today, shall be on your heart. You shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up.” (Deuteronomy 6:5-7)

Graduates of DCA will:

1. be justified by faith in the shed blood of Christ and seek God's glory above all else.
2. have a consistent and growing relationship with Christ through prayer, Bible study, obeying the commands of God in the Bible, and the leading of the Holy Spirit.
3. be articulate defenders and models of the Christian faith in thought, word, and deed, able to test everything by the standard of Scripture.
4. desire to choose right over wrong and hold to their convictions under pressure.
5. understand the necessity of being actively involved in fellowship with the Body of Christ in a local church.
6. be motivated to participate in spreading the gospel and making disciples of all nations.
7. recognize that they represent Christ in all situations and are accountable for their behavior.

### Academic

“See to it that no one takes you captive through philosophy and empty deception, according to the tradition of men, according to the elementary principles of the world, rather than according to Christ.”  
(Colossians 2:8)

Graduates of DCA will:

1. recognize the Bible as the only inerrant authority for all knowledge and wisdom.
2. be well-rounded students with exposure to foundational ideas in several disciplines.
3. possess verbal, written, and technological skills necessary for effective communication.
4. possess the necessary skills and knowledge for future life, including further study and future occupations.
5. recognize and value the importance of lifelong learning.
6. be able to use critical thinking skills to solve problems and make informed decisions.

7. understand the practical implications of the subject matter they have learned.
8. hold to a standard of personal excellence in all academic pursuits.

### Social

“Do nothing from selfishness or empty conceit, but with humility of mind regard one another as more important than yourselves; do not merely look out for your own personal interests, but also for the interests of others.” (Philippians 2:3, 4)

Graduates of DCA will:

1. understand that their significance and security is rooted in their identity in Christ.
2. respectfully submit to all authorities whom God has placed over them, including family, church leaders, teachers, government, and employers.
3. know their role as male/female in family and society and treat the opposite gender with respect.
4. possess a servant's heart, putting the needs of others before their own.
5. possess a personal work ethic characterized by self-motivation and discipline. 6. understand the importance of family as the Lord's foundational institution for society.

### Physical

“Do you not know that those who run in a race all run, but only one receives the prize? Run in such a way that you may win. Everyone who competes in the games exercises self-control in all things. They then do it to receive a perishable wreath, but we are imperishable. Therefore I run in such a way, as not without aim; I box in such a way, as not beating the air; but I discipline my body and make it my slave, so that, after I have preached to others, I myself will not be disqualified.” (I Corinthians 9:24-27)

Graduates of DCA will:

1. recognize that they are created in the image of God, made as temples for His Spirit to dwell, to present themselves as living sacrifices to God.
2. demonstrate good health habits, including sleep, food, exercise, and hygiene.
3. preserve the purity of their bodies.

# ADMISSIONS AND ENROLLMENT

## Non-Discriminatory Policy

DCA admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded to or made available to its students. DCA does not discriminate on the basis of race in administration of its educational policies, admissions policies, and athletic and other school administered programs.

## Admissions

### Admission Process—New Students

1. Attend an Information Meeting – This is required so that parents fully understand University-Model Schooling® and the expectations for their involvement in the education of their child at DCA.
2. Pray – Families should take time to pray to God for His direction and guidance in this process.
3. Review all School Material – Carefully review admission information online and given at the information meeting., including the DCA Parent/Student Handbook which is available online,
4. Complete the Application – Fully complete and sign an application for admission and submit online. There is a nonrefundable/nontransferable application fee per student required at the time the application is submitted to the school.
5. Student Evaluations – As a part of the application, three references must be provided. DCA will email the evaluation forms and these will need to be confidentially completed by two recent teachers (preferably math or language arts), and returned to DCA after completion. If a student has not been in a classroom environment, a Sunday school teacher, AWANAS leader, coach or other adult who has seen them interact with peers and adults will suffice.
6. School Admission Family Interview – The admission office will arrange an interview with the candidate and the applicant's family. Parents of the candidate will be interviewed both with their candidate and sometimes separately. If the candidate has a sibling who is already in attendance at DCA, and the sibling is in the same household as the candidate, it may not be necessary to have another family interview pending the family is in good standing. The application will simply be reviewed by the principal.
7. Admission Email - The applicant will receive an email with the Admission Committee's decision and information on how to enroll.
8. Admission Letter – Once the interview process has been completed, each candidate accepted for enrollment will receive a letter from the Head of School informing them of the admission committee's decision.
9. Registration – Enrollment instructions will be included in the email following the family interview following acceptance into DCA. After the student has enrolled and paid the non-refundable, non-transferable enrollment fee, the academic advisor will register the student for classes.
10. Testing and Evaluation – Tests may be administered during the admission process in order to

both determine appropriate student placement in each course and to ensure that each family might better determine the comparative relationship between the student and DCA's level of course work. Testing will be scheduled by the admissions staff. Test scores from other institutions may be accepted if taken within the last year.

11. High School Applicants – All high school applicants (grades 9<sup>th</sup>-12<sup>th</sup>) must meet with the academic advisor before registering for classes.

### **Admission Process—Sibling of current student**

1. Complete the Application – Fully complete and sign and submit an online application for admission. There is a non-refundable/non-transferable application fee per student required at the time the application is submitted to the school for consideration.
2. Student Evaluations – As a part of the application, one reference must be provided. DCA will email the evaluation form to be confidentially completed by a recent teacher (preferably math or language arts), and returned to DCA. If a student has not been in a classroom environment, a Sunday school teacher, AWANAS leader, coach or other adult who has seen them interact with peers and adults will suffice.
3. School Admission Student Interview – The admission office may call to arrange an interview with the candidate and the applicant's family. If the candidate has a sibling who is already in attendance at DCA, and the sibling is in the same household as the candidate, it may not be necessary to have another family interview.
4. Admission Email - The applicant will receive an email with the Admission Committee's decision and information on how to enroll.
5. Admission Letter –Once the interview process has been completed, each candidate accepted for enrollment will receive a letter from the Head of School informing them of the admission committee's decision.
6. Registration – Enrollment instructions will be included in the email following the family interview following acceptance into DCA. After the student has enrolled and paid the non-refundable, non-transferable enrollment fee, the academic advisor will register the student for classes.
7. Testing and Evaluation – Tests are administered during the admission process in order to both determine appropriate student placement in each course and to ensure that each family might better determine the comparative relationship between the student and DCA's level of course work. Testing will be scheduled by the admissions staff. Test scores from other institutions may be accepted if taken within the last year.
8. High School Applicants – All high school applicants must meet with the academic advisor before registering for classes.



## **Admission Process—For a student who is returning after an absence of one school year**

1. Contact Director of Enrollment.
2. Student Evaluations – Provide the name and address for one current academic reference (preferably math or language arts), and DCA will send an evaluation to be completed by them. If a student has not been in a classroom environment, a Sunday school teacher, AWANAS leader, coach or other adult who has seen them interact with peers and adults will suffice.
3. Reference Review - As a part of the application, at least one reference must be provided. DCA will email or mail the evaluation form to be confidentially completed by a recent teacher (preferably math or language arts), and returned to DCA by email, mail, or fax. If a student has not been in a classroom environment, a Sunday school teacher, AWANAS leader, coach or other adult who has seen them interact with peers and adults will suffice.
4. School Admission Student Interview – The admission office may call to arrange an interview with the candidate and the applicant's family if deemed necessary. DCA may interview parents of the candidate at this time, together with the candidate and/or separately.
5. Admission Email - The applicant will receive an email with the Admission Committee's decision and information on how to enroll.
6. Admission Letter – Once the interview process has been completed, each candidate accepted for enrollment will receive a letter from the Head of School informing them of the admission committee's decision.
7. Registration – Enrollment instructions will be included in the email following the family interview following acceptance into DCA. After the student has enrolled and paid the non-refundable, non-transferable enrollment fee, the academic advisor will register the student for classes.
8. Testing and Evaluation – Tests are administered during the admission process in order to both determine appropriate student placement in each course and to ensure that each family might better determine the comparative relationship between the student and DCA's level of course work. Testing will be scheduled by the admissions staff if deemed necessary. Test scores from other institutions may be accepted if taken within the last year.
9. High School Applicants – All high school applicants must meet with the academic advisor before registering for classes.

## **Admission Policy Considerations for Denton Calvary Academy**

*Approved by DCA Board of Trustees December 2019*

### **Spiritual Requirements**

Ephesians 2:8-9

1. Both parents must agree to the School's Doctrinal Statement.

2. Both parents must be Christians, not just one of the spouses.
3. The parents' written testimony on their application must clearly indicate they are born again believers.
4. During the interview, both parents must verbally express a clear testimony and understanding of the gospel.
5. Both parents must be actively involved in a local church as well as submit a reference from their pastor, elder, or spiritual leader in their church.
6. Any child applying for grades 9<sup>th</sup>-12<sup>th</sup> must be a Christian and all students 5<sup>th</sup>-12<sup>th</sup> must be interviewed.

### **Academic Requirements**

1. For children entering grades 1<sup>st</sup>-12<sup>th</sup>, the parents must provide an official transcript or report card grades indicating successful completion of all previous coursework.
2. For children entering Elementary School (1<sup>th</sup>-4<sup>th</sup>) the parents must provide a *Teacher Recommendation* to DCA that indicates the child's ability to do well at DCA. For children entering Middle School and High School (grades 5<sup>th</sup>-12<sup>th</sup>), the parents must provide *Teacher Recommendations* from both the child's current math and English teacher indicating the child's ability to do well at DCA.

### **Behavior Requirements**

1. The student must never have been expelled or suspended.
2. The student must not exhibit or have a history of being a behavior problem in class.
3. The student must exhibit good behavior during any visits to DCA.

### **Testing Requirement**

1. The student must test at grade level (50 percentile) or above in mathematics and reading comprehension on a nationally standardized test or a test approved by DCA.
2. Students with documented learning disabilities must meet additional testing and entrance requirements. (See DCA's Learning Difference Policy)

### **Family Requirement**

1. Both parents of a K-12<sup>th</sup> student must wholeheartedly agree to the philosophy of a University Model Christian School. One of the parents or an approved guardian must be a stay at home parent on home days for students in grades K-8<sup>th</sup>.
2. Both parents must agree to abide by the biblically-based mediation and arbitration process as written in the DCA Application for Enrollment.

## **Age Requirement**

A child entering kindergarten must be five years old by September 1. A child entering first grade must be six years old by September 1<sup>st</sup>.

***Any exceptions to these admission requirements can only be made with the permission of the Head of School and the Board of Trustees.***

## **Re-Enrollment**

### **Procedure**

A re-enrollment email will be sent out early in the spring semester of each year for the upcoming school year for all families who are in good standing with DCA. Students attending DCA on the date re-enrollment emails are sent out and siblings from the attending student's household have registration priority over non-enrolled applicants until the early enrollment deadline, after which time that priority is lost. Enrollment forms will be completed, and fee will be paid online. Enrollment is not considered "received" unless it is submitted with the required nonrefundable/nontransferable enrollment fee. After enrollment, RenWeb course registration will be opened for course selections. Course selections will be submitted to DCA through RenWeb and will be marked with the date and time that it is received and will be processed in the order received for determining class availability. DCA gives registration preference to returning students and students who enroll for full-time coursework.

### **Provisional Re-enrollment**

If a student has shown a consistent lack of interest in school assignments or an uncooperative, disrespectful, irreverent, or disobedient spirit with DCA staff, coaches, or volunteers, s/he may either be refused re-enrollment or possibly be granted provisional re-enrollment with a plan for improvement determined by DCA. Dismissal could result if improvement on the part of the student is not shown.

### **Academic Advising**

All students entering and enrolled in high school are required to undergo academic advising for the purpose of (among other things) declaring their intent to graduate and establishing a diploma plan. Prior to registering for classes, high school students must meet with the academic advisor to both select a diploma plan and to ensure that they are on the proper track to complete the selected plan. This requirement applies to each high school student regardless of whether the student intends to graduate from DCA. Students not planning to graduate from DCA must still confer with the academic advisor in order to clarify their purpose for attending the academy. The first academic advisory meeting should be held in the spring semester of the student's eighth grade year or prior to enrollment for new students. Students must have a diploma plan on file with the school prior to beginning high school. Subsequent changes in diploma plan or intent to graduate must be made through the Academic Advising office.

### **Adding and Dropping Classes**

Students properly enrolled and in good standing with DCA may add a class until the end of the first full week of classes, provided space is available in the desired class. Students may withdraw from (or

"drop") a class or classes any time before the end of the first quarter of the semester without incurring academic penalties. Any course dropped by a student between the end of the first/third quarter and progress reports in the second/fourth quarter, will be recorded on the student's academic record with a WP for "withdraw passing" or WF for "withdraw failing" based on the student's grade at the time of withdrawal. No class credit will be awarded for any class in which a grade of WP or WF is awarded. After the progress reports go out in the second/fourth quarters, students must complete the course and the grade earned will be reported on the transcript. No "incomplete" status is available for a withdrawing student. Forms are available in the academic advisor's office for all schedule changes. Schedule change forms must be signed by the parent(s) and approved by DCA. For more information on the financial impact of adding or dropping classes, please refer to "Financial Policies" section.

## FINANCIAL POLICIES

### Tuition and Fees

DCA's academic and financial policies and responsibilities require it to rely on each student's household's commitment for the attendance of that student for the entire school year and the timely payment of tuition and fees by that household.

At DCA, all tuition and other charges are based upon an estimated cost of providing the services of the school to all students enrolled. Upon registration, each adult enrolling and registering the student in DCA agrees, promises, and commits to pay the full school year's tuition and associated fees for the student.

Tuition and fees totaling the full amount of tuition due may be paid in one of three ways

- in full upon registration (due by first Monday in August),
- through FACTS biannually – drawn in September & January or
- through FACTS in equal monthly installments

If making more than one tuition payment, payments must be made through FACTS. Monthly tuition draws will be made on either the 5<sup>th</sup> or 20<sup>th</sup> of the month, beginning as early as June depending on date of enrollment and ending May of the school year. Bi-annual payments will be drawn through FACTS in September and January. Except as otherwise set forth herein, there are no prorated or partial tuition or fees. Tuition and fees vary based on the age, grade, activities, registration and academic level of the student. Please refer to the current tuition and fee schedule for details.

Each adult enrolling and registering a child is responsible for costs and fees for additional educational items not covered by tuition or fees such as uniforms, books, school supplies, lunch, transportation to and from certain events, various athletic needs, and other miscellaneous expenses.

### Past Due Accounts

A late payment processing fee of \$25.00 will be assessed for each past due invoice not received before the due date. When any portion of an account balance becomes more than 60 days past due, or if any balance becomes more than 30 days past due more than twice, DCA will add any past due fees and account balance to the FACTS account. If an account (FACTS or any invoiced account) becomes more than 60 days delinquent, or more than 30 days past due more than twice, DCA may suspend the student from attending classes, activities, and/or school functions. If the account balance for the suspended student is not brought current within fourteen (14) days after the suspension, the student may be expelled and denied readmission into DCA. *No student will be re-enrolled or have transcripts released until all outstanding financial obligations are met.*

Payments received by DCA will be applied first to the oldest balance owed at the time of receipt.

## Schedule of Fees

### Application Fee

There is a non-refundable/non-transferable application fee due with each application submitted. This is a per student fee.

### Admissions Test Fee

The admissions test fee is a non-refundable fee per student to cover the costs of admissions testing.

### Late Payment Fee

A late payment processing fee of \$50.00 will be assessed for each past due invoice/paperwork not received before the due date. In addition, a \$30.00 check handling fee will be charged for checks returned by the bank.

### Registration Fee

The registration fee is due for each newly admitted student at the time of registration for courses. It is a nonrefundable/nontransferable per student fee.

### Re-Enrollment Fee

The re-enrollment fee is due by the re-enrollment deadline in the spring semester and secures priority course registration for returning students. The re-enrollment fee is nonrefundable/nontransferable.

### Schedule Change Fee

Any schedule change (**classes added/dropped or exchanged for other classes**) after the enrollment period ends will incur a fee for each change. Payment of the fee will be required at the time of the schedule change or may be placed on FACTS account with written authorization. *Any changes that originate from Calvary administration will not incur the add/drop fee.*

## Financial Commitment Policy

If a student withdraws from DCA before the first Monday in August, tuition payments made for the upcoming school year less any fees incurred will be refunded. Families are responsible for purchases of books, uniforms, supplies purchased by the school by that time and if those purchases have been made they will not be refunded.

No portion of tuition already paid will be refunded for a student who is dismissed from DCA for violation of school policy or procedure. Upon the last day of attendance, the FACTS account for this student will be closed and no further payments will be drawn. Payment to DCA will be applied only to the student's account on which the payment was made.

Payments received by DCA will be applied first to the oldest balance owed at the time of receipt.

## Academic Tuition

If performed on or before the last day of course requesting (date subject to change – will be notified of any date change in re-enrollment materials), changes to a student's registration for the upcoming school year may occur without obligation for either the annual tuition financial commitment or a schedule change fee. After this date, a schedule change fee will apply to each schedule change form, regardless of the number of classes changed. If a student withdraws from DCA before the first Monday in August, tuition payments made for the upcoming school year less any fees incurred will be refunded. Families are responsible for purchases of books, uniforms, supplies purchased by the school by that time and if those purchases have been made, they will not be refunded.

For students withdrawing after the end of the second full week of classes, 1/2 of the annual tuition and all incurred fees are due. At the end of the first quarter, payment of 100% tuition is required. **Newly enrolled students who start school in the spring semester are 50% committed beginning two weeks after classes begin in January and are 100% committed at the end of quarter 3.** *Tuition that has been paid is non-refundable and non-transferable. Each student's enrollment is independent. Tuition and fees cannot be transferred from one student to another.*

## Athletic tuition commitment:

In order to properly plan for staffing and equipment for a sport it is important for students to sign up during registration. Dropping between the close of registration and the first Monday in May will incur a \$75 drop fee. All students are considered 50% committed to athletic tuition as of the first Monday in May. (50% of 1 sport or 2+ sport fee depending on how many dropped) All students in all sports are considered 100% committed as of the first Monday in June. Please note that adding a sport after the first Monday in May will be subject to space availability and a \$75 add fee. **(New families who enroll during the summer will have until September 1 to add a sport with no fee.)** Sports may not be added after the first game of the season. See the applicable Tuition & Fees sheet on the website for more detailed information.

