

CYPRESS GROVE  
A C A D E M Y

# Family Handbook

Revised 2022/June

Effective for 2022-2023 School Year

Cypress Grove Academy does not discriminate on the basis of race, color, national and ethnic origin in Administration of its educational policies, admissions and other school-administered programs.

This handbook does not contractually bind Cypress Grove Academy in any way.

This handbook is subject to change without notice by the school's governing body and is available on the ClassReach page.

**Dear Families,**

Welcome to Cypress Grove Academy! We are so glad you have joined the CGA Family. The following handbook will provide details regarding school life at CGA. We encourage you to read it thoroughly and consult it as needed throughout the year. It is a wonderful resource of information. In turn, we hope the students will gain a clear sense of what is expected of them. The environment we desire to create is one conducive to study and charitable interactions between students, parents and teachers.

Furthermore, since we are not using our "own" space, we hope to be as courteous to our hosts at Covenant Presbyterian Church as they have been generous to us. We hope that "creating a few fences" and establishing protocol from the beginning will allow us to focus on the essentials of teaching your children.

Please review these policies with your children in light of these goals.

We look forward to a wonderful year!

Thank you,

CGA Board of Directors

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## **MISSION, VISION, and DISTINCTIVES**

### **Mission Statement**

The Mission of Cypress Grove Academy (CGA) is to provide students with the joy of a Christ-centered, classical education that nurtures the heart and challenges the mind. Partnering with parents, our school exists to teach students to love God and practice virtue by pursuing truth, beauty, and goodness.

### **Vision Statement**

The Vision of the school is to shape the habits and affections of its students through Christ-centered, classical education that they may think logically, speak truthfully, and live virtuously. The desire is that through rigorous, yet joyful learning, students humbly and courageously bring gospel-hope to our city as effectual kingdom ambassadors.

### **History**

Cypress Grove Academy was incorporated in the summer of 2020. The school was formed by five families who were looking for an alternative to both traditional five-day and homeschool models and also wanted to provide this type of education to other families in the greater Mobile area. CGA is one of the first concrete expressions in Alabama of collaborative or hybrid-model education, in which two proven elements of educational success—the professional classroom instruction of a trained teacher and the caring at-home mentoring of an involved parent—are combined into a single, unified program.

## **Educational Philosophy**

### CHRISTIAN

We view all subjects as seen through the prism of Christ. CGA upholds traditional Christian virtues and the Holy Scriptures as the divinely inspired Word of God. We also teach according to a Christian worldview. God, the Creator of heaven and earth, cannot rightly be separated from history, literature, mathematics, science, or any other academic discipline. We view every subject in light of God and His Word. This may be more apparent as we study the Bible and history, but it is just as true as we study math and science. In these subjects we discern the order and structure of the world that point decisively to the God of the Bible as our Creator.

Our commitment to Christ-centered teaching does not mean, however, that we will only study Christian material, thereby narrowly presenting the world as only the way we see it. On the contrary, our tools of learning and our faith in Jesus Christ help us to confidently affirm truth wherever it is found, for we know that all truth ultimately comes to us from God. Therefore, we wholeheartedly seek a complete liberal arts education.

### CLASSICAL

A CGA education aims at far more than practical benefits. We are classical, meaning that we employ the time-tested method of the Trivium, providing students the tools for life-long learning. This philosophy of education is the tradition passed down to us from the ancient scholars of Greece and Rome, to the monasteries of the Middle Ages, to the American schools that shaped the thinking of our founding fathers.

The Trivium works through a child's natural stages of development. It consists of the first three of the seven great Liberal Arts--Grammar, Logic and Rhetoric.

During the Grammar Stage, children study the fundamentals (or grammar) of subjects in order to build a foundation of knowledge on which all future subjects can be further built. In the Logic Stage the fundamentals learned during the Grammar Stage years are brought into relationships. We begin to answer not just what, but why. The goal is to equip students with the thinking skills necessary to recognize sound ideas and detect false ones. Toward the end of this stage, the formal study of Logic begins. When students mature to

the Rhetoric stage, they can then be trained to effectively use oral and written language to express thoughts eloquently and persuasively. The primary goal of the Trivium is not to train students in *what* to think, but *how* to think logically, deeply, and wisely.

Classical education can be distinguished from modern education in that it does not neglect the important first step of giving students the classical tools for both intellectual development and for understanding their classical, Christian heritage.