## GENERAL INFORMATION

### Carpool And Parking

#### Arrival and Dismissal

##### Elementary

Students are not permitted in the Sumrall Center or in the main building before 8:00 a.m. Students should arrive in the Sumrall Center no later than 8:10 a.m. so that chapel may begin promptly at 8:15 a.m. Chapel is required for all elementary students. Attendance will be taken at 8:15 a.m. Students arriving after 8:15 a.m. will be considered tardy.

If a parent wishes to pick up a student before the end of the day, he must go to the Sumrall Reception area, where after office personnel will get the student from class.

Students not enrolled in a course during the school day, are not allowed on campus. These students may not be dropped off more than five minutes before their class is to begin.

##### Secondary

Students are not allowed to enter the main building before 8:15 a.m. except to attend labs, tutorials, or with special permission. Students arriving between 8:15 a.m. - 8:30 a.m. must wait in the Lion's Den in the AARC until released to go to class at 8:30 a.m.

#### Parking & Student Drop Off

All student drivers must register their car and have a parking sticker to park on campus. To register during the school year, add the car's information in RenWeb and pick up a sticker from the receptionist. Check with the office if you need help. Students must adhere to the following:

1. Student drivers are to park their cars only in the designated parking area in the lot between the AARC and the Sumrall Center. See the diagram below.
2. The speed limit for all DCA & Denton Bible Church property is 5 miles per hour. DCA reserves the right to suspend the privilege of parking at school and/or driving to and from school if a student violates the speed limit, drives in a careless or reckless manner, or consistently parks in improper places on school property.
3. Once parked, students are not permitted to remain in their cars during the school day. If a student has an off period, they must either be in the Lion's Den or leave campus.

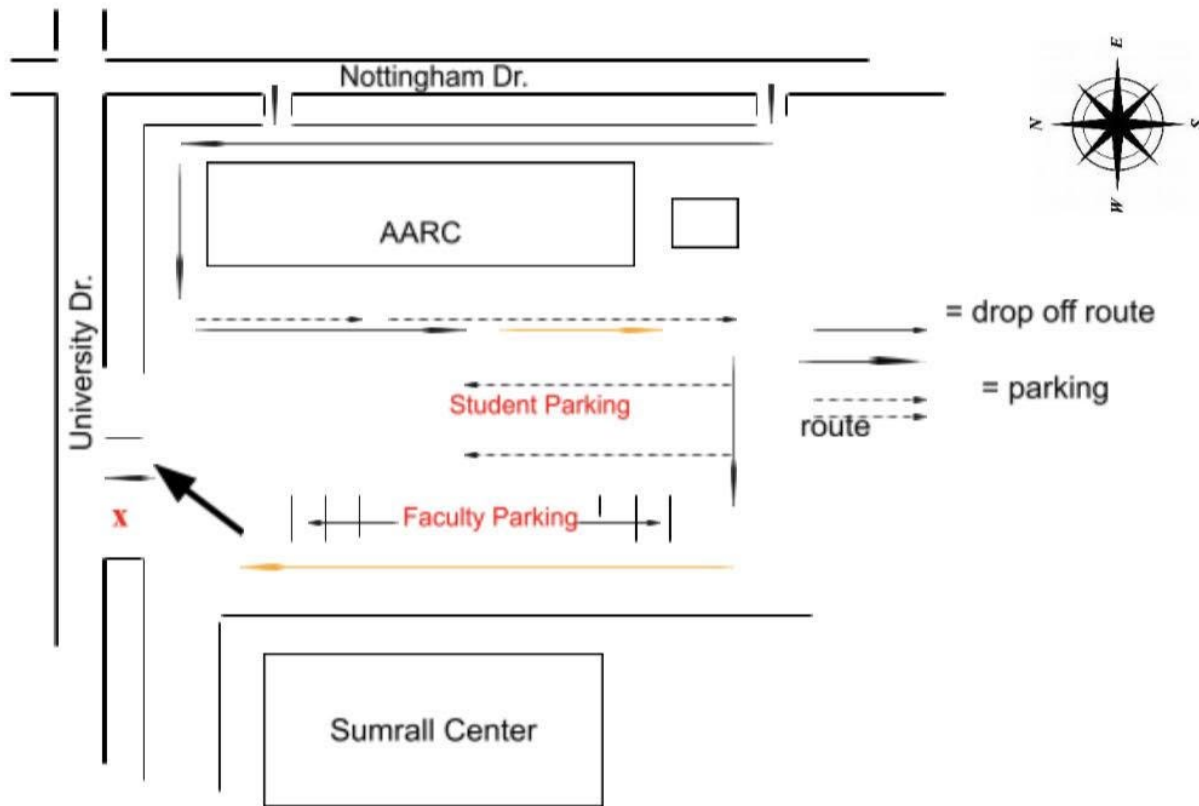
***For safety and security reasons, drop off and pick up for all students should occur ONLY in the parking lot between the Sumrall Center and the AARC – either on the east side of the Sumrall or the west side of the AARC (yellow arrows on diagram, see map below). Please do not drop off or pick up in any other location. The buses will be parked on the south side of the AARC near the Lion's Den for transport to practice/games.***



Student and parent vehicles should only enter the parking lot from Nottingham Dr as shown on the diagram below. **DO NOT ENTER THE PARKING LOT FROM UNIVERSITY DRIVE.** Please use the University Drive exit to leave the parking lot ONLY.

**The row along the curb east of the Sumrall is a no parking zone. The next row of spaces is reserved for faculty and parent parking.** If a parent wishes to pick up a student before the end of the day, he must go to the Sumrall reception area and office personnel will get the student from class. All parking surrounding the school building is set aside for faculty and staff. Students may park only in the lot between the AARC and the Sumrall Center.

**The flow of traffic in the parking lot ought to proceed as follows:**



## Elementary Car Line

To ensure the safety of the children we ask that **every parent please follow all car line rules.** Please share this information with other family members that will be picking up your child.

1. Place your car nametag on your rear-view mirror so that we can easily identify which student to call. This will help the line move quickly. Each family will receive 2 car tags. If you have lost yours and need new ones, please notify the office. There will be a \$5 charge for replacement tags.
2. Remain in your car during carpool. Even if you are behind cars whose students have not arrived to

carpool yet, do not get out of your car to pick up your children. You will need to wait in line. Also, we will assist your child with getting their backpack into your car to keep the line moving quickly.

3. If something has come up and you will not be able to wait in the carpool line to pick up your child, you will need to check him/her out with the Sumrall Receptionist desk before **3:30 p.m.**

4. If you have arrived early and leave your car to talk with another parent, you must return to your car in line before carpool begins. It slows the line down if we have to wait for parents to return to their car before the line can move.

5. Anyone parking and walking across the carpool line during carpool to pick up their student will be asked to return to their car and go through the line or wait until the end of the car line. 6. Please help us keep the line moving by not stopping to talk with teachers or other parents during carpool. If you need to speak with your child's teacher, please contact them through e-mail or schedule a time to meet with them.

**Everyone's time is important and we understand that parents want to pick up their children quickly and continue with their afternoon.**

## Chapel

### Elementary Chapel

Elementary Chapel is held at 8:15 a.m. and is required for all elementary students. Students should be in the Sumrall Center by 8:10 a.m. so that chapel may begin on time. Attendance will be taken at 8:15 a.m. Students arriving after 8:15 a.m. will be considered tardy. Children recite the pledge, sing a hymn, pray, and have a short lesson of a spiritual nature (Bible story, character quality, missionary story, for example).

### Secondary Chapel

Secondary Chapel serves as a vital time for building the DCA school community. These meetings will feature biblical teaching, praise and worship, prayer, student speakers, and guest speakers. Parents are encouraged to attend the large-group meetings. **Any student enrolled in DCA is required to attend Chapel.**

## Communication And Visitors

### Telephone Calls and Messages

Telephone use by students is limited to very important calls and only with permission from an office staff member. In keeping with DCA's desire to teach organization and responsibility, we ask that students not call parents to bring items left at home including lunches and assignments. If a parent discovers an item left at home and wishes to bring it to the student, he may do so and leave the item in the office. Students should not use their cell phones to call during the school day. All calls should be made through the front office.

Every attempt will be made by the office staff to deliver messages. Parents may leave messages for staff members which will be answered as soon as practical. Students may use their phones in class when under the direct supervision of the teacher. They may also access their phones in the reception areas of the AARC and Sumrall Center. All other times phones should be off and in the students' backpacks, with the exception of Juniors and Seniors in the Lion's Den during their off period.

## Parents and Visitors on Campus

By its very nature, DCA encourages a high level of parental participation in education. However, in order to enhance both student safety and operational efficiency, DCA has adopted the following guidelines governing the presence of visitors on the campus during regular school operating hours (8:15 a.m.- 3:45 p.m. on school days). For the purposes of this policy, "visitors" are defined as all individuals other than staff or students (on their respective class days).

1. All visitors, including parents, must report to the main office before entering the classroom except during elementary chapel, at which time parents and other family members are welcome.
2. All messages for students will be delivered through office staff.
3. As a general rule, parents should not attempt to confer with teachers during the school day unless an appointment has been made. They should be considerate of the teachers' limited time on campus and communicate via a note, phone message, or e-mail.
4. All visitors must be willing to comply with all rules and regulations governing student and/or staff conduct, including appropriate dress.

Persons who have no legitimate connection with the school or reason for being present on the school campus will be considered trespassers, and will be asked to leave the property immediately.

## School-Home Communication

Communication between the school and the home is vital in any healthy academic setting. Because we function in a team-teaching situation with the parents, it is especially important in the university model. The primary methods of communication between the school and home are RenWeb, the school's website, assignments sheets, "Calvary Comments" sent weekly via e-mail, phone calls, Event link and written notes. Admittedly, some of the methods require some added effort from both parents and school staff; they are, however, well worth the effort in the long run and ultimately increase, rather than decrease, efficiency. **All members of the school community are expected to make proper and ongoing use of any communication methods the school may devise in accordance with any relevant school guidelines.**

Any announcements, additions to "Calvary Comments," party plans, or field trip information must be approved by the principals prior to dissemination.

## Expressing Concerns/Complaints

**Ephesians 4:1-3** *"Therefore I, the prisoner of the Lord, implore you to walk in a manner worthy of the calling with which you have been called, with all humility and gentleness, with patience, showing tolerance for one another in love, being diligent to persevere the unity of the Spirit in the bond of peace."*

**Colossians 3:12-13** “So, as those who have been chosen of God, holy and beloved, put on a heart of compassion, kindness, humility, gentleness and patience; bearing with one another, and forgiving each other, whoever has a complaint against anyone; just as the Lord forgave you, so also should you.”

Administration requests that email be used to communicate encouragement or information. If you have a concern, contact the teacher or administration to schedule a time to meet in person in order to resolve the situation.

## **Conflict Resolution Policy**

The School recognizes that occasionally conflict and concerns will arise which require an established, constructive process for resolution. God, in His Wisdom, has not left us to blindly stumble through difficult disputes. His Word offers much counsel to help us navigate our way to resolution, restoration and unity.

**(Psalm 133:1)(Col. 3:13,14)**

Issues addressed by this policy are of a nature above and beyond the type of complaints which can be resolved informally between families and staff members **(Mt 18:15-20) (Romans 12:18)**. In accordance with Matthew 18, all issues should initially be addressed to the individual(s) involved. The process defined here is intended to guide us through reconciling more serious grievances, especially those that are detrimental to the Vision and Mission of DCA (DCA).

Begin the process by weighing the issue in light of scripture and praying for wisdom and direction. Examine your own heart before the Lord and seek to understand all sides **(Phil. 2:3-4)**. Whether the issue is resolved early in the process or advances to the Reconciliation Committee / Board, the issue should be held in confidence by all parties. Seeking to align other families to your point of view is detrimental to the Vision and Mission of DCA and the future of our school.

- 1) If the issue remains unresolved after it has been addressed with a family or staff member (e.g. teacher, coach or other DCA employee), the individual will send an email to the Head of School within 7 days to request a meeting. The communication will include a written 1-2 paragraph summary of the problem, written as objectively as possible with the end result of reconciliation as the goal. The summary may include (but is not limited to):
  - a. chronological events / history
  - b. efforts made to resolve the problem up until this point
  - c. suggested solutions
- 2) The meeting will take place at the School as soon as possible. The discussion will begin with the written summary that was previously submitted in accordance to point #1. Participants from both sides should seek to find common ground, and in the end documentation will include specific immediate and/or long-term steps which can/will be taken toward a satisfactory resolution. If a satisfactory agreement has been reached, the documentation will be signed by all parties, retained in school files as a closed matter and will remain confidential.
- 3) If a satisfactory agreement has not been reached, the Head of School will meet with the

Reconciliation Committee. The original written summary of the issue and the outcome of the process above will be the focus of the discussion. The committee will then call for a meeting with all parties involved. If a satisfactory resolution is reached, the documentation will be signed by all parties, retained in school files as a closed matter and will remain confidential.

- 4) If an agreement is not reached or the matter persists, the issue will be raised by the Reconciliation Committee to the Board's attention for review and parties involved may be asked to attend a Board meeting for discussion leading to resolution. If an agreement cannot be made, the Board reserves the right to make the final decision concerning the matter in order to preserve the overall unity of the school and to maintain the Vision and Mission of DCA.

Throughout this process, DCA Administration, Staff and Parents alike are to be held to the same high standards of behavior reflective of a Christ-like heart and mind. As mature leaders, teachers and parents, *all* should strive to set the right example for the students, our children. All communication (verbal or written) should be filtered with respect and dignity for each other. **(Titus 3:2)**

## **Emergency Procedures**

### **Search & Seizure Policy**

Denton Calvary Academy reserves the right to conduct workplace monitoring to ensure the safety and security of the student and staff. All Denton Calvary property and all student personal property that is on DCA campus may be searched at any time with a reasonable suspicion of illicit activity. Under these circumstances, there is no expectation of student privacy in such property. If a student should need their personal property searched, DCA will provide a discreet, private location and two staff members present (one male, one female) to ensure accountability for the student and school. DCA also reserves the right to confiscate anything found in the search. This includes, but is not limited to, cell phones or other electronic devices.

### **Weather-Related Announcements**

When threatening weather occurs, please seek information concerning school closings on television Channel 8 (WFAA), or by checking your email or school website ([www.dentoncalvary.org](http://www.dentoncalvary.org)). When school closings occur, families must log in to RenWeb for information from teachers. If teachers are able to assign work for home-study and students successfully complete this work, then the need for a bad-weather make-up day is greatly reduced.

### **Disaster Drills**

Disaster drills will be held at various times during the school year. Instructions and directions for leaving each room and the building will be given during orientation at the beginning of each school year, and periodically throughout the year. Directions will also be posted in each room. Students are to leave the room in an orderly manner and proceed to the proper location without any talking. Students should recognize the seriousness of such a drill and refrain from improper behavior. ALICE protocols will be trained and implemented in case of an active shooter emergency.

## **Crisis Management Plans**

A copy of the crisis management plan is available to any parent of DCA in the administrative office.

## **Facilities And Equipment**

### **Facilities Use**

The classroom, administration, and assembly facilities used by DCA are owned by DCA and should be used with the highest degree of care and stewardship. Any proposed use of the facilities beyond that required and established for normal operations must be approved by the administration and then by the church office. Any use of facilities outside of the normal school day may have landlord/tenant repercussions, including fees or other expenses.

### **Care of Books and Equipment**

DCA students should be good stewards of the books and equipment available to them at the school. Therefore, students will be required to pay for damage they cause to the equipment/books belonging to the school including replacement cost if no reasonable repair can be made.

### **Articles Unrelated to School**

Students should not bring toys, games, stuffed animals, compact discs or players, MP3 players, or any other items unrelated to school activities. This includes toys attached to backpacks. Such items may be confiscated by DCA or kept by the teacher to be returned at a later date. Gaming devices are to be kept in backpacks or in the student's car. They should not be visible or turned on while the student is in class. Cell phones must be turned off and in students' backpacks during the school day unless specific permission is given by the teachers. Students are allowed to check their phones in the main office and reception areas. Parents should contact the school if they need to relay a message to their student. A \$5 fine will be assessed for having any of these articles out in the classroom during school hours. The fine will increase with each instance and may result in the article being taken and not returned until the end of the semester.

### **Lost and Found**

Items found on campus should be turned in to the office. A container will be designated for such "lost and found" items. Parents or students may come after school to look for lost items. Of course, having the name, not initials only, clearly marked on **every** item better assures the return of a lost item. Items left for over thirty days (30), will be donated.

# Lunch

## Location

### Elementary

DCA students will bring their lunches and will eat together. Parents and other family members are welcomed to eat lunch with the students any time. No notice is required but visitors must check in with the receptionist.

### **Please:**

- ✓ send lunch items in the morning with the student.
- ✓ send lunch items that are easy to open
- ✓ include necessary utensils
- ✓ send drinks that are clear

### Secondary

DCA students will bring their lunches and eat in the Lion's Den in the AARC. DCA is an open campus therefore secondary students are allowed to leave for lunch but must return in time for the class immediately following lunch. "Traffic", car trouble, and excuses of the like are not valid excuses for tardiness to the class period following lunch. Parents should discuss with their student who they are allowed or not allowed to leave campus with at lunch. DCA is not responsible for governing open campus transportation. No student will be allowed to walk off campus.

## Lunch Decorum

1. Lunch will be in the Lion's Den or outside when the weather permits.
2. No horseplay will be allowed during lunch. When outside, students may play only after they have eaten and cleaned up.
3. Include any necessary utensils in the student's lunch.
4. A limited number of microwaves will be provided for student use. Please budget your time appropriately.
5. Trash should be disposed of properly and the area left clean. Students should clean up their own spills and messes. Tables will be wiped clean after each lunch period.
4. Good mealtime manners should be observed during lunch to the extent that they can be in an informal setting.
5. Food is not allowed in the classroom.

## Medical Guidelines

### Illnesses and When to Stay Home

Many students and families are frequently concerned about when a student should stay home or attend school. The following information is intended to help with this decision.

1. If a student has a fever of 100 degrees or more, the student should stay home until his or her temperature returns to normal for at least 24 hours without medication.
2. If a student has vomited or had diarrhea two times in a day, the student should stay home.
3. If a student has any rash that may be disease-related or the cause is unknown, check with your doctor before sending your student to school.
4. If a student's eyes are red with watery or pus drainage, check with your doctor to rule out Pink Eye.
5. During a pandemic, students will be expected to follow stricter medical guidelines, these will follow current medical guidelines written by federal and state guidelines.

Should a student become ill at school, the student's parent will be notified immediately when the student's temperature is 100.4 degrees or higher, and/or if the student is vomiting, has significant pain, or exhibits any symptoms of illness. If your student exhibits any slight pain (such as a headache, slight stomach ache, etc.), you may be called to see what you would like for us to do. Current contact information for parents should always be made available to DCA administration.

In the event of a medical emergency, the principal, or person acting in their absence, will make necessary decisions regarding medical attention.

### Lice

First: There is no prevention for Head Lice

Second: They don't discriminate, they like everybody

Third: Regular monitoring and correct treatment work

Fourth: Lice can hold their breath a long time -- Home treatments; Mayonnaise, mineral oil, tea tree oil and all the others designed to smother the lice, don't. They just hold their breath until it's washed off and keep laying eggs. Kerosene and gasoline set kids on fire, never use.

Please notify the school as soon as you discover your child has lice. Once the school is made aware, a notification email (without naming names) with treatment recommendations will go out to parents. In general, use a medication recommended by your healthcare provider. Over the counter medications are not always effective. Some medications require a second treatment to ensure complete removal of nits and bugs. Personal items and the child's surroundings will also need to be tended to.



*When can your child return?* If your child was diagnosed with head lice, he or she can come back as soon as the shampoo has been used and you have removed the live bugs, and cleaned or stored personal items. Remember that you should keep checking your child's hair for new nit's every day for at least 3 weeks and then weekly thereafter.

## **Screenings**

### Vision/Hearing/Diabetes Screenings

Per the state of Texas, all students in grades K, 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> and all students new to DCA must be screened for vision and hearing. Grades 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup> will be screened for diabetes. Parents will be notified prior to the start of the screenings. You may have your child screened by the student's regular physician. Written documentation from the student's physician that the screening has been performed, and the results of the screening, must be provided to DCA.

### Scoliosis Screening

Students in the sixth and ninth grades should be screened for curvature of the spine, or scoliosis. The procedure involves the examiner inspecting the child's posture as he or she stands and then bends forward. Written documentation from the student's physician that the screening has been performed, and the results of the screening, must be provided to DCA.

## **Medical Release Forms/Student's Medical Information**

For safety and liability reasons, medical information must be updated annually by the parent during the re-enrollment/enrollment process. A student may not be allowed to attend school if information is not up to date. Parents need to update the school's records during the year if pertinent information changes. (These forms are in addition to the medical forms required for athletics.)

If your student has any serious allergies (food, insect bites, dyes, etc.) or any chronic conditions (diabetes, asthma, seizures, etc.), please communicate this directly to the office. Students and their parents are responsible to keep DCA informed of the status of and any changes in the student's health at all times.

## **Medication**

All prescription medicine carried or taken by a student must be accompanied by a PRESCRIPTION AUTHORIZATION FORM available under "Secondary" and "Elementary" tabs on the website. This includes emergency medicines (Epi-pens, Glucotabs, etc.) Medication must be clearly labeled with the student's name, and the dosage and name of the medication, and the medicine must be sent to the main office, unless it is medication to be used in an emergency situation. School staff or monitors may administer acetaminophen or ibuprofen with parent's permission, as indicated on the medical form. All student medical information not otherwise public knowledge will be regarded as confidential by DCA and treated as such.

## **Immunizations**

Every student is required to have his medical records on file and up to date before the beginning of each school year. Parents will be informed when a student's records are missing or incomplete. Please make every effort to comply with the requested deadlines or your student may not be allowed to continue attending classes until the requirements are met or a variance is obtained by the parents

through the State of Texas. You may see a complete table of vaccine requirements and read more information at <http://www.dshs.state.tx.us/immunize/default.shtm>

## Exemptions

The law allows (a) physicians to write a statement stating that the vaccine(s) required would be medically harmful or injurious to the health and well-being of the child, and (b) parents/guardians to choose an exemption from the immunization requirements for reasons of conscience, including religious belief. The law does not allow parents/guardians to elect an exemption simply because of inconvenience (for example, the record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem). Schools and child-care facilities should maintain an up-to-date list of students with exemptions, so they may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

**If you prefer to not immunize, you are required to have an exemption form from the State of Texas filled out, notarized and turned in before the beginning of school. These are good for two years only. For more information about exemption forms, please visit <https://webds.dshs.state.tx.us/immco/>.**

For children needing medical exemptions, a written statement by the physician should be submitted to the school.

## Documentation

Since many types of personal immunization records are in use, any document will be acceptable provided a physician or public health personnel has validated it.

The month, day, and year that the vaccination was received must be recorded on all school immunization records created or updated after September 1, 1991.

## Harassment Policy

DCA is committed to maintaining an academic environment in which all individuals treat each other with dignity and respect, free from all forms of intimidation, inappropriate or suggestive conduct, exploitation and harassment, including sexual harassment. DCA does not tolerate such conduct, and is prepared to take appropriate action to prevent and correct any violations of this policy, including, but not limited to conducting a fact-finding inquiry, investigating such complaints, and/or conducting interviews. Anyone who violates this policy will be subject to immediate discipline, up to and including detention, suspension, or expulsion.

## Definition of Sexual Harassment

“Sexual harassment” means unwelcome sexual advances, conduct or speech, a request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, including students and staff, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.

3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through this school.

### **Examples of Sexual Harassment**

Unwelcome sexual conduct can arise from a wide variety of verbal, visual, or physical conduct. Among the types of conduct which would violate this policy are the following:

1. Unwanted sexual advances, propositions or suggestions;
2. Offering academic benefits in exchange for sexual favors;
3. Making or threatening reprisals after a negative response to sexual advances;
4. Visual conduct such as leering, making sexual gestures, displaying sexually suggestive objects or pictures, cartoons or posters;
5. Verbal conduct such as making or using derogatory comments, epithets, slurs and jokes;
6. Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene leers, notes or invitations; or
7. Physical conduct such as touching, assaulting, impeding or blocking movements.

### **Employee-Student Sexual Harassment**

Employee-student sexual harassment is prohibited.

### **Student-Student Sexual Harassment**

Student-student sexual harassment is prohibited.

**What to do if you 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 one of the school administration. Students who observe conduct of a sexually harassing nature are also encouraged to report the matter to one of the school officials designated below. All complaints will be promptly investigated.

### **Confidentiality**

Every effort will be made to protect the privacy of the parties involved in any complaint. However, disclosure of the identity of the accuser may be necessary in order for DCA to properly investigate the complaint, and therefore the school reserves the right to notify a student or a student's parent or guardian as well as appropriate authorities of the identity of the accuser should circumstances warrant.

## **Protection against Retaliation**

Like DCA's policy on harassment, DCA will also not tolerate retaliatory conduct based on a complaint of harassment. It is against the school's policy to discriminate or retaliate against any person who has filed a complaint concerning any harassment or has testified, assisted or participated in any manner in any investigation proceeding or hearing concerning any form of harassment.

**Procedure for Investigation of the Complaint and for Taking Corrective Action** When one of the administrators designated in this policy receives a complaint, he or she shall immediately inform the board. The Administrator will direct an investigation. The individual who suffered the harassing conduct shall be informed of and consulted about the corrective action taken. In addition, any employee or student found to be responsible for sexual harassment in violation of this policy will be subject to appropriate and immediate disciplinary action up to and including expulsion or termination. The severity of the disciplinary action will be based upon the circumstances of the infraction.

## **Abuse Policy**

DCA is required by law to report within forty-eight hours any allegation of child abuse to the proper governmental authority of the State of Texas when DCA has cause to believe that a student's physical or mental health or welfare has been or may be adversely affected by abuse or neglect.

## ACADEMIC POLICIES

### Academic Emphasis

The primary purpose of our DCA's existence is to deliver an academic education in a manner that enhances the whole process of discipleship. Every class period will be utilized in such a way that the students are provided with and encouraged to make maximum use of worthwhile learning opportunities. All planned instructional activities will have a clear academic purpose and be in harmony, in terms of both content and format, with the school's basic educational purposes, as defined by policy and curriculum guidelines.

### Curriculum

Curriculum (as defined by written objectives as well as textbooks and materials) is a vital and living part of the total school program. The school will articulate its instructional goals and objectives in a comprehensive manner, subject to constant review and on-going revision as we seek to continuously refine the quality of our academic program. Teachers will use the scope and sequence, textbooks and supplementary materials designated by the administration. It is our practice to follow the TEKS and go above and beyond what the state requires. There may be exceptions when our academic schedule is out of sequence or has chosen a different course of study, for example, History.

### Syllabus

Faculty provides parents with a syllabus during Family Orientation Week in August.

## Academic Overview

### English and Language Arts

The English and Language Arts Department of DCA prayerfully strives to develop students' capacity to communicate with God and others. The department equips students to read efficiently and effectively, to view appreciatively and analytically, to communicate clearly and persuasively, to think rationally and creatively, and to integrate biblically and practically. The department also orients students to their literary and intellectual heritage by introducing them to the great artists, masterpieces, mediums, and themes of Western civilization. Finally, the department seeks to instill a passion and appreciation for knowledge, beauty, expression, excellence, and the God who is their source. The department does this in order to prepare students to better serve and glorify their God.

### Math

The Math Department of DCA teaches the truth that God is a God of order, precision, and consistency. The department's desire is that through the study of mathematics, students would understand the truth and order God has created. Psalm 147:4 states, "(God) counts the numbers of the stars; He calls them

by name." DCA students will see the importance of the systematic character of God. The primary instructional objective is the sequential mastery of mathematical concepts.

## **Social Studies and History**

History acknowledges the providential, sovereign working of God in the past, present, and future. It is the story of God dealing with man. Throughout a DCA student's study of history, he or she should be able to understand that man continues to be predictable in actions, attitudes, and choices, while God continues on His path of faithfulness to fulfill His plan. DCA students will come to recognize that God holds them responsible for fitting into His plan of history and being His instruments. DCA desires for students to apply their understanding of history in conjunction with Ephesians 2:10, which states, "For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do."

## **Science**

Through the study of science, the DCA student catches a glimpse of our incomprehensible God. Study of the physical realm reveals God's power, control, methods and structures He uses to sustain His creation. Accepting the Bible as the source of all truth, DCA students are encouraged to evaluate scientific theories and their impact upon the world. The Science Department believes that the principles of science are not spiritually neutral and that they reveal a God of order and design.

## **Foreign Language**

The study of foreign language augments the growth in communication skills and perspective of the typical DCA student. Languages from cultures and locations outside of the student's common experience expose the student to the diversity of thoughts and practices that exist and which testify to the vast creativity, all-encompassing love, and abounding sovereignty of Almighty God. Learning a foreign language prepares the student's heart to love those of another culture through the shared experience they have in language. It also prepares the student in skill to be able to interact with individuals of another language culture, ultimately to the end of spreading the gospel of Jesus Christ to the ends of the earth.

## **Fine Arts**

The Art Department works under the truth that God, as our divine Creator, has given students the ability to observe, appreciate, and create works of artistic expression. As believers, students are to use these expressions of creativity to worship, testify to, and thank our Creator for the gift of His amazing grace.

## **Academic Guidance**

### **Academic Advising**

All students entering and enrolled in high school are required to undergo academic advising for the purpose of declaring their intent to graduate and establishing a diploma plan. Prior to registering for classes, students must meet with the academic advisor to select a diploma plan and to ensure that they are on the proper track to complete the selected plan. Students not planning to graduate from DCA must still confer with the academic advisor in order to clarify their purpose for attending the academy. The first academic advisory meeting should be held in the spring semester of the student's eighth grade year or prior to enrollment for new students. *Students must have a diploma plan on file with the school prior to beginning high school.* Subsequent changes in diploma plan or intent to graduate must be

made through the Academic Advising office.

## **Transcripts/Letters of Recommendation**

The academic advising office handles all requests for transcripts and letters of recommendation. Transcripts may be requested using the transcript request form obtained from the office or requested online. Currently enrolled students are advised to plan for transcript needs at least two weeks in advance. Seniors should turn in a resume and questionnaire to the academic advisor prior to requesting letters of recommendation.

## **Academic Committee**

The Academic Committee serves to assist parents, students, and teachers in academic or school-related concerns. The committee may be comprised of the following: head administrator, principals, teachers, and academic advisor. The committee will serve as a mediator when situations arise such as failing grades on report cards, continual poor performance in a course area, or other academic situations that warrant their involvement. The goal of the committee is to set forth a plan to rectify the situation and to oversee the initiation, implementation, and follow-through of the plan.

## **Graduation Requirements**

During the semester before the freshman year or at initial enrollment into high school, a student must declare their intentions toward graduation. Any student who seeks to graduate from DCA must follow all policies and fulfill all requirements set forth regarding graduation. Students who declare a lack of intent to graduate and change that intent at a later time will not be allowed to graduate unless they have followed graduation policies and fulfilled all requirements.

DCA allows students to choose a diploma plan that will meet their educational needs and prepare them for their post-high school educational aspirations. Each student will select a plan during the eighth grade. Transfer students will select a plan during their first year at DCA. Students should select a more rigorous plan than they anticipate following, as prerequisites for courses may hinder a change to a more difficult plan at a later time.

Students seeking a diploma from DCA must take all academic core courses (mathematics, English, sciences, social sciences, bible, and foreign language) on campus from the time of their initial enrollment or entry into high school. Exceptions to this policy include: 1) Upon the approval of the Academic Advisory Committee, students may transfer one academic core course (from an accredited school) each academic year. 2) Students who are on a course plan that would fulfill the requirements of the selected diploma plan, but who cannot complete the plan due to scheduling conflicts with other required courses, may take the conflicting course off campus. Please see the "Transfer of Credit" section for clarification. DCA reserves the right to consider extenuating circumstances and handle them as deemed necessary. In order to earn a diploma from DCA and meet residency requirements, all candidates must successfully complete a minimum of five credits on campus. They must also submit scores from either the ACT or the SAT (Scholastic Aptitude Test) and complete course requirements. Students must attain a final GPA of at least a 2.00 (70 average) to graduate. (A minimum grade of a 70 is required to receive credit in a class)

**All classes taken for high school credit prior to ninth grade will appear on the transcript and count toward a student's GPA.** Currently DCA accepts Algebra I and Computer I, taken before the freshman year, as credits toward high school graduation.

Diploma Plan course requirements *beginning* with the class of 2022 (1 credit = 1 year):

## **Foundation HSP Multidisciplinary Studies Endorsement**

### **Total Credits Required for Graduation: 26**

1. ENGLISH (4 credits)
2. MATHEMATICS<sup>1</sup>(4 credits) - Minimum Algebra I, Geometry, Algebra II
3. SCIENCE (4 credits) – Including Biology, Chemistry, Physics
4. SOCIAL STUDIES (4 credits) - Including Geography, World History, US History, Government/Economics
5. COMPUTER<sup>3</sup>(1 credit)
6. FOREIGN LANGUAGE<sup>2</sup> (2 credits in the same language)
7. BIBLE (2 credits) – Life of Christ and DCA Christian Worldview
8. ELECTIVE (2.5 credits)
9. FINE ARTS (1 credit)
10. SPEECH (.5 credit)
11. Athletics/PE (1 credit) *\*Not required for Class of 2023*

<sup>1</sup>*It is highly recommended that parents review the particular math requirements for each college to which their student seeks admission. In cases where college-level calculus will be required for a bachelor's degree, students should take pre-calculus as their fourth math credit at DCA and consider taking Calculus as an advanced elective.*

<sup>2</sup>*It is highly recommended that parents review the particular foreign language requirement for each college to which the student seeks admission. In some cases, three years of the same foreign language may be required.*

<sup>3</sup>*Students transferring to DCA after 8th grade are not required to complete the computer credit but will complete one additional elective credit in its place.*

## **DCA Distinguished with Honors**

Students who wish to be considered for the Highest Ranking Graduate Scholarship and Valedictorian/Salutatorian (which is an internal graduation ceremony classification), must be on the DCA Distinguished with Honors diploma track. This includes taking Spanish III (a third year of foreign language) and DCA English IV with thesis or Calculus senior year.



## Course Planning

### Middle School Course Sequences

A junior high course plan has been developed to prepare students for high school. DCA reserves the right to require entrance testing for students who have not followed the recommended plan. Note: **5<sup>th</sup> Grade** is considered a transitional year and has predetermined courses, it does not include elective options.

Sixth Grade	Seventh Grade	Eighth Grade
English 6 Math 6 Science 6 History 6 Keyboarding Electives (art, choir, Intro to athletics)	English 7 Fundamentals or Pre-Algebra Life Science Texas History Bible Electives (choir, art, robotics)	English 8 *Pre-Algebra or Algebra I (1 HS credit) Physical Science US History Computer (1 HS Credit) Elective (Spanish Intro, choir, art, robotics)

\*Pre-algebra is a prerequisite for Algebra 1. Students taking FOM in 7<sup>th</sup> grade must enroll in Pre-algebra or transfer it in prior to starting Algebra 1. See detailed chart of math sequences in this section.

Middle School students are required to take all core, bible, & computer classes. Note: Algebra and 8<sup>th</sup> grade Computer are high school credit bearing classes and are counted towards GPA (this also applies to new students transferring in). These classes follow the high school transfer credit policy.

### Recommended Course Sequences

DCA prescribes a sequence of courses to ensure that all students complete the required course of study for their selected diploma plans. Students who choose to diverge from the recommended sequence risk scheduling conflicts, at no fault of the school, which may result in the inability to register for required course work and thus prevent graduation.