### THE JOY OF DISCOVERY

We desire that our students would love learning. To ignite this desire and keep it aflame, our school culture adopts the principles of renowned turn-of-the-century educator Charlotte Mason. Her popular method of education believes that children are taught as whole persons through a wide range of interesting living books, firsthand experiences, and good habits. Her method, the Charlotte Mason method, is centered around the idea that education is three-pronged: Education is an Atmosphere, a Discipline, a Life. We aspire to create an atmosphere and discipline among our students that creates a love of learning, and it is our hope that parents will partner with us to do the same through their lives at home.

### CLASSICAL LANGUAGES

The study of Latin and Greek has practical, cultural, and formative benefits. *Practically*, it provides a foundation for English and all other modern languages and helps increase standardized test scores due to its strong vocabulary and grammar emphasis. Latin is a highly organized language, and its intensive study develops the minds of students unlike any other subject. Students who have discovered *how to learn* with Latin become better-equipped to study all other subjects. *Culturally*, the study of classical languages increases cultural literacy and develops knowledge of our own historical heritage which becomes increasingly significant in this age of relativism. *Formatively*, the study of Latin imparts exceptional academic discipline, moral insight and aesthetic judgment. In light of western civilization, education and classical education have always been synonymous.

### EXCELLENCE, WISDOM, AND JOY

We know that wisdom begins not in man-made endeavors but in the fear of the Lord. We want to see our students work for mastery, taking their work seriously, and glorifying God with all their minds. And, we want to train our children with a natural inclination to rejoice in the Lord always, so that while they take their work seriously, they never take themselves too seriously. To encourage growth in wisdom, we endeavor to submit all that we do to the lordship of Jesus Christ by covering our school and community with prayer and affirming the authority of Scripture for all of faith and practice. To cultivate excellence, we maintain high academic standards, and we point our students to the reality that while all are not called the same level of excellence in all areas, we are all called to intellectual discipline and diligence. To cultivate joy, we embrace the natural delight and wonder given to children by their Creator, encouraging singing, laughing, and resting within a slower-paced model.

### **Admitting and Equipping Families**

The student body of CGA is selected by a thorough application process. The enrollment form is made available to parents on our website or upon request from the administrator. With high academic standards and a distinctly Christian environment, CGA asks parents to consider joining only after careful consideration and much prayer. A collaborative model of schooling requires a high level of parental involvement in the younger years and a high degree of student-ownership as the child grows into his or her teen years. CGA seeks to equip parents through co-teacher training, weekly assignment sheets, and periodic meetings or trainings designed to assist families. Cypress Grove Academy seeks to cultivate independence in our students as they grow, so that they may be thoroughly equipped to take ownership of their own education.

### **Associations**

CGA is a Christian school but it is non-denominational in nature. It is independently governed by men and women who attend various local churches. CGA seeks to promote unity among Christians and so will emphasize those beliefs that unite all Christians. We are registered as a "church school," as a ministry of Love Me Anyway church and in partnership with various Gospel-centered churches in Mobile.

CGA is a member of ACCS, the Association of Classical, Christian Schools. ACCS exists to accredit classical, Christian schools in both traditional and collaborative models, and CGA plans to engage in the ACCS accreditation process in the coming years. We are also a member school of CLSA, the Classical Latin School Association, which provides curriculum and training oversight to classical Christian schools across the country.

### **Statement of Faith**

The following statement of faith forms the foundation of what we believe and teach at Cypress Grove Academy:

Scripture - We believe that scripture is the inspired Word of God and both the Old and New Testaments are infallible in their teaching. We believe that Scripture is the supreme and final authority for all of faith and life.

Godhead - We believe in One Sovereign, Holy, and eternal God through whom all things were created and are sustained, existing in three distinct and equal persons: the Father, the Son and the Holy Spirit.

God the Father- We believe that God the Father is the creator and sustainer of all things. He necessarily exists, is omniscient, omnipresent and omnipotent. As the creator and sustainer of all things, he takes initiative in the revelation of himself and the salvation of his people and presides as King over all of the universe.

Christ the Son is the only begotten and incarnate Son of God, born of a virgin; He exercised His rule over all of creation through His miracles, He provided expiation for our sins through His death, and bodily resurrection. He ascended into heaven to sit on the right hand of God where He intercedes on our behalf before His physical return.