## Sequence of Secondary Courses – FHSP Distinguished Diploma Plan *(Beginning with Class of 2024)*

		7	8	9	10	11	12
<b>English</b>		English 7	English 8	English I	English II	English III	English IV**
<b>Social Studies</b>		History 7	History 8	Geography	World History	US History	Government/ Economics
<b>Science</b>		Life Science	Physical Science	Biology	Chemistry	Physics	Senior level science
<b>Math</b>	<b>Track A</b>	Pre Algebra	Algebra I	Geometry	Algebra II	Pre-Calculus/ Foundations of College Algebra	Calculus**
	<b>Track B</b>	Fundamentals of Math	Pre Algebra	Algebra I	Geometry	Algebra II	Foundations of College Algebra or Pre-Calculus
<b>Foreign Language</b>			Intro to Spanish		Spanish I	Spanish II	Spanish III**
<b>Computer</b>			Computer (HS credit)				
<b>Fine Arts/ Electives*</b>		Courses vary by year	Courses vary by year	Speech (0.5 credit) Elective/Fine art (0.5 credit)	Elective/Fine Art	Elective/Fine Art	Elective/Fine Art
<b>Bible</b>		Bible		Life of Christ			World View
<b>PE</b> Need 1.0 Credit				Can take any year	Can take any year	Can take any year	Can take any year

\*2.5 elective credits are required in addition to the 0.5 Speech credit and 1.0 fine arts credit. Elective courses vary by year.

\*\* A combination of these classes moves the student to Distinguished with Honors. Please see your academic advisor.

[Junior high courses in the white spaces are not credit-bearing courses and are not considered for high school credit. Courses in the shaded spaces are high school credit-bearing courses.]

Shaded cells represent credits that show on high school transcript.

### GPA Calculation and Class Rank

The following policy establishes a clear and consistent process for determining which courses would be used in earning grade points and in determining rank in class. Therefore, a student will carry an earned GPA each semester and a ranking GPA.

#### Earned GPA

This GPA is calculated using all courses completed to date within the student's diploma plan, including any classes the student might have had to repeat due to failure. This GPA will be used throughout a student's high school career and will be reported on transcripts.

#### Ranking Index

Denton Calvary Academy does not rank students beyond first in class. Ranking will be determined at the end of the 3<sup>rd</sup> quarter and will be based on all Math, Science, English, History, Language, and Bible classes taken by the student. If necessary, ranking may be re-evaluated at the end of 4<sup>th</sup> quarter for the purpose of naming a valedictorian and salutatorian for the graduation ceremony. All students

who maintain a 4.0 and are on the FHSP Distinguished Diploma with Endorsement plan are considered Rank 1.

**A student must attend DCA for the junior and senior years and be on the DCA with Honors diploma plan (which includes a 3<sup>rd</sup> year in foreign language, and either Calculus or English IV with thesis) in order to be named class valedictorian or salutatorian.**

### **Ties in Rank**

The way rank is calculated creates the potential for many students to share the same ranking index. Having a system in which multiple students can be tied for valedictorian benefits those seeking college admissions. Internally, there is no desire or need to break ties merely for the sake of breaking ties. Externally, in the case of scholarships or college admissions, there may be the need or requirement on the part of the external agency to break ties. For this purpose, a procedure to address ties is needed. Since the actual ranking index is based on a specific set of core or foundation courses, it is appropriate to use the grades in these same courses in addressing ties. The actual numeric grades within the approved courses being used in the calculation of the Ranking Index

will be averaged and used to break ties as needed. In the event two or more students have the same Ranking Index and the same numeric average over the established courses, no further tiebreakers will be utilized and the students will be considered officially tied. Again, ties will be addressed only as required for external uses. Students with the same ranking index will be considered tied for DCA recognition purposes.

## Dual & Transfer Credits

### Middle School Transfer Credit Requirements

Middle School students are required to take all core, bible, & computer classes. Note: Algebra and 8<sup>th</sup> grade Computer are high school credit bearing classes and follow high school transfer credit policy.

### Transferring High School Students

All prior coursework must be submitted for approval using the method set forth in the Guidelines for Transfer Credit and approved by the Academic Advisory Committee before the first day of class. All transferring high school students must fulfill the requirements for all course work as determined by DCA. Any student who does not meet the requirements must fulfill the requirement by completing the appropriate course at DCA.

### Guidelines for Transfer Credit upon Initial Enrollment

#### From an accredited or private school

To meet the school's criteria, a transfer credit must have a passing final grade and either:

1. Be a credit bearing class from an accredited high school, which is equivalent in content, level, and rigor to the required DCA course; or
2. Be a class from a private school which is equivalent to a class offered by DCA. (The Academic Committee reserves the right to verify that the course content is equivalent to that required at DCA.)

Students must submit transcripts showing completion of this coursework.

#### From a home school format

To meet the school's criteria and receive credit, a transfer course must have a passing final grade and:

1. Use a standard high school level textbook (not merely a fill-in-the-blank workbook approach, unless deemed by the academic committee appropriate for the subject matter).
2. Use regular closed book tests or essays, projects, research papers, and so forth, dependent upon the level and type of course material.
3. Provide information that the time spent and material covered is equivalent to DCA's expected levels of study and performance. One (1) credit is given after the satisfactory completion of two semesters in any one class. Example: for academic courses at DCA, one credit is equal to ninety-six (96) hours of actual in-class instruction time plus an additional ninety-six (96) hours of out-of-class study time. So, in one school year, a minimum of ninety-six (96) hours of instruction time is required for one (1) credit and each semester accounts for forty-eight (48) hours of instruction.

In absence of student work to be evaluated (for initial enrollment purposes only) A student may demonstrate mastery of prerequisite material in math, English, or a foreign language by

successfully passing a DCA entrance exam and at least one semester of work with a grade of C or above. (Example: A student passes the entrance exam to Algebra II and makes at least a C the first semester. Based on this, the transfer credit to Algebra I is granted.)

A student may also take a competency exam for a particular class to receive credit for that course (Example: student does not have material to be evaluated from a home-study biology course, so the student can take a biology competency exam to receive credit). The student must pass the competency exam with a grade of 70% or higher to receive credit. No grade will appear on the transcript; however, credit will appear as a transfer credit.

### Transfer Credit Fee

All transfer courses taken while enrolled at DCA will be subject to a per course fee with no maximum. These fees are due upon the initial request for transfer course with the related forms.

### Proctoring Fee

Families who require test proctoring for a transfer course will be subject to a fee per proctoring session. This fee is due at the time of the proctoring session.

## **Transfer Credits for Currently Enrolled High School Students**

Students will be allowed to transfer in no more than two credits per year – two dual credits or one dual credit/one transfer credit. (See below for more information about dual credit.) Students are not allowed to transfer in more than one credit unless one of them is obtained through dual credit. Students who choose to take a course off campus must be in good standing with the school and follow the procedure for requesting transfer credit detailed in the guidelines below. It is the responsibility of the student and the student's parents to follow these policies and fulfill all requirements. Failure to follow policies, fulfill requirements, or submit complete and accurate documentation will result in the student not receiving approval for that course and may cause the student not to graduate.

**Please note: No more than half of the credits required may be taken as transfer credits for any course offered at DCA. (i.e. student may not take more than 2 math credits as transfer credit if 4 are required to graduate; no more than 1 Spanish credit transferred if 3 credits are required to graduate)**

### Procedure for Requesting Transfer Credit

1. Transfer courses are requested on a per course basis. Courses are offered by semester and both semester grades are required for full credit to be received.
2. Complete a "Request for Transfer Credit" form. The student and parent must sign the form acknowledging that they understand and agree with the requirements and policies set forth for transfer credits. Forms to request transfer credits must be turned in by the last day of course selections in the spring. Transfer fees will be applied to the next school year's invoice. *All transfer credits must come from an accredited institution, with the exception of a fine art credit.* (See those requirements below)
3. Any changes regarding course provider must be approved by the Academic Committee before

beginning course work. Failure to gain approval for changes will result in the course not receiving credit.

4. NOTE: Pre-requisite courses must be completed in time to go on to the next class.
5. Upon completion of the course, students must request that a transcript be sent to the academic advisor at DCA. **Credit will not be awarded until this transcript is received.** DCA will not release a senior's completed DCA transcript with graduation date until all transfer credits have been verified with said transcript.
6. Failure to follow the guidelines put forth by DCA will result in the refusal of the course semester for credit and will require the student to take said course at DCA to fulfill the required credit.

### Transfer Credits for Fine Arts Requirement

A fine arts credit may be met by the above method or through "independent study." Students must complete all transfer paperwork and receive approval of the curriculum and course instructor before beginning private instruction. **Students requesting transfer credit through private instruction must complete thirty-two hours (sixteen per semester) of instruction combined with sixty-four hours (thirty-two per semester) of chronicled outside practice/independent work. This completes the ninety-six hours of "classroom" work required.** In lieu of course work and tests, submission of a log recording instruction (initialed by private instructor) and practice (initialed by parent) time will be required with the Course Approval form. Course length requirements are the same for a fine arts course as that of an academic course and are outlined in the Student Handbook. Students may be required to submit a recording of a performance or piece of artwork to the Academic Committee.

### Proctoring Fee

Families who require test proctoring for a transfer course will be subject to a fee per proctoring session. This fee is due at the time of the proctoring session.

### **Dual Credit Courses**

Beginning the summer after 10<sup>th</sup> grade, students may request to transfer in two credits per year (or 1 credit if also taking transfer credit) for a maximum of 4 credits to be applied toward graduation requirements through dual credit courses. (Two semesters of history or English equates to 1 credit of the same at DCA). **Currently, Dallas Baptist University and LeTourneau University are the only approved institutions for dual credit.** Other institutions may be considered but require approval BEFORE enrollment. Only courses listed on the respective college's Course Equivalencies Guide will be accepted for dual credit. This guide may be requested from the advising office along with the Dual Credit Request form. It is the student's responsibility to fulfill all prerequisites set forth by DBU or LETU for enrollment (i.e., testing, prior coursework, academic standing, etc.) as well as pay all fees required by the respective college. Courses taken for dual credit will count toward a student's GPA and appear on the transcript as such. Letter grades will transfer as follows: A – 97, B – 87, C – 77. Any grade below a 70 is considered failing and will not receive credit. Students taking dual credit will incur a processing fee. **Note: Grades in dual credit courses may be considered when determining eligibility at the end of each quarter.**

# Instructional Practices

## Attendance and Credits

### Definition of Credits

In general, one DCA credit is equivalent to a full year's instruction in a given course of study (1/2 credit per semester). Properly enrolled students will earn course credits on a semester-by-semester basis. The standard Per Credit Requirement (PCR) for all courses offered at DCA will be ninety-six hours of instruction for each credit earned. Lab courses will have an additional required lab. Thus, the fall and spring semesters for DCA will normally be scheduled for sixteen weeks of instruction with each semester accounting for 48 hours of instruction.

### Attendance Requirements

In order to successfully complete a course of study, students must attend at least 87.5% of each course's regularly scheduled class sessions. **For example, this means that they may not be absent more than six times during a semester for a course meeting three times each week and four times for a course meeting twice each week.** *A student is considered absent if half or more of the class is missed.* Students failing to meet attendance requirements will not be recognized as having completed the course (meaning they will be awarded an incomplete and, in the case of credit-bearing high school courses, denied credit for the course). In most cases, a failure to successfully complete a course because of excessive absences will also prevent a student from being able to register for the next course in the sequence. A variance to this requirement may be granted by the administration to a properly enrolled student when that student has been unable to meet the attendance requirements of the course or courses in which he is properly enrolled due to circumstances beyond the family's control (such as an extended illness), provided that the student has, in the judgment of the DCA instructor overseeing his work, achieved minimum mastery of the course content, as defined by the relevant school and curriculum policies and standards. Removal of the incomplete may be accomplished by the granting of a variance or by make-up work prescribed by the school.

## Absences and Make-up Work

### Excused Absences

Parents must email or send a note explaining the reason for absence and stating date(s) and classes missed. This must be turned into the office within a week of absence. Failure to do so will result in an unexcused absence. Work due on the day of initial absence is due upon return to school. **NOTE - projects, papers and other long term assignments are due by the original due date.** After returning to class, a student has the number of days absent to turn in work assigned during the period of absence. For example, a student absent for three school days will have three school days from the day he returns to class to turn in work assigned during those three days. (If the student is absent on Monday, work assigned on Monday will be due Friday.) If a student is sick on a home-study day, the policy still applies and arrangements must be made with the teacher. If the parent wishes to pick up the absent student's work on the day of the absence, he should communicate with the teacher so that he may do so after the student's last class. It will be in a file in the office.

If you know if you are going to be absent, please note that teachers are not required to give assignments beyond the current assignments listed in RenWeb. Families are responsible to obtain assignments from fellow classmates or RenWeb. No penalty will be assessed if procedures have been followed. Failure to follow these guidelines will result in unexcused absences.

As stated above, in order to successfully complete a course of study, students must attend at least 87.5% of each course's regularly scheduled class sessions - six absences for secondary, four for elementary. Students failing to meet attendance requirements will not be recognized as having completed the course (meaning they will be awarded an incomplete and, in the case of credit-bearing high school courses, denied credit for the course).

Absences due to extra/co-curricular activities

These absences will not reflect negatively on the student's record of course completion and credits earned. Work due on the day of the event must be turned in to the teacher before the student leaves unless other arrangements have been made by the athletic department. Failure to do so will result in a late penalty. **NOTE - projects, papers and other long term assignments are due by the original due date.**

## **Absences and extracurricular activities**

Student must be in attendance each day at all enrolled classes in order to participate in practice or games. Individuals with extenuating circumstances may be excused by the Principal and/or Athletic Director. It is the responsibility of the student to notify his/her coach if and when an extenuating situation arises.

## **Unexcused Absences**

Absences other than those described above under "excused absences" will be unexcused and work due that day will be considered a zero. Tests may not be made up. It will be the student's responsibility to get any assignments which are not on the assignment sheet from a classmate.

## **Scheduled Appointments**

Doctor appointments should be made on days students are not in class. Please do not schedule appointments during class hours.

## **Tardy Policy**

An absence will be given for a student who is tardy by thirty minutes or more (missed half the class or more).

## **Secondary Students**

On the **third**, and each subsequent tardy in a class within a semester, students will be required to serve a lunch detention. On the 4<sup>th</sup> tardy, a parent conference may be required. The 6<sup>th</sup> tardy, and each subsequent tardy, will result in an **unexcused** absence.



## **Elementary Students**

Students should report to chapel by 8:15 AM or be counted tardy. On the **third** tardy within a semester a parent conference may be required. On the 4<sup>th</sup> tardy, and subsequent tardies, within a semester, students will be required to serve a lunch detention.

## **Grading, Evaluation, And Feedback**

### **General Perspectives**

In recent years there has been considerable discussion, in both public and private education, regarding the proper role of evaluation, grading, and other forms of feedback on student progress and achievement. All of this discussion has led to very little agreement among the parties concerned, although there has been a general trend away from objective standards. In the public sector, this trend is finding concrete expression through the process of grade inflation and the so-called outcome-based education approach, and in the private sector, through a tendency to avoid grades altogether.

Ultimately, the problem stems from the "rootlessness" of modern thought: having denied the reality or validity of all absolute standards, modern man naturally finds himself unable to define any real or valid standards at all. Christian educators need not be caught in this contemporary web of self-deception; we have a final standard containing principles that govern all facets of life. DCA holds the word of God to be the only final and dependable standard, a standard that has absolute authority over all that believers do, both corporately and individually.

Responsible grading and evaluation practices is the goal of DCA. DCA will strive to view and publicly present grades, not as a commentary on the relative worth and value of the individual, but rather as accurate reflections of the quality of his work in a given subject at a given time. While many in American society do indeed use grades for the purpose of classifying students, DCA avoids this tendency. At DCA, grades serve four basic purposes: 1) to help teach, rebuke, correct, and train, 2) to help in the on-going placement of students at a level and in subjects responsive to their needs, background, and abilities, 3) to provide a just and legitimate means of holding students accountable for the quality of their work, and 4) to provide an ongoing and widely understood means of communicating a student's relative progress and achievement to his parents and other parties, such as college entrance boards or other schools to which the student may transfer, who have a legitimate interest in knowing such information.

### **Grading System**

The following grades are recognized (including dual credit/transfer classes):

**N = Needs Improvement**

**S= Satisfactory**

**E = Excellent**

<b>Numeric Grade</b>	<b>Letter Grade</b>	<b>Grade Point</b>
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
0-69	F	0.0
	P/WP – Pass/Withdraw Pass	No grade point is awarded
	F/WF – Fail/Withdraw Fail	No grade point is awarded

## **Interim Reports**

If a student's average is below eighty at mid-quarter, an interim report will be distributed. Parents are encouraged to keep up with their son or daughter's grades through RenWeb (DCA's online data management system). Teachers will update student grades weekly.

## **Report Cards**

Report cards are issued after each eight-week quarter. Comments, in lieu of grades, are given in Kindergarten and First grades, and Kindergarten through Fifth grade art, and music. If an incomplete is issued on a report card, the student has two weeks to complete the requirements to receive credit unless a variance is granted by administration. If the work is not completed at that time, the student will receive zeroes. In either case, the grade will be calculated, and a new report card issued.

## **Semester Exams and Averages**

Comprehensive semester exams are given at the secondary level for all classes. Exams in English, math, science, and history classes will be administered on final exam testing days. Exams in all other courses will be administered before the specified final exam days. The semester exam accounts for 20% of the student's semester average with each quarter representing 40% of the average.

## **Adding and Dropping Classes**

Students properly enrolled and in good standing with DCA may add a class until the end of the first full week of classes, provided space is available in the desired class. Students may withdraw from (or "drop") a class or classes any time before the end of the first quarter of the semester without incurring academic penalties. Any course dropped by a student between the end of the first/third quarter and progress reports in the second/fourth quarter, will be recorded on the student's academic record with a WP for "withdraw passing" or WF for "withdraw failing" based on the student's grade at the time of withdrawal. No class credit will be awarded for any class in which a grade of WP or WF is awarded. After the progress reports go out in the second/fourth quarters, students must complete the course and the

grade earned will be reported on the transcript. No "incomplete" status is available for a withdrawing student. Forms are available in the academic advisor's office for all schedule changes.

Schedule change forms must be signed by the parent(s) and approved by DCA. For more information on the financial impact of adding or dropping classes, please refer to "Financial Policies" section.

## **Dropping Athletics**

Should a student drop a sport once practice starts, the student along with his/her parents, may be required to meet with the Athletic Director before registering for another sport. See "Financial Policies" to see the financial ramifications for dropping sports.

## **Auditing**

DCA does not allow the auditing of classes. Any student enrolled in any class at DCA will receive credit for and a grade reflecting his level of achievement in the class.