The Holy Spirit indwells believers, convicting them of sin, teaching, and equipping them for a life set apart unto God; illuminates the Word of God; and is the Comforter manifesting the presence of God in the life of believers.

Humankind was created sinless and in the image of God. Through the disobedient sin of Adam, he and all of his offspring are justly, irrevocably alienated from God and condemned to death, desperately in need of salvation.

Salvation for the believer comes through grace alone, by no merit of the individual, through faith in the finished work of Christ on the Cross.

The End of all things culminate in the bodily return of Jesus Christ to preside as Judge over all of humanity; the bodily resurrection of both the just and the unjust; the just to the eternal presence of God and the unjust to eternal punishment.

For more details regarding our statement of Faith and position on human sexuality and marriage, please reference the [Gospel Coalition's Confessional Statement](#) that can be found on their website. For a brief statement about how this position plays out in our school, please see our section later in the handbook titled Sexual Conduct, Orientation, and Identity.

Cypress Grove Academy teaches and upholds traditional Christian morality and the Bible as the divinely inspired word of God. We warmly welcome families of other faiths, while asking that all students and their families respect our distinctive Christian identity. In all our instructions we are respectful of other faiths, while humbly maintaining the truths of our Christian faith. By applying for enrollment you are stating that you understand that we are a Christian school and agree to respect our faith and Christian identity. Students will not be accepted for enrollment at CGA until parents, at the parent interview, have signed that they have read our statement of faith, understand that the way we teach is deeply informed by this statement of faith, and agree to not be antagonistic concerning the historical Christian identity of the school. The Administration reserves the right to ask any families to leave the school community if they do not abide by the agreement signed regarding this statement of faith.

## **Administration**

### BOARD OF DIRECTORS

CGA is governed by a Board of Directors who facilitate the broad vision and philosophy of the school. The board meets regularly and as needed to review the objectives of the school and to assess its progress according to the vision and philosophy of Cypress Grove Academy.

## MEMBERS

Christian Leman, President

Susan Currier

Laura Myc

Katie Nelson

Annie Persinger

David Wilhelm

Elizabeth Kennedy (non-voting member)

## HEAD OF SCHOOL

Elizabeth Kennedy

## LEAD TEACHER

Nicolette Duke

## ADMINISTRATOR

Patra Culpepper

## FACULTY

Olivia Etheredge - Kindergarten

Meghan Pagan - Kindergarten Enrichment

Kate Croom- 1st grade

Monique Williams - 2nd grade

Nicolette Duke - 3rd grade

Leann Hanes - 4th grade

Carolyn Neese - 5th grade

Wendy Hogan - 6th grade

Susan Currier - Writing/Literature, History

Rebekah Fitts - Latin II

Liz Kennedy - Earth Science

Faith Hezel - PreAlgebra, Algebra II, Logic 1, Intro to Physics

Joanna Kelvington - Logic II

Holly Gillis - Algebra 1

Krista Huber - Geometry

Josh Sparkman - Bible

Ben Nelson - Bible

Rachael Debruin - Writing/Literature, History

Fallon Gleason - French 1/Art History

Sarah Walley - Music, Latin 1  
Bethany Wattier - Art  
Chase Harrison - Physical Education

### **CGA Contact Information**

Cypress Grove Academy, 2651 Spring Hill Ave., Mobile, AL 36607  
Email: [patra@cypressgroveacademy.org](mailto:patra@cypressgroveacademy.org)  
Phone: 855-936-6882

### **SCHOOL CALENDAR**

Monday-Tuesday, August 8-9 - Teaching Training/Work in classrooms  
Thursday, August 11th - Mandatory Parent Training in classrooms - evening  
Friday, August 12th - Meet the Teacher/Drop off school supplies  
Monday, August 15th - 1st Day of School  
Monday, September 5th - Labor Day  
October 10-14 - Fall Break  
October 18 - Open House  
November 21-25 - Thanksgiving Break  
December 19-Jan. 3 - Christmas Break (off on Monday, Jan. 2)  
Monday, January 16th - MLK Day  
February 20-24 - Mardi Gras Break  
April 7th - Good Friday  
April 10-14 - Spring Break  
TBD - Student Testing  
May 25 - Last Day of School

### **OPERATIONAL POLICIES AND PROCEDURES**

#### **Attendance Policies**

School attendance is imperative for the students' academic success. Frequent student tardiness and absences disrupt class and affect individual academic progress. Students are not successful at CGA, academically or socially, if they routinely arrive late or miss class. Each time a student is tardy or absent, it becomes part of the permanent school record. If a student is unable to complete work on one of the home days due to illness or an unexpected circumstance, please let teachers know through ClassReach so that your

student can be counted absent in our records. For all grades, a student must be present 4 hours to be considered present for the school day.