## **Senior Final Exam Exemption Policy**

Only senior students may be exempt from their final spring semester examination. In order to be exempt seniors must meet the following criteria in a given course:

1. Student has a current overall "A" average in the course. (Determined by averaging the 3<sup>rd</sup> quarter and current 4<sup>th</sup> quarter grade)
3. Student has maintained a commendable attendance and tardy record during their senior year. Commendable is defined as no unexcused absences and no more than 2 tardies in a class. *(Three or more tardies in a class **for the year** will keep students from being exempt in the spring!)*
4. Student's conduct has not required any major disciplinary actions. Repeated minor disciplinary infractions (i.e. dress code infractions) will also disqualify Student from exemption from any and all exams.

## **Academic Probation**

Students may also be placed on academic probation for unacceptable academic performance. Unacceptable academic performance is defined as one F, or a GPA less than 2.0.

Once students are placed on academic probation, they will be given one semester (two quarters) in which to improve their academic performance to a level of 70%. If this is not achieved, the student may be required to withdraw from school at the end of the applicable semester.

Students placed on academic probation at the end of the first semester may not be invited to re-enroll. If the student has made satisfactory academic improvements by the end of the school year, the probation status may be lifted and re-enrollment will be permitted, providing there is space available in that particular grade at that time and student is still able to meet graduation requirements.

Both faculty and administrators will provide input and have significant discussion before placing any student on probation and withholding enrollment.

Students placed on probation will be required to attend a parent conference and will subsequently have periodic meetings to measure progress with teachers and administrators.

## Late Work Policy

*Proverbs 12:24 "Diligent hands will rule, but laziness ends in slave labor."*

DCA, desiring to promote both godly character qualities such as self-discipline, diligence, and self-control and high academic standards, has adopted the following general principles concerning student assignments turned in at some time beyond the class time the day that it is due. Due to the developmental differences between elementary and secondary students and, the need to develop students at their respective levels, the following policies have been implemented:

### Elementary

- For K – 3<sup>rd</sup> grades, penalty, if any, for late assignments will be at the discretion of the classroom teacher.
- For 4<sup>th</sup> grade, failure to turn in an assignment in a timely manner will result in a 15 point deduction for each class day the assignment is late, up to one week. The grade becomes a zero if it is not turned in within one week of the initial due date. (For example, if an assignment is due on a Tuesday, and is not turned in, it can be turned in the next consecutive Thursday, and will receive a 15 point deduction, or the next Tuesday (one week from the due date) with a 30 point deduction. If it is not turned in that Tuesday, the grade becomes a zero.)

### Secondary

- For 5<sup>th</sup> grade, during the fall semester, failure to turn in an assignment in a timely manner will result in a 15 point deduction for each class day the assignment is late, up to two days. The grade becomes a zero if it is not turned in within two days of the initial due date. (For example, if an assignment is due on a Monday, and is not turned in, it can be turned in the next consecutive Wednesday, and will receive a 15 point deduction, or the next Friday with a 30 point deduction. If it is not turned in until the following Monday, the grade becomes a zero.)

For the Spring semester refer to the following 6<sup>th</sup> to 12<sup>th</sup> grade.

- For 6<sup>th</sup>- 12<sup>th</sup> grades, an assignment may be turned in one day late with a 30 point deduction. The grade for the assignment becomes a zero if it is not turned in during the next consecutive class after the due date. (For example, if an assignment is due on a Monday and not turned in, the assignment can be turned in on Wednesday, but will receive a 30 point deduction. If it is not turned in on that Wednesday, the grade becomes a zero.)

An academic penalty (i.e., grade) can be assessed for work turned in late, at the discretion of the central classroom teacher, i.e., the teacher feels that the student had sufficient reason(s) for turning the work in late. "Sufficient reason(s)" are those events or conditions whose initiation or termination is outside of the immediate control of either the student or their family. Failure to turn in an assignment due to technical difficulty or malfunction (internet goes out, printer runs out of ink, computer crashes, etc.) will not be considered a legitimate reason for late work if the event in question happens as a result of the student's mismanagement of time (this determination will be at the

discretion of the individual teacher).

## Retest Policy

There will be no retesting quizzes nor tests. In very rare circumstances, administration may grant a variance for a test.

## Grade Policy Pertaining to Participation in Extra- and Co-curricular Activities

This policy exists to ensure that a student is successful in the academic arena while participating in extra-curricular or co-curricular activities.

If, at the end of DCA's quarterly grading period, a student is making less than a 70% in any class (including dual credit classes not taken at DCA), he may attend practice but will be suspended from participation in games, performances, or contests for a **minimum** of two calendar weeks (*i.e. Monday to same time on the second Monday after*).

The suspension period will begin on the day grades are due in the office for Q1 & Q3 (unless failing is due to absences). If Student fails Q2, the suspension period will begin on the first day of Q3. At the end of the two-week period, administration will re-evaluate and determine if the student may be reinstated. If no grades have been recorded in those 2 weeks, Student will not be allowed to participate until reinstated by administration. *If reinstated*, the student may participate in games, performances, or contests beginning the first day of the third week. If due effort is not made to improve grades at two weeks, eligibility cannot be regained until progress reports at mid quarter. A conference may be required if a student's grades fall below a 70% on any progress report or report card.

If a student is failing a class at the end of quarter due to *absences*, the student will not be suspended but is required to make up all missing work and have a passing grade for the quarter in a timely fashion. If a student is failing a class at end of quarter for any reason *other than absences* (*i.e. failing test grade, missing homework, etc.*) but has the opportunity to bring up the grade for that quarter, he will be suspended from participation in games, etc. until such time as all work is turned in, the work is graded, and the previous quarter's grade is raised 70% or above.

## Achievement/Practice College Exam Testing

The Stanford Achievement Test is administered to all students in grades 2<sup>nd</sup>-8<sup>th</sup> in April of each year. High school students' grades 9<sup>th</sup>-11<sup>th</sup> will be given the PSAT in October and the PACT in April. The purpose of such testing is to help the school evaluate its educational objectives and to serve as one way of assessing a student's yearly progress. The PSAT and PACT provide the school with data that will allow us to determine college and career readiness. While the school does not wish to overemphasize testing, it does believe that testing serves a valid purpose in a child's education. (See "General Perspectives on Grading, Evaluation, and Feedback.") The cost of this testing is included in tuition for full-time students in grades two through eleven (*i.e., students enrolled for four courses or more.*) Students taking less than four classes and children who are not enrolled at DCA may also take the test for a set fee. Results of the Stanford are mailed to the parents during the summer. There are no on-campus classes during the testing period in April.

## **Policy Regarding Literature**

Excellent literature is a vital ingredient in any educational endeavor. Engagement with great writing develops skill in reading, communication, and critical thinking, fosters appreciation for learning, expression, and the arts, and orients students to their heritage as citizens of the United States, the West, and the world. Thus, reading is an indispensable part of an individual's personal and social development. Reading selections for the elementary school are chosen to instill a love of reading, to reflect a range of reading difficulty, and to ensure that young students are not prematurely exposed to topics and language inappropriate for their age.

Secondary school students are intentionally exposed to important works and writers representing a broad range of genres, cultures, periods, perspectives, and themes. Some choices address mature topics, contain instances of inappropriate language, and reflect non-Christian viewpoints. While we wish to offend neither our students nor their families, we feel it is our responsibility to prepare college- and life-bound graduates to interact with and respond to the issues and ideas awaiting them, and indeed which are already facing them, which occasionally necessitates the introduction of materials which some may find "offensive" or "worldly". In this, Scripture is used as a guide, for the Bible presents violent and sexual content without being prurient or obscene for the purpose of warning readers away from sinful actions and attitudes. Students will not be asked to read gratuitously graphic, explicit, or vulgar works, and each selection will be discussed in class from a Christian worldview so that students do not condone un-Biblical behaviors or attitudes.

## **Accommodations for Standard Instructional or Evaluation Practices**

DCA does allow minimal accommodations for its instructional or evaluation practices or procedures in response to a student's learning disabilities or other special challenges, such as dyslexia or ADD/ADHD. These accommodations are based on a professional diagnosis from a doctor or diagnostician and must be communicated through administration. When accommodating, teachers should only accommodate how information is communicated and collected. All students will receive (or not receive) credit based upon what they have (or have not) done relative to a common standard, rather than upon individualized standards developed in response to special needs.

## **Learning Difference Policy**

DCA does accept students with mild to moderate diagnosed learning disabilities (LD), ADD, or ADHD. It does not accept students with more serious learning disabilities or students needing most special education services. In order to be admitted as a student, the Admissions Committee must believe the student has a reasonable chance to be successful at DCA. In order to make their determination, the family must do the following:

1. Indicate on their application that their child has a learning disability.
2. Meet all the qualifications for admission as listed on the DCA Board approved Admission Policy. The Admission Director may also look at other testing and report cards to determine that the students meet the DCA Admission Policy testing guidelines.
3. Submit all testing related to their child's disability to the Admissions Committee for review.
4. Obtain further testing or retesting if required by the Admissions Committee.

5. Agree to the accommodations DCA believes are needed for the student to succeed as well as to the philosophy of the importance of students being weaned away from accommodations as their performance improves.
6. Agree to any outside tutoring and/or therapy the Admissions Committee suggests.
7. Provide current diagnostic testing that indicates the student's performance on recognized aptitude testing is 90 or higher.
8. Pay an additional \$250.00 per child fee, above the cost of tuition, to provide for in-house management of LD students. This fee will be required if parents desire their children to be given classroom accommodations or desire to take college entrance exams like the PSAT or ACT etc. Note: Parents need to know that they cannot take these untimed college entrance exams if they are not receiving accommodations in the classroom.
9. Each July, parents will be asked whether they want their child to receive accommodations in the coming school year. They will be given 14 days to respond and send in their check for \$250.00. If they do not register in time, they will be charged a late fee of \$100.00. If a student's testing is older than three years, the child will have to be retested before accommodations can be provided by DCA.
10. One of our staff will be assigned to process these requests and prepare a report to each child's teachers listing all the accommodations the child is eligible to receive.
11. Teachers will be required to provide these accommodations and our staff will provide a quiet place for testing.
12. If a teacher is not providing the accommodations, it will be the responsibility of the parent to confront the teacher. If the teacher continues to be unresponsive, the parent should contact the School principal.
13. Any child that needs specialized therapy along with these accommodations will be able to hire outside therapists for this help.
14. DCA will not pull children out of their classes for therapy. All children will be required to attend all classes.
15. Our Math and English labs are open to every student, LD or not, whether or not they are in the program.
16. If an LD family leaves to get more specialized help and wants to return, they may do so and not be affected by the ten percent quota assuming they meet all admission requirements.
17. In order to ensure that the school maintains its college preparatory curriculum as well as given the large number of part-time faculty the School employs, the School must limit the total number of LD students in the School to ten percent of its total enrollment and no more than ten percent within any one grade level.

## Study Hall

Study hall is required for any student on campus but not attending class or scheduled lunch break during school hours. Students may not register for more than two study halls each semester.

Study halls are an important aspect of academic life at Calvary and the UMS setting. Because student course schedules can vary substantially, and as a result of the rigorous academic load at Calvary, Study Halls are available throughout most of the day and are designed to offer a quiet, studious atmosphere. Study halls are not available the first and last period of the day. There is no guarantee that a study hall will be available depending on need.

To facilitate this, the following policies are in place:

- Study hall attendance and tardy records will be kept.
- Due to concerns about student safety and security, all students enrolled in study hall are required to attend each day unless a parent or guardian gives written permission to the office. • Failure on the part of a student to regularly attend or be on time to study hall, without appropriate authorization will be treated as a character issue and will be subject to administrative discipline.
- Students are required to work independently and quietly on their work and may not collaborate or help each other unless they receive direct permission from the study hall monitor and as long as they do not disrupt any other student in study hall.
- Students will not be allowed to sleep or be otherwise off-task or disengaged in study hall. If a student regularly finishes their work early, they are responsible for making sure they bring something to read or to work on, even if it is not related to the academy, as long as it is in keeping with the Calvary's values and the Student Code of Conduct.
- **Students must print and bring Renweb assignments to study hall.**
- Laptop/tablet computers may be used for school purposes only and students must follow the Computer Use Policy in the Student Handbook. Students WILL NOT be given access to the wireless network. Students will be NOT allowed to use any other electronics during study hall (including but not limited to phones, ipods, gaming devices...)

## Learning Labs

Learning labs are available for math and English on Tuesday and Thursday from 8:15am – 11am. Students must be in uniform/jeans day attire when attending learning labs. The purpose of the learning lab is to provide students with an opportunity to get additional help in these courses. In order to get the most benefit out of this time students should look over the assignment prior to coming to lab and have specific questions to ask. Due to the numbers typically present, the lab proctor will not be available to teach entire lessons to individual students. Learning labs are also provided for students to be able to make up quizzes and tests or to take retests when necessary. Learning labs should NOT be used as a social time or as a replacement to home study. Students who do not bring work or who do not have enough to work on create a distraction for those who are trying to ask questions in order to get work completed. The lab proctor may ask students who are causing a disruption to leave, and students may lose the privilege to attend future learning labs.



## **Tutorial Policy**

A teacher is permitted to privately teach/tutor a student one-on-one in any subject area for independent compensation. The teacher is responsible for setting rates and collecting compensation themselves. The teacher is permitted to use DCA facilities for private teaching/tutoring under the following conditions:

- Students must be enrolled at DCA or given special permission by an administrator.
- Teachers and students must meet within school hours. Otherwise, they must notify administration and ensure that there are other adults present during their meeting.
- Teachers must *never* meet with a student of the opposite sex behind a closed door.

## **Electronic Use Policy**

### **Cell Phone Usage on Campus**

Students must keep cell phones turned off and in backpacks while on campus during the school day, unless specifically under the direction of a teacher or in the AARC and Sumrall reception areas. Checking phones is not a valid excuse for tardiness. Cell phones used or seen on campus will be confiscated by the teacher and turned into the office. The student may pay the fine (\$5 for first offense) and pick up his/her phone at the end of the day. For each successive offense the fine may increase and the parent may be asked to come pick up the phone. Repeat offenders will lose the privilege of having a phone on campus at all. Phones are also subject to the Acceptable Use Policy.

### **Laptop/Tablet Usage on Campus**

Students may bring laptop computers/tablets for use during class but will NOT be able to access the school's wireless network. Students may lose the privilege to have a laptop on campus if used inappropriately. The first offense will result in losing computer privileges in all classes for a minimum of two weeks. A second offense will result in losing computer privileges in all classes for the remainder of the school year. The teacher has the right to restrict computer/tablet usage in the classroom. The school is not responsible for damage, loss, or theft of a computer brought on campus.

### **On Campus Computers**

Students are allowed in the computer lab with the supervision of a teacher or a parent if the lab is not in use. Teachers may also use the computer lab during their classes if the lab is not in use. Any student found in the lab without proper supervision, those found hacking into the school system, or using the system in an unacceptable manner will be subject to discipline procedures. This is considered a serious offense and will be treated as such.

### **Acceptable Use Policy**

Internet and Network access is a privilege, not a right, provided to promote educational excellence in schools by facilitating resource sharing, innovation, expanding computer skills/technology, research, and communication. The Internet is a global resource for limitless forms of information and

communication. The Network is an internal DCA "Internet" providing students with access to information, videos, storage, etc. owned by the school. The Internet and Network are to be used in a manner that is consistent with the school's standards of conduct and as part of the normal execution of student's coursework.

With access to computers and people all over the world also comes the availability of material not considered of educational value or appropriate for the school setting. DCA firmly believes the value of educational and business resources available on the worldwide web far outweigh the potential risk of users accessing material not consistent with the school's educational goals. DCA has taken strict precautions to deny access to these controversial materials. However, on a global network it is impossible to control all materials and an industrious user may still find a way to access them. Within reason, freedom of speech and access to information will be honored; however, access to certain content may require approval from the Administration or designated representative. During the school day, teachers will guide students toward appropriate materials as would families at home (information sources such as television, telephones, web sites, movies, radio, magazines, and other potentially offensive media). In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to the strict guidelines. These guidelines are provided to make you and your child aware of the privileges and responsibilities and to ensure the efficient, ethical, and legal utilization of network resources. If your child violates this Agreement, his/her access may be denied or withdrawn. In addition, your child may be subject to appropriate disciplinary action.

## **The Internet and Network**

### **Personal Responsibility**

By accessing the School's Local Area Network or Internet system, the student agrees to adhere to this Agreement. The student also agrees to report any Network or Internet misuse to the teacher. Misuse includes violations that harm another person or another individual's property. DCA makes no warranties of any kind, whether expressed or implied, for the service it is providing. DCA will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-delivery, mis deliveries, or service interruptions caused by its own negligence or student errors or omissions. Use of information obtained via the Internet is at the students' own risk. DCA specifically denies any responsibility for the accuracy or quality of information obtained through its services.

### **Term of Permitted Use**

Network and Internet access extends throughout the entire school year for students provided the Agreement is not violated.

### **Acceptable Use**

Students using the Network/Internet are representing DCA. Students are responsible for ensuring that the Network/Internet is used in an effective, ethical, and lawful manner. Examples of acceptable use are:

- Using Web browsers to obtain information in support of education and research consistent with

educational assignments.

- Accessing databases for information as needed.
- Creating/Storing files related to school studies.

## **Unacceptable Use**

Students must not use the Network/Internet for purposes that are illegal, unethical, harmful to DCA, or nonproductive. Examples of unacceptable use are:

- Using, transmitting, receiving, or seeking inappropriate, offensive, vulgar, suggestive, obscene, abusive, harassing, belligerent, threatening, defamatory (harming another person's reputation by lies), or misleading language or materials. If you know of students who are visiting offensive or harmful sites, report that use to your teacher immediately.
- Revealing personal information, such as the home address, telephone number, or Social Security number of another person or yourself.
- Engaging in illegal activities, violating the Student Handbook, or encouraging others to do so.  
Examples:
  - Selling or providing substances prohibited in your Student Handbook.
  - Conducting a business.
  - Accessing, transmitting, receiving, or seeking unauthorized, confidential information about others.
  - Viewing, transmitting, downloading, or searching for obscene, pornographic, or illegal materials.
  - Accessing others' folders, files, work, networks, or computers.
  - Intercepting communications intended for others.
- Causing harm or damaging other's property.  
Examples:
  - Downloading or transmitting copyrighted materials without permission from the copyright holder. Even when materials on the Network or the Internet are not marked with the copyright symbol, ©, students should assume all materials are protected under copyright laws—unless explicit permission to use the materials is granted.
  - Using another student's password to trick recipients into believing that student is communicating or accessing the Network or Internet.
  - Uploading a virus, harmful component, or corrupted data.
  - Vandalizing the Network.
  - Using/downloading software.
- Jeopardizing the security of access, the Network, or other Internet Networks by disclosing or sharing password and/or impersonating others.

- Wasting computer resources (i.e., printer, toner, or paper) including disk space with personal documents and pictures not related to school subjects/assignments.
- Encouraging other students to view, download, or search for materials, files, information, software, or other offensive, defamatory, misleading, infringing, or illegal content.
- Accessing external email providers/chat rooms for personal use not previously approved by a teacher or Principal. Access is extremely limited to school studies or emergency situations as determined by the teacher or Principal.
- To protect the students and their family, access to social media sites and other related sites is not allowed from DCA systems. Knowingly accessing or hacking into social networking sites is strictly prohibited and will result in immediate and indefinite termination of privileges. Privileges may be reinstated at the discretion of the Administration.
- Students are permitted to utilize flash drives for storing/transporting their work from home to school. However, such drives may be scanned by a teacher before use and any executable (.EXE) files removed.

## Netiquette Rules

- Students must adhere to the rules of Network etiquette, or Netiquette. In other words, you must be polite and avoid abusive and inappropriate language.
- The school will determine what materials, files, information, software, communications, and other content and activity are permitted or prohibited, as outlined above in item 4.
- Teachers must diligently monitor student behavior/activities while utilizing computer resources and accessing information from the Internet.

## Monitoring

- A students' actions on the Network and Internet are traceable. Inappropriate actions can be discovered and traced to the user.
- Random monitoring of Internet/Network activity may be conducted.
- All messages/files created, sent, or retrieved over the Internet/Network are the property of the school and may be regarded as public information.
- DCA reserves the right to access the contents of any messages sent over its facilities if the school believes, in its sole judgment, that it has a business need to do so.
- All communications, including text, saved files, and images, can be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. *This means don't communicate anything that you wouldn't want to see on the front page of the newspaper or be required to explain in a court of law.*

## Computer Viruses

*Computer viruses* are programs designed to make unauthorized changes to programs and data. Therefore, viruses can delay access to, or cause destruction of, school resources. Spyware and adware can compromise system performance and allow sensitive information to be transmitted outside the organization. It is important to know that computer viruses are much easier to prevent than to cure. Defenses against computer viruses include protection against unauthorized access to computer systems, using only trusted sources for data and programs, and maintaining virus scanning software. Spyware installation programs can launch even when users are performing legitimate operations, such as accessing Internet sites or reading email. Spyware programs are designed to collect any information from a computer (including personal) and report the data back to an unidentified party. While performing this function, other systems programs may be interrupted or damaged. As a result, combating spyware requires user vigilance as well as Information Systems management and control.

### Student Responsibilities:

- Users shall not knowingly introduce a computer virus/spyware program into DCA computers. o Users shall not load any software or program files.
- Media brought from home shall be scanned for viruses before they are read. Media is defined as but not limited to: USB Flash drives, CD, DVD, Zip files, External Hard Drives, or downloaded files.
- Any student who suspects that his/her workstation has been infected by a virus shall IMMEDIATELY STOP ALL WORK at the workstation and notify his/her teacher.

## Physical Security

It is school policy to protect computer hardware, software, data, and documentation from misuse, theft, unauthorized access, and environmental hazards.

### Student Responsibilities

- Environmental hazards to hardware such as food, smoke, liquids, high or low humidity, and extreme heat or cold should be avoided.
- Students should exercise care to safeguard the valuable electronic equipment provided for them. Students who neglect this duty may be accountable for any loss or damage that may result.

## Policy on Academic Dishonesty

### Significance and Purpose

One of the major goals of DCA is to aid parents in making disciples of the students admitted to DCA. DCA seeks to provide students with a high-quality academic education which we understand in terms of real spiritual, intellectual, and emotional growth. Among other things, this precept demands that we require our students and their parents to adhere to high standards of personal integrity. DCA will provide corrective disciplinary action when they fail to do so. Academic dishonesty in any form is both a serious breach of personal integrity and a serious hindrance to real student learning. As a result, DCA has developed the following policy, which is intended to curb and, when necessary, correct academic

dishonesty in order to better help the institution minister to the needs of its students.

## **Definitions**

General:

Academic dishonesty is broadly defined as any attempt on the part of a student or parent to falsely represent the student's level of achievement or mastery in a given course or with regard to any element of that course. This includes but is not limited to:

- (a) claiming or indicating in any form or fashion that the student has fulfilled any assignment or other academic responsibility, such as reading assigned texts or engaging in assigned study, when in fact he has not done so,
- (b) using any assistance including, but not limited to, copying the work of other students or misuse of teacher editions and answer keys on homework, quizzes, tests, or examinations without the direct and explicit authorization of the course instructor.
- (c) using any resources including, but not limited to, solution manuals and teacher edition textbooks, other than those authorized by the course instructor in writing papers, preparing reports, solving problems, or completing other course assignments.
- (d) obtaining quizzes, tests, or examinations including, but certainly not limited to, such materials properly used and in the possession of students currently or previously enrolled in the course, other staff members, or the academy itself, without the explicit authorization of the course instructor.
- (e) engaging in plagiarism which includes, but is not limited to, "the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement" and "the knowing or negligent unacknowledged use of materials prepared by another person or agency" which customarily sells or offers free of charge term papers or other academic materials.
- (f) altering a graded paper or project for the purpose of disputing the accuracy of the grade
- (g) collaborating, without explicit authorization, with another student or students during any quiz, test, or examination or in the fulfillment of any other academy's assignment or responsibility.

## Specific:

The following guidelines define DCA's standard application of the general definition given above to (a) quizzes, tests, and other examinations, (b) homework, and (c) major papers and projects. Individual course instructors may grant exceptions to these guidelines, but must do so explicitly, as indicated by the relevant policy statements given below. Any academic assignments which, by their nature, are not addressed by these guidelines will be governed by whatever guidelines are provided by the course instructor with regard to such an assignment.

- (a) Quizzes, tests, and other examinations: All quizzes, tests, and other examinations whether conducted in the classroom or in some other location, must be taken at a single sitting and without outside assistance of any sort including, but not limited to, books, notes, other

individuals, reference works, and audio or visual media. Any exception to these guidelines must be given in writing by the instructor on assignment sheets, the evaluation instrument itself, or other written instructions disseminated to all of the students in class.

Practically, this means that the following actions will be considered events of academic dishonesty should they occur during or after the administration of quizzes, tests, examinations, or any other in-class instrument designed to gauge a student's measure of mastery of a subject:

- The use of any medium (paper, skin, clothing, walls, desk tops, etc.) to write in advance the answers to questions found on the testing instrument.
- The act of looking on another student's paper, whether or not that results in a change of answer
- The obvious act of positioning one's own paper so as to give access to information to another student(s)
- The act of informing another student or students by any means (speech, writing, body signals such as tapping or coughing, electronic devices such as cell phones, iPods, MP3 players, etc.), about the general or specific content of a testing instrument before, during, or after its administration
- The act of showing a completed and/or graded testing instrument to another student(s) who has yet to be evaluated by performance on that instrument
- Intentionally being dishonest in self-grading smaller testing instruments (such as quizzes and homework assignments that are often graded in class by students), with the result that a student receives a higher grade than should have been earned

(b) Homework: Homework should be done by the student. One of the benefits of the UMS model is the ability for the parents to teach and tutor the student. Homework should be thought of as a tool to both teach the child as well as assess their comprehension of the subject matter. Teachers' Editions and answer keys are available to parents for these purposes. It is not recommended, and may be considered cheating, to allow a student to utilize the teachers' editions and/or answer keys to complete their homework. There are some exceptions to this where the course instructor may authorize the use of the teacher's edition textbook for specific assignments. Practically, this means that the following actions will be considered events of academic dishonesty should they be determined to have occurred during the completion of homework:

- *All homework assigned is to be completed individually unless otherwise directed by the instructor.* The act of two or more students completing it together, without the authorization of the instructor, is considered academic dishonesty.
- The act of providing to another student(s) by any means the content of one's own homework or the contents of another student's homework;
- The act of taking homework from another student, or from a classroom, book bag, binder, workbook, study hall, library, computer, car, room, etc.;

- The act of positioning oneself in order to observe and benefit from the work of another student(s) as he completes his homework;
- The act of using any resource not authorized by the instructor to be used in the course—examples include teacher’s editions of textbooks, solution manuals, answer keys, the internet, the papers of siblings who have taken the course earlier, etc.

(c) Major papers and projects: While parents should be available to discuss points or help guide a student as he or she prepares for a major paper or project, the student should complete the assignment without significant assistance (based on grade level), except as authorized by the instructor. This authorization must be given in writing on assignment sheets or other written instructions disseminated to all of the students in the class when granted for work to be completed outside of the classroom setting.

Practically, this means that the following actions will be considered events of academic dishonesty should they be determined to have occurred during the completion of major papers or projects:

- The use of another student's work, without written or verbal authorization of the instructor, in the completion of the paper or project.
- The use of any resource explicitly prohibited by the instructor by either verbal or written means in the completion of the paper or project.
- The use of any resource designed to provide the student with a grasp of material without having to engage that material firsthand. Examples of such resources include Cliff Notes, Spark Notes, and websites that offer the student professional observations and analysis of, and writing pertaining to, a work.
- The act of plagiarism, defined as *the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.*

Additional definitions and descriptions of plagiarism as a form of academic dishonesty may be found in the appendix of this handbook.

### Enforcement

1. Discovery and Determination of Academic Dishonesty: Determination of academic dishonesty may be made by the instructor of the course in which it was deemed to have been committed. Other school officials, including proctors or other instructor substitutes, may alert the instructor to the possibility of academic dishonesty should they acquire or become aware of credible evidence including, but not limited to, eye-witness observations, which indicate that cheating, plagiarism, or other dishonest acts have taken place. Fellow students may alert staff or faculty members of Calvary to the possibility of academic dishonesty among peers; however, the final determination of such remains a function of official DCA staff or faculty. In cases involving students in the determination of cheating, the staff and faculty of Calvary will maintain the confidentiality of those students.

2. Once the instructor has determined that academic dishonesty has indeed taken place, he shall inform the affected student(s) of his finding and, in conjunction with the relevant school officials,



shall impose the proper penalties.

**Minor Offense:** A student caught or confessing to a first event of academic dishonesty of a lesser nature, including such assignments as homework and quizzes, will receive a zero for that assignment, and a report of the event shall be made in Renweb, notifying the parents and appropriate administrators at Calvary, and a copy shall be placed in the student's permanent paper file.

**Major, or Second Minor, Offense:** A student caught or confessing to a second event of academic dishonesty of a lesser nature, or the first instance of a major offense, including such things as tests, papers, projects, reports, etc., may be immediately suspended from school for a time to be determined by the administration and not allowed to return until a meeting between the student's parents and administration takes place. At that meeting, a determination will be made by the administration regarding any make-up work allowed for the student during his/her suspension. The student will receive an indisputable zero for that assignment (or original assignment in the case of a retest), and a report of the event shall be made in Renweb, notifying the parents and appropriate administrators at Calvary, and a copy shall be placed in the student's permanent paper file.

**Second Major, or Third Minor, Offense:** If at any time during the remainder of an offending student's involvement at Calvary he/she is again caught or confesses to academic dishonesty as detailed by the DCA Parent/Student Handbook, the student may be suspended at the discretion of administration, and may be a candidate for expulsion from the academy. If expulsion occurs, this infraction becomes a permanent part of the student's academic record.

3. Appeals Process: Should a student desire to appeal the determination of the course instructor, he must request in writing a hearing with the Academic Committee, who will arrange for a conference with the student, one or both parents (or guardians), and the instructor of the course. During this conference, all relevant evidence will be presented and examined. Following the conclusion of the conference, the Academic Committee will render a determination in the matter based on its assessment of the weight and credibility of whatever evidence is presented for review. If that committee finds the student guilty of academic dishonesty based on a "more likely than not" standard, it shall impose the proper penalties.

## Plagiarism

### *What is Plagiarism and Why is it Important?*

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

### *How Can Students Avoid Plagiarism?*

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common

knowledge;

- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

### How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

*"The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Borden's lived) which became the centers of production as well as of commerce and trade."*

Here's an UNACCEPTABLE paraphrase that is plagiarism:

*"The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Borden's lived which turned into centers of commerce and trade as well as production."*

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

*If you do either or both of these things, you are plagiarizing.*

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

*"Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1)."*

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

*"Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1)."*

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.

## Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source. If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

### Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

## Terms You Need to Know

**Common knowledge:** facts that can be found in numerous places and are likely to be known by a lot of people. Example: "John F. Kennedy was elected President of the United States in 1960." This is generally known information. **You do not need to document this fact.** However, you must document facts that are not generally known and ideas that interpret facts. Example: "According to the American Family Leave

Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6)." The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an **interpretation; consequently, you need to cite your source.**

**Quotation:** using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style. The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

**Paraphrase:** using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

*(Produced by Writing Tutorial Services, Indiana University, Bloomington, IN)*

## STUDENT LIFE

DCA believes that a positive and constructive working relationship between the school and a student's parents or guardians is essential to the accomplishment of the school's educational mission. All parents or guardians must review the Student Code of Conduct and subsequent rules with their student.

### Classroom Principles

1. **We Love One Another** - Beloved, let us love one another, for love is from God and everyone who loves is born of God and knows God.- 1 John 4:7
2. **We Obey** - Children, obey your parents in the Lord, for this is right- Eph 6:1
3. **We Are Joyful** - Rejoice always- 1 Thessalonians 5:16 ; A joyful hear makes a cheerful face.- Proverbs 15;13
4. **We Are Kind** - Be kind to one another, tender hearted forgiving each other, just as God in Christ also has forgiven you. Ephesians 4:32
5. **We Are Peacemakers** - And let the peace of Christ rule in your hearts, to which indeed you were called in one body; and be thankful.- Colossians 3:15
6. **We Are Thankful** - In everything give thanks; for this is God's will for you in Christ Jesus.- 1Thessalonians 5:18
7. **We Are Orderly** - For God is not a God of confusion but of peace. -1 Corinthians 14:33 Let all things be done properly and in an orderly manner.- 1 Corinthians 14:40
8. **We Serve One Another** - Truly I say to you, to the extent that you did it to one of these brothers of Mine, even the least of them, you did it to me. -Matthew 25:40

The Student Code of Conduct includes the basic disciplinary action to be enforced. This discipline is intended to help the student recognize the seriousness of what s/he has done and prevent repeated violations in the future.

All students must agree to live by the standards in the Code of Conduct and the **Statement of Faith** (see page 9) that have been established for their own good and for the good of the entire school community. They must indicate their willingness to do so by indicating their willingness to do so when enrolling/re-enrolling each year.

### Student Code of Conduct

**All aspects of the Student Code of Conduct apply to both Elementary, Middle and High School students unless otherwise noted.**

#### Biblical Basis

*Discipline is evidence of love – not contrary to love. "... because the Lord disciplines those He loves, and He punishes everyone He accepts as a son ."* Hebrews 12:6

*Training in discipline produces good. "No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it." Hebrews 12:11*

*Application of discipline is not a rejection of the person. "Brothers, if someone is caught in a sin, you who are spiritual should restore him gently." Galatians 6:1*

*"My brothers, if one of you should wander from the truth and someone should bring him back, remember this: Whoever turns a sinner from the error of his ways will save him from death and cover over a multitude of sins." James 5:19-20*

The aim of discipline in any form is redemptive. The goal is to restore the errant person to right fellowship with Jesus Christ and the community and to a lifestyle of godliness and conformity to Christ.

Discipline must begin with self-discipline. As students mature, they need to become less dependent on rules to govern their behavior and more concerned with doing what is right. The Scripture exhorts us, "...train yourself to be godly" (I Timothy 4:7). DCA's process, then, is based upon developing students' personal integrity and their willingness to practice self-control. Students must allow the Lord to confront and change their behavior, so that they will need school discipline less and less.

The teacher is the authority in the classroom and is charged to maintain the control and discipline necessary to establish a quality-learning environment. The administration enthusiastically supports the teachers in this disciplinary role and will become involved whenever it appears that student disruption and lack of cooperation warrant attention and sanction.

Teachers are encouraged to be consistent in their disciplinary actions and to keep the discipline in line with the offense, with the goal in mind of helping students move toward the goal of self-discipline. The administration has the final responsibility for all disciplinary action taken.

## **Student Expectations**

1. Students must be active in a Christian church that is in keeping with DCA's Statement of Faith.
2. Students are expected to always show respect to adults. A title (Mr., Mrs., or Coach) should be used when addressing an adult. The use of "yes/no sir/ma'am," opening doors, carrying loads, and other ways of showing respect to adults are expected.
3. Students are expected to treat each other with respect, kindness, and compassion. Therefore, good manners and courteous speech (please, thank you, excuse me) is encouraged.
4. Calvary students are expected to have a strong work ethic (motivation, study skills, time management, independence). Students should have a thankful attitude about work. Complaining, whining, and arguing over directions and expectations of the teacher or school do not show a thankful spirit. However, when circumstances warrant, the proper response is for students to respectfully appeal at the appropriate time.
5. Students are expected to abide by class rules as set by the teacher.
6. The school facility and grounds are to be kept clean, orderly, and in a manner that shows an attitude of good stewardship and gratefulness. The students should always clean up the messes they make and return materials to the proper place.
7. Students are to always come to class on time and to be prepared (with homework completed

and with materials needed).

8. Students are to move in an orderly fashion from class to class.
9. Use of profanity is prohibited.
10. Public displays of affection between students, such as handholding, kissing or inappropriate touching, are not permitted.
11. Food is NOT allowed in the classrooms, unless authorized by teacher.
12. Students should not bring radios, CD players, CDs, MP3 players, handheld games, or other non-school related items into the classroom unless specific permission is given by the school administration. **A fine will be assessed.**
10. Student possession or use of vape/tobacco products, illicit drugs, alcohol, or weapons is not permitted on or off campus or at any DCA sponsored event.
11. Students and parents must adhere to a high standard of personal integrity including academic honesty. (See academic dishonesty policy)
13. Due to the disruptive nature of cell phones and other such communication devices, they are prohibited in the classroom during the school day (8:45 a.m. – 3:45 p.m.). Students are allowed to check their phones in the main office and reception areas. These items will be confiscated and returned at the discretion of the administration. **A fine will be assessed and may increase each instance for repeat offenders.**
14. Students are not allowed to buy, sell, or trade at school without permission from the school administration.