## **Tardiness**

School begins *promptly at 8:00 a.m.* Students who are late to morning assembly, after carpool has ended, must proceed with a parent to the school office. The Administrator will make note of any tardy students, and will mark those students as tardy. Excessive tardies in a grading period could result in course failure, lowered course grade, or could affect a student's re-enrollment for the following year. In addition, four tardies will be counted as a single unexcused absence. Each subsequent tardy after 4 will count as an additional unexcused absence. We begin each school day together in morning assembly which sets the tone for the entire day as we sing, pray, and join together. We do not want any of our students to miss this crucial time.

## **Absences and Make-Up work**

### *Excused Absences*

Excused absences include illness or circumstances beyond a students' and/or parents' control. Parents should contact the office (preferably by ClassReach message) to report their child's absence as early as possible. A child's absence will be marked as unexcused until and unless a note is received which informs the school of an illness, injury, or emergency. Notes excusing absences must be received by the administrator within *two class days* of the absence. It is within each teacher's discretion as to how excused absences and make-up work and/or tests will be handled. However, it is the parents' and students' responsibility to get the missed assignments or classwork. This should be done by first checking ClassReach. If necessary, parents/students should contact the teacher prior to the next class period to receive clarification about any missed assignments. It is not the teacher's responsibility to assure completion of missed assignments.

In extenuating circumstances, such as extended illness or hardship, all efforts will be made to assist the student and family in meeting requirements. Adjustments may be made with regard to required assignments; however, mastery of course content is still necessary to satisfactorily complete the course. In these cases, other arrangements for completing assignments may be discussed between teacher and parents. Excused absences (illness, death

in the family, religious observance) should be limited to 4 or fewer per semester, if possible.

### *Unexcused Absences*

Students will be allowed 4 unexcused absences per semester. An unexcused absence refers to absences that are incurred for reasons other than illness, injury, or emergency within the family. Students will be responsible for the information covered during their absence since it will most likely be included on comprehensive assessments. Tests and quizzes which took place during the 4 maximum unexcused absences must be made up with arrangements worked out between the teacher and parents. Students who do not participate in the testing session will receive a zero for any missed evaluations. Please note, make-up tests and quizzes are allowed for up to 4 unexcused absence days per semester. The fifth or greater unexcused absence will not have the privilege of make-up tests/quizzes.

Students/parents will be responsible for gathering missed assignments and homework from ClassReach, not from teachers, and for completing them by assigned due dates as if the student were in attendance. Assignments due while the student is absent from school should be cleared with the teacher to determine the most effective way for students to turn in work.

Excused and unexcused absences will be included on the student's report card. Should a student's absences exceed the above limits, parents will be required to meet with the teacher and Administration to determine a plan for appropriate academic progress. Should a student exceed the 4 excused and 4 unexcused absences allowed per semester, and the student is not making appropriate academic progress, academic probation, dismissal, or the decision to not allow future enrollment may be enforced at the discretion of the Administration.

### **Early Dismissal**

Early dismissal is an exception for select situations only. Parents should inform the teacher and school office indicating the time and reason for early dismissal. Parents should sign students out in the office, and students should wait in their classrooms until the administrator retrieves them.

## **Illness**

While we want all students to attend class, we understand sickness can occur. To maintain the highest standard of hygiene please do not bring a child to school if your child has a fever, contagious cough, green nasal discharge, vomiting, or diarrhea within 24 hours of class time. We also want to do our best to maintain good hygiene in the classroom, and teachers will encourage students to wash hands after bathroom use and lunch, as well as use hand sanitizer in class.

## **Vacations and Trips**

We encourage families to plan vacations during school breaks when possible. In the event that a student misses a class for a trip or vacation, this would be an unexcused absence, and the responsibility for completing required assignments and for mastering course content rests with the parent and student and not the classroom teacher. Required assignments need to be turned in no later than the next school day after returning from the trip. Any missed tests need to be made up, and the parent/student is responsible for making the arrangements for when and how the make-up will take place. Projects and compositions due during a scheduled trip need to be turned in *prior* to the trip.