## Off-Campus Behavior

DCA may discipline its students for infractions of the behavioral expectations regardless of whether they occur on or off school grounds, before, during, or after school hours, on-line (such as but not limited to: blogs, chat rooms, websites) or electronically (i.e., through text messaging, social media), and whether or not they occur at school functions. These infractions include, but are not limited to smoking/vaping, drugs, bullying, sexual behavior, or the appearance of any of these. DCA students should model a Christ-like lifestyle on and off campus.

## Sportsmanship

All fans of DCA athletes are expected to demonstrate self-control and good sportsmanship toward officials, coaches, and players. Any expressions of support for DCA teams should be focused on “our” team and not against the other team.

## High School Open Campus Policy

For the purpose of this policy, the campus should be understood to include the school buildings, playgrounds, and all adjacent parking lots. DCA's students enter and leave the campus at different times of day depending upon their individual course schedules. Some of the Middle and High School students are responsible for their own transportation to and from the campus. This means that, out of necessity, DCA's Middle and High School operates under an open campus policy defined as follows:

1. Middle and High School students are required to check out when leaving the campus and will miss any part of a regularly scheduled class.
2. Middle and High School students' attendance records will be kept for all courses and study halls. (Please see the Academy's “Attendance Requirements” on page 42).
4. Students are to be under supervision by being physically present in the class or study hall for

which they are registered whenever they are on campus. Being present on campus, but not in the class or study hall for which he is registered, or present on campus at a time when the student does not have a scheduled class or study hall may result in disciplinary action. Exception: Junior and Senior students may utilize the Lion's Den during school hours. Students will be asked to leave campus if not behaving responsibly, in accordance with the Parent and Student Handbook.

5. Parents are responsible for guiding their students in the use of their freedom to come and go from the campus. Students who violate or abuse this freedom are accountable to their parents who are the enforcers of the policy they make with their student. Absent violation of school policy, DCA will neither set nor enforce an individual student's open campus freedoms.
6. It is considered a discourtesy to the teacher and a disruptive influence to the learning environment for a student to leave a class in session before the student has been excused or the class has been dismissed. Therefore, unless prior arrangements have been made or the instructor grants permission, leaving a class early will be considered a breach of good conduct and treated as a discipline issue.
7. No student will be allowed to walk off campus. The only exception will be for a student living next to the school who has written permission from the parents or guardians to walk home.

## Dress Code Policy

### General

DCA's dress code is intended to give concrete, practical witness to the school's commitment to fulfill our aims to honor God and disciple students. DCA students should be well groomed and dressed conservatively on campus and at school functions. DCA policy is for Christian young people to dress modestly, not wishing to draw attention to themselves with extravagant styles or revealing clothing.

*The Administration or those designated to act on behalf of the Administration, retains the authority to determine the appropriateness of a given student's attire or hairstyle and may remove from the campus/function, or otherwise discipline, any student deemed to be inappropriately dressed. The Administration also reserves the right to grant a limited variance to these regulations for special purposes, such as special dress days or instructional exercises, provided that high standards of modesty are always upheld. All elements of the dress code are in force on the campus during school hours and will be enforced by the staff of DCA.*

Uniforms (tops, bottoms, and jackets) are available from Land's End. Previously purchased Parker pants, shorts, and skirts may be worn as long as they comply with current dress code. School jackets and letter jackets are ordered through DCA in fall and spring. Spirit wear will first be offered in the Fall of each year.

**All clothes and shoes must be neat and clean. Clothes should not be excessively faded, torn, frayed, or have un-hemmed edges.**

Our heart is that there be no unnecessary rule at DCA, but only purposeful ones, freeing students and



teachers to love, encourage, and edify one another. We are, therefore, committed to support you and your children by enforcing the rules with consequences. **Parents may be required to bring a student proper attire if out of code. Students may be assessed a fine or detention as a consequence of dress code violation(s). Students who repeatedly break dress code may lose the privilege of wearing jeans on jeans days.**

**All students on campus for academic purposes on non-school days (i.e., tutoring, labs, group projects, etc.) must wear a Calvary shirt.**

## **Jeans Day Dress Code (All grades)**

The first Thursday of each month for elementary and every Friday for secondary will be Jeans Days. The following is the proper dress code for these days:

- **Blue or black** jeans (or capris for girls) with no holes or slits and not too baggy or tight
- **Jeggings may not be worn**
- Any **Calvary** shirt or outerwear (shirts sold by Calvary, i.e., no TAPPS, tournament shirts, etc.)
- Any shoes may be worn (except no house shoes)
- No shorts are allowed (with the exception that boys may wear uniform shorts).

## **Elementary Uniform Dress Code (Kindergarten - 4<sup>th</sup> grade)**

### ● **Tops (Required):**

- Peter pan blouse (K-3<sup>rd</sup>), green, yellow, or white long or short-sleeved uniform polo.
- Uniform shirts must be tucked in at all times.
- Any undershirts which show at the neck must be white, gray, or black. Students may wear long sleeved shirts under short sleeved uniform shirts but the undershirt should be tucked in so it does not show at the bottom hem. Only white undershirts may be worn under white shirts.

### ● **Bottoms (Required):**

- Girls –Khaki skirt, skort, shorts, or pants; plaid jumper (K-3<sup>rd</sup>)  
Khaki or plaid skirt, khaki shorts or pants (4<sup>th</sup>)  
Skirts, shorts, skorts, and jumpers should be at least knee length Privacy shorts must be worn with all skirts and jumpers. When hemming the skirts, please be sure that the length is long enough in the back also. Girls may wear **solid** white, navy or black tights or leggings (no lace/pattern) under skirts during cold weather.
- Boys- Khaki shorts or pants  
For 4<sup>th</sup> grade boys, black or brown belts should be worn with any garment with belt loops. Boy's shorts should be at least a 7 inch inseam length, or no shorter than 3 inches (credit card width) above the knee.

- **Footwear (Required):**

- Closed-toe, closed-heeled, soled tennis shoes (no sandals, crocs, moccasins, boots, or house shoes) may be worn. Laces must be pulled through and well-tied. Please make sure shoes fit snugly for recess &/or PE.

- **Outerwear:**

- **On non-jeans days**, students may either wear Calvary jackets that open fully in front (from Land's End or DCA/Booster club) or approved sweaters from Parker/Land's End over a uniform shirt.
- **On jeans days**, sweatshirts, ¾ zip, hoodies, etc. offered through DCA Booster Club may be worn. (TAPPS shirts are not allowed). On extremely cold days, non-Calvary outerwear (coats) may be worn when passing between buildings but should be removed once inside the building.

- **Accessories:**

- Watches may be worn, but no bracelets or necklaces will be worn with the school uniform. Girls may wear one stud earring per ear.
- Students may not wear make-up or fingernail polish.
- Simple headbands or barrettes which reflect the colors of our uniform may be worn.

## **Middle/High School Dress Code (5<sup>th</sup> - 12<sup>th</sup> grades)**

- **Tops (Required):**

- green, yellow or white uniform shirt
- Boy's uniform shirts must be tucked in at all times.

Any undershirts which show at the neck must be *white, gray, or black*. Students may wear long sleeved shirts under short-sleeved uniform shirts but the undershirt should be tucked in so it does not show at the bottom hem.

- **Bottoms (Required):**

- Girls – Khaki or plaid skirt, khaki pants

Skirts should be at least knee length (touching the knee). Girls may wear **solid** white, black or navy tights or leggings (no lace/pattern) under skirts during cold weather.

- Boys – Khaki shorts or pants

Pants or shorts may not be too baggy or too tight or too short. Shorts may not be rolled at the cuff. Black or brown belts should be worn with any garment with belt loops.

Boys shorts must be either 7 inch inseam or no shorter than 3 inches above the knee, whichever is longer.

- **Footwear (Required):**

- Students must wear **closed-toed, closed-heeled, soled** shoes (no sandals, crocs with the strap on the back, moccasins, or house shoes). Shoes must be predominantly neutral in color (white, black, brown, tan, gray, or navy (very dark blue, almost black)). Trim may be in color but must be minimal. For shoes with laces, the laces must be pulled through snugly and well tied. Shoes must be clean and in good condition.

- **Outerwear:**

- **On non-jeans days**, students may either wear Calvary jackets that open fully in front (from Land's End or DCA/Booster club) or approved sweaters from Parker/Land's End over a uniform shirt. As a privilege, high schoolers may wear Calvary hoodies over a uniform shirt on non-jeans days; this privilege will be revoked for the rest of the semester (or year) for individual students who break the dress code.
- **On jeans days**, sweatshirts,  $\frac{3}{4}$  zip, hoodies, etc. offered through DCA/Booster Club may be worn. On extremely cold days, non-Calvary outerwear (coats, not hoodies) may be worn when passing between buildings but should be removed once inside the building.

- **Accessories:**

- Ladies may wear no more than two pair of modest earrings but *may have no other visible piercings*; young men may not have any visible piercings.
- Young men may not wear headbands, wear makeup or nail polish.
- For young women makeup, clothing, jewelry, hairstyle and color must be conservative and not draw attention to itself. No black or other extreme color of lipstick or fingernail polish is permitted.
- Young men and women may wear a single necklace 18" or less in length with a pendant no larger than 1" in size.
- No hats or head coverings will be worn in the buildings. No tattoos, drawings, or markings, either temporary or permanent, are allowed to be visible on the body.
- Only Calvary scarves may be worn on campus during the school day.

## **Hair Code for All Students:**

Hair should be clean and well-groomed at all times. Girls' hair should be neatly combed in a feminine hairstyle. Shaved or masculine haircuts are not permitted for girls. Boys' hair should be neat and combed. Boys' hair must be conservative hairstyles and in good taste. Hair length must be kept above the top of the eyebrows in the front, above the top of the collar in the back, and above the top of the ears (Elementary School) or not fall below the middle of the ears (Middle and High School). No unnatural hair colors, bleaching, unnatural highlighting, head shaving, spiking, or distracting hairstyles are allowed. All hairstyles are at the discretion of the Elementary School Head (K-4<sup>th</sup>) or Middle and High School Principal (5<sup>th</sup>-12<sup>th</sup>). No facial hair is permitted. In the case of a hair code violation students

will be given three days (including the day of the violation) to get it corrected.

### **Athletic Uniform Dress Code (5th - 12th grades)**

Students should wear the following for athletic practices unless otherwise designated by the coach.

- Tops (Required): green, black, gray or pink athletic short bottoms
- Bottoms: (Required): Black athletic shorts
- Footwear (Required): Athletes must wear the approved shoe for the sporting event
- Outerwear: students may either wear DCA sweatshirts or a long sleeve shirt over the athletic shirt . Athletes may also wear leggings under shorts. Leggings are not allowed to be worn without shorts over the leggings.

Accessories: Any accessories worn must match the uniform worn on the court or field

### **All Secondary Students Extracurricular Events**

**(Including but not limited to dances, banquets, performances, competitions)**

The principal, in connection with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in an activity. Please use the utmost discretion to ensure the way you dress is tasteful, above reproach and event appropriate. Ladies will not be allowed to wear strapless, low cut, midriff, backless or sideless dresses or tops to any school function. Two-piece dresses or dresses that give the illusion of being two pieces are not allowed. Any cut out, whether open or mesh, anywhere on the dress must be lined with the same color of the dress in a solid fabric (no flesh toned linings i.e. the appearance of skin) The length of dresses should be at least fingertip when arms are straight down at the side. Apparel at school-related activities must be modest, appropriate, and God-honoring.

## DCA Dance Dress Code

*(Parents and Students will have to sign acknowledging the Dress Code Policy for every dance.)*

DCA's dress code policy is for Christian young people to dress modestly, not wishing to draw attention to themselves with extravagant styles or revealing clothing. **Please use the utmost discretion to ensure the way you dress is tasteful, above reproach and event appropriate.**

### Ladies:

- Dresses may be no shorter than 3 inches above the knee.
- Dresses may not be strapless or two pieces.
- Dresses may not be skintight or form fitting.
- Dresses may not be low cut, may not have a plunging neckline or show cleavage.
- Dresses must have sides. With your arms down at your side, flesh may not touch flesh below the bust line.
- Dresses may not be lower than the natural waistline in the back. Your natural waistline is where your belly button is in the front.
- Dresses may not have sheer or flesh colored material or cut outs. Any flesh toned mesh must be lined with the same color as the dress.
- Dresses must not expose any skin between the bustline and 3 inches above the knee except for the back to the natural waistline. No midriffs may be exposed.
- Dresses may have a slit in the front up to but no higher than midhigh.
- No undergarments may be exposed.
- Dresses must stay in code when dancing or walking. If a dress becomes out of code with movement, student will be asked to leave the dance.

### Gentleman:

- For semi-formal or prom attire, boys are encouraged to wear slacks and a button up dress shirt. Tuxes and suits are optional.
- Shirts must be worn and buttoned up at all times.
- No jeans or shorts unless the dance is western or black light.
- No cut off shirts, t-shirts, or tank tops may be worn under the suit jacket as the suit shirt.
- Non formal headwear will not be allowed ie baseball hats

All students will be checked by a "red carpet team" for dress code compliance. Students whose attire is out of code, will not be able to attend the dance. Any student whose attire may become out of code during the dance will be asked to leave the dance. Appropriate attire needs to be modest and in good taste. The "red carpet team" has discretion to make final calls on all modesty issues. If any student has questions concerning **the modesty or appropriateness** of his/her attire, it is the parents and the student's responsibility to seek PRIOR approval from the DCA dance sponsor so that the student will not be prohibited from attending the dance.

I understand that it is my responsibility to inform my non-DCA guest of our dress code and that my guest will not be allowed enter or remain at a DCA dance if their attire does not meet the guidelines. Note: Parent and Student signature will be required

# Discipline Procedures

## Elementary Disciplinary Infractions

Elementary students are still in the formative stages of training in character, self-discipline, and good habits. With this in mind, the discipline procedures are more flexible than in the Middle and High School, allowing for the teacher to determine the best way to handle discipline. The goal, at every juncture, of discipline in these grades is to “shepherd the child’s heart,” helping him to understand the spiritual consequences of his behavior and the Biblical principle of “sowing and reaping.”

The following procedure shall be followed for student misconduct related to the classroom environment.

- First offense:               The teacher will give a verbal warning.
- Second offense:         The teacher will send a discipline notice home with the student and through RenWeb.
- Third offense:            The teacher will call the parents or guardians.
- Fourth offense:         The parents or guardians will be called in for a conference.

Natural and logical consequences of the student’s misconduct in addition to verbal admonishments will be the primary form of discipline at the first two levels. For example, if a student marks on furniture, he must clean the furniture.

If an elementary student continues to create discipline problems or engages in a more serious discipline infraction (such as but not limited to: bullying, cheating, fighting, hitting, inappropriate language), the administration may, at their discretion, use any appropriate form of disciplinary response that is in the opinion of DCA administration and staff the best interest of the student and the school. Parents will be notified immediately in each case.

## Middle/High School Discipline Infractions

At the beginning of the year and thereafter throughout the year, teachers will establish classroom policies and procedures with students. Any student who does not comply with school or class rules or the teacher’s verbal instructions will be subject to disciplinary action. **In partnering with parents, DCA leaves for the student’s parents the primary responsibility for teaching correct behavior and attitudes. If there is a behavior problem, full parental support of DCA administration is expected for all school-related discipline issues. Such parental participation is critical to hold DCA students accountable to one another, the rules and policies of the school, the staff, and the general school environment.**

The following, non-exclusive list sets forth examples of student behavior which violate school policy and/or the student code of conduct when they occur at school, on the school grounds, during school activities or off-campus. This list is not intended to be all-inclusive. Students may be disciplined, suspended, expelled or dismissed from school for any of the following:

1. The possession, transmission, and/or use of vape/tobacco, drugs, alcohol, knives, fireworks, or firearms (or any item that is used as a weapon);
2. Insolence, disrespect or insubordination;
3. Repeated instances of minor discipline issues (dress code infractions, etc.);
4. The use of inappropriate foul, profane or obscene language;
5. Fighting;
6. Inappropriate displays of affection;
7. Any form of sexual immorality (including adultery, cohabitation, fornication, homosexual behavior, bisexual conduct, bestiality, incest, or use of pornography is sinful and offensive to God (Mathew 15:18-20, I Corinthians 6:9-10).
8. Students must dress in conformity with their biological sex and use restrooms and changing facilities in conformity with their biological sex.
9. Repeated instances of cheating;
10. Rowdy behavior, such as running, pushing, shoving, yelling, etc.;
11. Leaving the classroom without permission;
12. Class tardiness or truancy;
13. Threatening, intimidating, or causing bodily harm to any person (student or employee);
14. Harassing behavior toward another student or staff member.

All DCA responses are to be effective tools of discipline, necessarily dependent on school and home communication and cooperation. Certain violations, such as cheating, carry inevitable academic consequences as well as the disciplinary consequences imposed by the school.

At times, misconduct may be serious enough to by-pass the guidelines set forth in this Handbook. Accordingly, the school administration reserves the right to determine what discipline response would be in the best interest of the student and school.

Responding to students in truth and grace can be messy, as we prayerfully and sensitively seek the best response to a student's actions and attitudes. However, much of the behavior of students is easily addressed through basic standards. If DCA faculty are unified both in their expectations of students and in their response to misbehavior, students will feel secure in their behavior and be able to trust both individuals and the corporate body of administration and faculty.

In the event of student misbehavior, teachers have various disciplinary tools available to correct students and encourage correct behavior. Particularly for dress code violations, chewing gum, cell phone possession, and similar infractions, teachers are advised to levy a \$5 fine (First offense) to students that will increase with each additional offense.

In-class misbehavior that disrupts the teaching process or disturbs relationships with other members of the DCA community are best met with a verbal reprimand or warning. Further misbehavior of this kind should result in removal from the community. For instance, a student who is guilty of persistent side conversation may be invited to leave the classroom for a few moments. The teacher may wish to stipulate a "timeout" of a stipulated time or may take time to speak to the student outside of the classroom (so long as it does not detract from classroom activity). If this kind of misbehavior continues, students should then be sent to the

principal's office. Administrators may finally choose to ask a student to go home for the day in the event of repeated visits to the office.