## **Student Safety**

All doors to CGA are locked during the school day. To gain entrance, please call the school administrator at **855-936-6882** and we will open the door. We do welcome parents to come and have lunch with their students periodically, but ALL persons entering the school during classroom time, lunch time, or outside time should first report to the office to sign in and receive a "Visitor" sticker or lanyard to be worn while on school property. An administrator will escort guests to their destinations. Before leaving CGA, guests should report to the office to sign out and return lanyards.

Any parents with concerns for their children's safety regarding specific individuals and related potential danger should make CGA faculty and administrators aware of the individuals and circumstances.

CGA staff and teachers receive training in implementing a security plan in the event of an on-site emergency to help ensure the safety of the students of Cypress Grove.

## **Medical Policies**

CGA does not have a school nurse, and CGA is not prepared to administer medical care or treatment. Should students need to be given prescription or homeopathic medicine while at school, parents must complete a Medication Authorization Form and turn it into the office. Please request these forms from the administrator. Medications should be brought to the office upon arrival at school. They may be dispensed only from the school office. Students should never have medication kept with them unless authorized by a medical doctor. Such authorization must be submitted to the office.

CGA does maintain a well-equipped first aid kit in the office. Minor scrapes, bruises, bumps, etc. will be attended by the administrator. Any more serious injuries or concerns will be addressed by calling a parent. Additionally, any injury requiring significant attention from a teacher or administrator will be noted on an "Injury Report" and placed in a student's file.

When a student has a condition which requires exemption from some school activity, parents should send a written excuse to the administrator to be disseminated to all appropriate teachers.

## **ACADEMIC AND GRADING POLICIES**

### **Academic Schedule**

CGA operates on a four-quarter schedule. Report cards are issued at the end of each quarter. A student's average in a class is cumulative for each quarter and starts over at the beginning of each new quarter. The final grade for the class will be based on the four quarters' averages, as well as on exam grades when applicable. Mondays, Tuesdays, and Thursdays, from 8:00 a.m. - 3:00 p.m. are on-campus days for all students. Students will learn in their satellite classrooms on Wednesdays and Fridays.

### **Assignments and Assessments**

Assignments will be posted in weekly ClassReach assignment sheets. To assist families in maintaining flexibility, teachers are encouraged to make available all that is needed for the week when posting assignment sheets. Students will not be held accountable for assignments for which they did not have all needed materials by 8:00 am on the day the assignment was to be completed. Teachers will grade and return assignments in an efficient

manner. Students will be notified of assessments at least one week in advance of the date of the assessment. Efforts will be made by teachers to spread out large assessments, but in a collaborative model education, it will be the case that more than one test will fall on the same day from time to time. Students are encouraged to develop time management skills and spread out preparation as much as possible.

## **Late Work**

Homework is due at the start of class on the date that it is due.

Arrangements should be made with the teacher for make-up work prior to any planned absence. Beyond grade 4, it is incumbent upon the student to initiate this process.

Work that is late due to an unexpected and unavoidable absence, such as an illness or family emergency, should be turned in within one week of the absence. See the *Exceptions to Late Work Policy* section below for guidance pertaining to specific types of absences.

Work that is late due to any unexcused reason (e.g., left at home, failed to complete, lost homework, work missed due to an unexcused absence etc.) may be treated as follows:

In all courses graded on a numerical scale, most late work may be turned in the next class day, but 20% will be deducted; work turned in after that will receive a deduction of 50%.

Work submitted beyond 3 weeks will not be accepted, and the student will receive a zero. In Rhetoric school, teachers are given the freedom not to accept late work on certain assignments. This should be announced at student orientation and consistently applied.

### *Exceptions for Late Work*

*Absent Due to Illness:* The student will have one (1) week from date of absence to turn in work missed while absent without incurring a penalty. This is in addition to the “new” work being assigned. Work that was due on the day of the absence (the student knew about it prior to the absence) should be turned in on the first class day the student

returns to school. If this is not possible because of the nature of the illness, the parent should notify the teacher in order to obtain permission to turn in the assignment at a later date.

*Unprepared Due to Illness:* If the student is ill on a satellite class day and is unable to complete assignments or prepare for a test, but is able to attend the following campus class day, parents should contact the teacher using ClassReach before the student returns to class to discuss the child's inability to do home assignments while ill. The student will be allowed to come to the next class period but not be responsible for the assignments due or a test. Parents should be aware that this might keep the child from participating in all learning activities because of the work not completed. All assignments and testing must be completed and turned in to the teacher within one (1) week of the absence.