Teachers may also employ grade deductions, lunch detentions, early arrivals to school, or other methods for disciplining students as is necessary.

### **Suspension from Class**

In the event of a student's suspension from classes for disciplinary reasons, the following stipulations will apply: 2-point per day deduction from semester grade in all classes missed, all work missed must be completed and submitted to teachers on the student's first day back in classes, and any exams, quizzes or other in-school work must be promptly scheduled for make-up with teachers. Students involved in extra/co-curricular activities will be suspended from all activities on the day of suspension. Unless a student misses a game, contest, or event on the day of suspension, the student may be suspended from the next game, contest, or event. As extra/co-curricular activities are a privilege provided to students, coaches and advisors may have further consequences for suspended students according to their team's or group's code of conduct.

### **Probation and Non-invite**

A student may be placed on disciplinary probation after repeated minor infractions or a major infraction of school policy. The student will be given a specified period of time for improvement. If the improvement plan is honored, the student will no longer be on probation. However, students who do not honor the improvement plan with improved conduct and behavior will be asked to withdraw from school at the end of the semester in which the probation was initiated. Students placed on disciplinary probation at the end of the first semester may not be invited to reenroll. If the student has made satisfactory behavioral improvement by the end of the school year, the probation status will be lifted and re-enrollment will be permitted, providing there is space available in that particular grade at that time. Both faculty and administrators will provide input and have significant discussion before placing any student on probation and withholding enrollment. Students placed on probation will be required to attend a parent conference and will subsequently have periodic meetings to measure progress with teachers and administrators. For dress code violations, abusing privileges, using non-school related electronics, disrespecting property or others, all of which disrupt learning, students may be assessed a fine of at least \$5.00 as a consequence.



## EXTRA-CURRICULAR ACTIVITIES

### Student Government

Student Government is an opportunity for individual students to participate in leadership and servant roles within the school. This elected body serves the students and the school in a variety of ways. Students elected to the Student Government must be willing to commit to meeting consistently to plan and organize activities including fundraisers, service projects, and special events. (Fundraisers benefiting the class' senior trip will be restricted to grades 9-12.) DCA's Student Government encourages students to strive for excellence and take on leadership roles as modeled in the life of Christ.

Parental permission must be given for students to run for a position on Student Council. The parent will be asked to come alongside the representatives by attending class meetings, and helping with fundraisers and fellowships.

Elections for grades 7-12 will be held in the spring. Junior High will elect three representatives. High school will elect a president, vice-president, secretary, and treasurer. A description of these jobs follows:

#### *President:*

- Facilitate class meetings
- Schedule and attend monthly meetings with officers (VP, Treasurer, Secretary)
- Set the agenda for monthly meetings
- Maintain communication with Principal/Student Council Advisor
- Attend lunch meeting with Principal once a semester

#### *Vice President:*

- E-mail agenda to principal
- Serve as President when necessary due to the absence of Pres.
- Establish snack schedule for class meetings
- Collect input/votes from classmates as needed on issues prior to class meeting (fellowship and fundraising ideas)
- Attend lunch meeting with Principal once a semester

#### *Secretary:*

- Take minutes from class meetings
- E-mail minutes to Student Council Advisor to send to class and Principal
- Attend lunch meeting with Principal once a semester

#### *Treasurer: (if this position is not filled the responsibilities fall to the VP)*

- Plan and execute class fundraisers along with other class officers
- Keep financial records and work with the business office on accounting for the class

- Attend lunch meeting with Principal/Student Council Advisor once a semester

Class Officers must have a grade of 70 or above in each class throughout the current school year. Class Officers with any grade below 70 at the end of the quarter will be given one successive quarter to raise their grade to 70 or above before being asked to resign their position. Failure of any course will result in immediate dismissal.

High school candidates must complete the amount of community service required by the school (6 hours for seniors/juniors; 4 hours for all others) within each semester. Failure to complete community service in any semester will result in immediate dismissal from the Student Government.

## **National Honor Society**

### **Selection**

- Candidates eligible for election to this chapter must be members of the sophomore, junior, or senior class.
- To be eligible for selection to membership in this chapter, the candidate must have been in attendance for a period of one full semester at DCA.
- Candidates eligible for election to the chapter shall have a minimum cumulative average of 92.000 on a 100-point scale. This scholastic level of achievement shall remain fixed, and shall be the required minimum scholastic level of achievement for admissions to candidacy. All students who can rise in scholarship to or above such standard may be admitted to candidacy for selection to membership.
- Students must exceed the service hours required by the school as follows: 30 hrs. total recorded by DCA by the middle of sophomore year; 55 hrs. total for juniors; 85 hrs. total for seniors.
- Upon meeting the grade level, attendance, and GPA standard requirements, candidates shall then be considered based on their leadership, and character.

### **Discipline And Dismissal**

Any member who falls below the standards of scholarship, leadership, character, or service may be dismissed from the DCA chapter of the National Honor Society®. A member of the National Honor Society® is expected to maintain his/her academic standing and take an active role in service and leadership to his/her school and community.

If a member's cumulative average falls below the standard in effect when he/she was selected (92), he/she will be given a written warning and a period of one semester to bring his/her cumulative average to a 92 or above. If the cumulative average remains below standard at the end of the warning period the student will be subject to further disciplinary action by the Faculty Council that may include dismissal from the chapter.

Violation of the law or school regulations can result in dismissal of a member. These violations include, but are not limited to, DWI, stealing, destruction of property, cheating, truancy, or possession, selling, or being under the influence of drugs or alcohol at any time. Offenders of the Student Expectations under the Student Code

of Conduct in the current year of the DCA Parent/Student Handbook (such as use of profanity, failure to comply, unexcused absence, excessive tardiness, etc.) will receive written warning notification.

In all cases of pending dismissal:

- a. The member will receive written notification indicating the reasons for possible dismissal from the advisor/Faculty Council. The member and adviser may discuss the written notification in a conference. Situations that involve flagrant violations of school rules or the law can warrant disciplinary action without a written warning, although a hearing must still be held.
- b. The member will be given the opportunity to respond to the charge against him/her at a hearing before the Faculty Council prior to the vote on dismissal (in accordance with due process 86 DCA Parent and Student Handbook identified in Article X of the National Constitution.) The member has the opportunity to present his/her defense either in person or in writing. The Faculty Council will then vote on whether to dismiss. A majority vote of the Faculty Council is needed to dismiss any member.
- c. The results of the Faculty Council vote will be reviewed by the principal, and then if confirmed, expressed in a letter sent to the student, parents, and principal. Dismissed members must surrender any membership emblems to the adviser.
- d. The Faculty Council's decision may be appealed to the principal and afterwards through the school's discipline policy.

## **TAAPS Participation Policies**

As stated in the TAPPS by-laws, all students participating in TAPPS high school athletic and academic programs "must be a full time, day student at the member school . . . enrolled in at least four academic courses." This does not include dual credit classes taken off campus or study halls.

## **Student Travel Rules**

Students should understand that when they travel, they represent DCA, the state of Texas, the United States of America, all believers in Jesus Christ, and the group they are traveling with. If students fail to abide by DCA's policies, regulations and laws, or to maintain their academic standing, they may be denied the privilege of participation. Any funds they have contributed or may contribute may be forfeited.

- Students should not bring harm, embarrassment, disgrace or discomfort to themselves or to any member of their group.
- All school regulations and policies apply to all school trips, activities, etc.
- Any possession or use of alcohol or any possession or use of any controlled substance will not be allowed or tolerated. If students break this rule, they may be sent home immediately on a convenient means of transportation at the discretion of the school supervisor/official, and any additional expenses will be covered by their parents or guardians.
- Smoking or other use of tobacco and vaping are not allowed.
- Students must stay with the group at all times unless special permission has been obtained by the sponsor. When staying in a public accommodation, they must be in their rooms at the agreed times. There will be no co-ed visitations without an adult sponsor present in the room.

- It is important to adhere to time schedules. Students must be prompt for all occasions.
- Students will wear acceptable dress as deemed appropriate by the sponsor.
- Students are expected to abide by the laws of the city, state, or country in which they are staying.
- Students should abide by all rules developed by the sponsor of the activity or hosting organization in addition to the rules listed in this code of conduct plus any other policies or regulations established by DCA. Violation of this code of conduct will result in a conference with the sponsor(s) and the students and, if necessary, students will be subject to appropriate discipline for the violation. If there is continued willful disobedience or open and persistent defiance of proper authority, students may be sent home immediately on a convenient means of transportation at any additional expense to my parents or guardians.
- Students may be subject to further sanction or disciplinary action after returning from the trip.

All judgments as to whether these rules are being upheld, bent, or broken rests with the trip sponsors and 87 DCA Parent and Student Handbook their DCA supervisors. The opinions and judgments of the students in question, other students, chaperones, and/or parents may be considered, but the decisions and judgements of the trip sponsors and their DCA supervisors should be respected and upheld.

Trip sponsors will see that the code of conduct is properly administered. Sponsors will maintain proper decorum when with the participants in their charge.

## **Academic & Fine Art Competitions (TAPPS and NTIL)**

### **TAAPS Academic and Fine Arts Meets (9 th -12 th)**

Each spring, students in grades 9-12 are invited to participate in competitions hosted by TAPPS. Students must be full-time students enrolled in 4 or more academic classes in order to be eligible. Academic event categories include math, computer science, current events and issues, science, Spanish, writing, public speaking, and acting. Art media categories include drawing, painting, sculpture, and photography. Music events include solo, small ensemble, and large ensemble competition. As opportunity arises, DCA staff will help coach students for their events. Parents should expect to be involved in helping prepare students for the competition and offering transportation, if necessary. Students who place high enough in the district competition will proceed on to the state competition during the first week of April.

## **Athletics**

### **Vision and Mission**

The mission of DCA Athletics is the relentless pursuit of excellence through character, commitment, and consistency. Calvary athletics helps to fulfill the mission of the school by teaching the Christian way of competing expressed through our core vision in athletics:

- Play for God's glory with Christ like character
- Be leaders on campus and in our community

- Have fun, play smart, play hard
- Overcome adversity with Christ likeness
- Relentlessly pursue excellence
- Develop a love and desire to please God
- Work hard with consistency and commitment
- Serve others
- Respect authority

The Calvary Athletic Department acknowledges that God is the priority in our school, followed by family, academics, and finally athletics. When this order is followed, it will result in student-athletes who are balanced spiritually, physically, mentally, and emotionally.

Because Calvary athletes are representatives of their team, their school, their community and more importantly, God, Calvary athletics is committed to developing each individual's character. In addition, a proper perspective on winning and losing consistent with glorifying God is maintained. Calvary athletes will be humble in victory, and courageous in defeat. Winning is defined as reaching the maximum potential by giving great effort as an individual, and as a team.

Individually, the DCA athletic department wants the athletes to relentlessly pursue excellence. As a result, maximum effort is given to training and preparation that leads to as much individual accomplishment as God will allow.

Calvary Athletics strives for excellence through programs that are well respected and considered among peers and college coaches as one of the best in TAPPS.

## **Parent/Spectator Conduct**

Families' attendance and a show of team enthusiasm at DCA sporting events is encouraged in support of our teams. DCA athletes are expected to conduct themselves with honor, dignity, and sportsmanship on the field or court; so too should the supporters of the DCA athletes. This includes interaction with all coaches and referees. Parents are to treat coaches with respect and not approach them with complaints before, during or after games. Please set up a meeting with the AD and the coach if a major problem needs to be addressed. Parents are restricted from yelling instruction during a game or delaying a player entering the locker room at halftime with the rest of the team. Parents and athletes will be required to sign the Athletic Code of Conduct prior to the start of the season.

## **Attendance**

Students absent from school will not be permitted to participate in extracurricular activities on that day. In the event that DCA is closed due inclement weather, all athletic events (games and practices) will be canceled.

## **Athletic Teams**

**Girls** - volleyball, basketball, track, softball, tennis, golf, cheerleading, cross country, soccer, and swimming

**Boys** - six-man football, basketball, track, baseball, tennis, golf, cross country, soccer, and swimming

**Junior High** athletic teams, depending on participation, may consist of a competitive team, a developmental team, and possibly a skills development team. Team placement is decided based on skill level, not grade level. There are no guarantees for playing time for either team, but skill development and having fun is the goal of the developmental team. Starters on the competitive team could possibly play the majority of the game. Non-starters will enter the game at the coach's discretion. A skills development team will continue to work on improving the skills of lower level players and will compete on a more limited basis.

**High School** athletic teams, depending on participation, may consist of a Varsity team and a Junior Varsity team which will compete under the rules and regulations of TAPPS (Texas Association of Private & Parochial Schools). Varsity teams play at a high level of competition. Team placement is decided based on skill level, not grade level. There is no guarantee of playing time in high school. See *Athletic Uniform Dress Code*

### **Injuries And Potential Risks**

Parents and student-athletes should fully understand the risk of injury associated with participation in sports programs provided by DCA. While reducing injuries to a minimum is a goal of our coaching staff and administration, the possible dangers must not be overlooked. If a parent or student-athlete is unsure of the risk(s) associated with any sport, they should contact the head coach or Athletic Director for more information.

All injuries must be brought to the attention of the athlete's coach so that proper assessment may be made. An official injury report will be filled out and signed by the coach, trainer (if applicable), and Athletic Director and kept on file in the athletic office. See the Injury Reporting Policy and Return to Play Policy below.

It is the parent's responsibility to carry proper insurance coverage for their student-athlete. DCA does not assume financial responsibility for medical, hospital, or ambulance expenses incurred due to athletic injuries. Athletics is a voluntary program in which students participate at their own risk.

**Student insurance is not provided by DCA.**

## **Injury Reporting Policy**

1. The definition of an injury is something that would cause the athlete to miss game or practice time. Hurt is something that will have pain but can be managed thru therapy. Injuries will be determined first by the athletic trainer. If the athletic trainer is not available, the head coach will determine if the potential problem needs to be looked at by the athletic trainer or a medical professional.
2. The athletic trainer will determine if the injury needs to be looked at by a medical professional. The athlete or the family always has the right to see a medical professional for a potential injury or a second opinion. If any athlete sees a medical professional for any potential injury this must be reported to the athletic director on a form provided by the school (available on the website). This form will need to be signed by the medical professional with instructions on return to play protocol.
3. In the event of an injury, the athletic director will report the injury to TAPPS. The athletic director will also report the injury to the head coach of the sport or sports the athlete is participating in at the time.

## **Return to Play Policy**

1. The athlete will follow the return to play protocol determined by the medical professional or the athletic trainer.
2. A medical professional always supersedes the athletic trainer.
3. Return to play forms for concussion and injury are available on the website.

# Community Service

## Overview

Matthew 20:27-28 "...and whoever wishes to be first among you shall be your slave; just as the Son of Man did not come to be served, but to serve, and to give His life a ransom for many."

With a mind toward developing Christ-like students who are willing and able to minister the love of Christ to a lost world, DCA has a Community Service requirement for Secondary students.

## Policy and Procedure

All DCA students who are enrolled in grades 9-12 must complete the following times in approved service to the Denton area, surrounding communities, and DCA.

Grades 9 and 10: 4 hours per semester (2 hours in the community, and 2 hours for the school) Grades 11 and 12: 6 hours per semester (3 hours in the community, and 3 hours for the school)

Community Service Log Sheets are available at the office and must be turned in, with necessary signatures and the student's name, **by the first Friday in December (fall hours) and the first Friday in May (spring hours).**

Failure to submit a Community Service Log Sheet or submission of an incomplete log sheet will result in an addition of 2 extra hours (1 in the community and 1 for the school) to the student's requirement for the following semester. Any hours of community service that have not been fulfilled will also be added to the following semester's requirement.

If a student has more hours than required in a semester, the total number of hours will be recorded on the student's transcript but will not be applied to any other semester. For example, if a student has 12 hours of service for the fall, 12 hours will be recorded for the fall but students must still meet the minimum of 4 or 6 hours required for the spring.

*In the event that community service requirements have not been thoroughly fulfilled before graduation, the student will not be able to participate in the graduation ceremony. Students are only expected to obtain hours for the years they are enrolled in grades 9-12 at DCA.*

## Examples of Approved Community Service

Community service is an opportunity for DCA students to experience diverse environments and diverse people. As such, a good general rule to follow in selecting a type of community service is to **minister to a**



**group outside of the student's normal peer group.** Ministering to people who do not know Christ is a great ideal to strive for.

Below are several examples of general and specific opportunities that we enthusiastically encourage:

- Food banks/homeless shelters
- Visiting elderly people at a nursing home
- Volunteering to help with a marathon/road race that benefits charity
- Habitat for Humanity
- Keep Denton Beautiful
- Fund-raisers for worthy charitable group
- Woman-to-Woman Center (Twice As Nice Resale Center)
- Maintenance on the school grounds (athletic fields, buildings on campus)
- Mission trips (only hours worked – not time on trip, traveling, or recreation)

#### **Examples of Unapproved Community Service**

Anything for which compensation is received, whether financial, material, or services is considered to be an unapproved community service. Hours spent in service to your family will not be approved as community service hours. Hours assigned by teen court are also unapproved.

## **Social Activities**

### **Elementary Birthdays**

Due to limited class time, birthdays should not be celebrated in class. Parents may honor their children on their birthdays by having lunch with them. Treats (cupcakes, cookies) may be served to the whole class during lunch, if desired, but must be cleared and coordinated with the student's teacher. Treats should be labeled "birthday celebration", including the student's name and grade level. The teacher should be notified of the date the parent intends celebrating a child's birthday to avoid double birthday celebrations. Birthday party invitations or gifts may not be distributed at school.

### **Elementary Holiday Parties**

Elementary class parties for Christmas and Valentine's Day will be scheduled by the school.

### **Secondary Social Events**

DCA desires for all activities to reflect Biblical values and standards. DCA criteria for social events and opportunities as well as all aspects of student life may look different from what is accustomed to being seen in other schools.

### **Field Trips**

Teachers will notify parents of field trips in advance. All school conduct and dress standards are in effect on field trips except where a specific exception has been made by the instructor. Some field trips are part of required course participation and are not optional.