*Multiple Absences Due to a Prolonged Illness:* The parent should make special arrangements with the individual teacher(s) to obtain lesson plans and work out a schedule for turning in missed work. Failure to make special arrangements with the individual teacher(s) could result in the student not obtaining credit for the course(s).

*Failure to Turn in Work for Special Circumstances:* If a student is unable to turn in an assignment by the requested due date for sufficient reasons (e.g., events or conditions outside the immediate control of either the student or his family), the parent should notify the teacher prior to class, if possible, or by the end of the class day the assignment is due. The parent should explain the special circumstances and obtain permission from the teacher to turn the assignment in at a later date; otherwise, the work will not be accepted.

*Inability to Complete Assignments:* The parent and/or student should make every effort to contact the teacher if an assignment is not clear, the student has difficulty with the concepts, or the student cannot finish the assignment in a reasonable time. If the work cannot be completed, the student may, at the discretion of the teacher, be allowed to turn the work in at a later time without penalty. No late work will be accepted any time after the end of the quarter in which it is due unless the student receives an "Incomplete" in the course, and it is

approved by the Administration.

## **Grading Philosophy**

At CGA, academic expectations and work loads increase significantly at each grade transition. In addition, the level of independence and ownership that students show in their work and study habits should increase each year. All students are subject to re-evaluation at the end of every school year. The school makes every effort to identify early those students who are struggling and then communicate concerns and recommendations to the parents.

Grades should never be viewed as a commentary on the relative worth and value of the individual, but rather as an accurate reflection of the mastery of material in a given class. They will also be affected by the student's effort in the class. At CGA, grades serve four basic purposes:

- to help us teach and train by providing feedback to students and parents;
- to help us in the on-going placement of students at a level and in subjects responsive to their needs and abilities;
- to provide us with a just and legitimate means of holding students accountable for the quality of their work;
- and to provide us with an ongoing and widely understood means of communicating a student's progress and mastery to his parents and other parties such as college entrance boards or other schools to which the student may transfer.

Our goal at CGA is not for students to "earn good grades." We utilize grades as a means to an end. The end goal is the mastery of knowledge and wisdom. Grades are a means to spur students on to excellence and to give teachers, students and their parents a snapshot of the students' progress.

## **Grading Scales**

### Kindergarten and 1st Grade

E (90-100) = Excellent

VG (80-89) = Very Good

S (70-79) = Satisfactory

N (63-69) = Needs Improvement

U (under 63) = Unsatisfactory

### Non-Credit Bearing Grading Scale

97-100% A+	77-79% C+
93-96% A	73-76% C
90-92% A-	70-72% C-
87-89% B+	67-69% D+
83-86% B	63-66% D
80-82% B-	60-62% D-
	59% and below F

An "A" is defined as excellent; "B" as above average; "C" as average; "D" as below average; "F" as failing. Students typically receive number grades on most assignments.

### Numeric Scale for Non-Honors Credit-bearing Classes

This scale will be used in classes which bear credit and are included on the student's transcript. Grade Scale and associated grade point average (GPA) points for credited classes.

100	A+	4.0
99-90	A	3.9-3.0
89-80	B	2.9-2.0
79-70	C	1.9-1.0
69-61	D	.9-.1
60 & below	F	0

### Numeric Scale for Honors Credit-bearing Classes

100	A+	4.5
99-90	A	4.4-3.5
89-80	B	3.4-2.5
79-70	C	2.4-1.5
69-61	D	1.4-.6

60 & below	F	0
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## Graduation Requirements

To graduate with a diploma from Cypress Grove Academy, a student must earn the following credits:

Literature and Composition	4 credits
Mathematics	4 credits
Science	4 credits
History	4 credits
Foreign Language	2 credits
Rhetoric	2 credits
Art	1 credit
Music	1 credit
Physical Education	1 credit
Bible	4 credits
Elective	1 credit
<b>TOTAL</b>	<b>28 credits</b>

## Conduct Grades: K-6th Grade

We strive to encourage and train our students to exemplify wisdom, excellence, and joy. Assessment of excellence will be quantitatively reflected on each child's quarterly Report Cards through academic grades, as well as regular exhortations toward doing all that one can with what one has been given by God. Additionally, Report Cards will include Conduct Marks in the following categories, which are connected to the pillars of wisdom and joy.

### *Wisdom*

- Responsibility - Shows Responsibility with Assignments and Belongings - this includes bringing things to class, taking things home, being a good steward of his own belongings and of those things around him, and general reliability.
- Time Management and Focus - Manages Time Wisely and Focuses on Work Well - this includes arriving at class on time, not getting

distracted, working independently, remaining focused on the task at hand.

- Self-Control - Exercises Appropriate Control Over One's Self - this includes not talking at inappropriate times, not moving in inappropriate ways or at inappropriate times (not running in the hallway, etc.), and generally choosing to manage one's self wisely.

### *Joy*

- Attitude - Displays a Becoming Attitude - this includes eye contact, responses to adults, greeting friends, responses to correction, general disposition, and especially when that disposition is projected onto others.
- Cares for Classmates - Shows a Genuine and Consistent Concern for Peers - this includes using kind words, offering help when help is needed, never being unkind, never disparaging, and working well in groups
- Respect for Authority - Shows a Genuine and Consistent Respect for Authorities - this includes saying "yes ma'am" and "no sir," responding appropriately to discipline, first time obedience, deferring to adults.

Students will receive conduct grades on progress reports which are rated as follows:

O --- Outstanding

S --- Satisfactory

N --- Needs Improvement

### **Conduct Grades: 7TH GRADE & UP**

A CGA student should be seeking to grow in virtue; we have identified core virtues that are important to education and to life. Though obedience is always a Christian virtue, as a child grows, he no longer displays his heart with mere obedience. We do not follow rules; we follow Christ. Children require rules; adults model discernment and wisdom. When our students are young, we evaluate their conduct based on their external conformity to the standards of behavior we've set out. As our students grow, we evaluate their virtue according to the following categories:

## **Core Virtues**

### *Courage*

A courageous student engages joyfully in things that may not be his strong suit. He approaches difficulty with bravery. When he encounters fear or anxiety, he does the next right thing, regardless of the faintness of his heart.

### *Humility*

A humble student knows that the world was not created for her glory but for her Savior's. She sees others as precious in God's sight, and she acknowledges her own finite nature. When she experiences a lack in herself, she flees both pride and insecurity – the ditches found on either side of the humble way.

### *Charity*

A charitable student knows that just as he is finite, so are his classmates. He sees that God has ordained for people to be together in community, and he gives thanks for each of those given to him. When he experiences a lack in others, he encourages them – and his own heart – about their great value, being ready to forgive and being ever grateful for each member of the body of Christ.

### *Temperance*

A temperate student restrains her own emotions and acknowledges the need to bring her feelings along so that they accord with the Truth. She sees that the heart is deceptive, and she longs for the light to shine even there. When she feels something strongly, she preaches God's truth to herself and acts from that truth regardless of what her heart is telling her.

### *Fortitude*

A diligent student perseveres in difficulty, climbing mountains with heavy loads if that is what is required. He sees that work is a gift from the Lord and rejoices that he is privileged to labor, even in eternity. When he is weary, he remembers the work of those giants who have gone before, lifting up his chin and putting his hands back to the plow.

### *Integrity*

An honest student is committed to finding and telling the truth, fleeing exaggeration and flippancy. She sees that truth is not subjective and seeks

accuracy in all. When she experiences a lack of integrity in others, she seeks the most loving way to encourage them to be molded into Christ's image more and more.

### *Coram deo*

A student realizes that the source of everything is Christ. He created us, he owns us, he gifted us with talents, he authors our story, and every blessing that we receive comes from him. A student who lives according to coram deo has Christ as the motivation for everything he thinks, says, and does. The student's goal is to not gain glory for himself, but rather for Christ to be known, honored, and worshiped above all. Living according to coram deo means that he does not place his hope in the here and now, but looks to the future grace and hope of eternity with Christ.

### **Reporting of Grades**

Parents may access the student's grades at any time through ClassReach. These grades are "realtime" and cumulative for the quarter-to-date. Report cards will be sent home every quarter. Report cards are a time for families to discuss academic goals, celebrate hard work, and make a plan for future efforts. Each teacher will define specific criteria for assessing grades. All such criteria must honor any standards, requirements, or limitations imposed by curriculum guides and other relevant policies for the establishment of grading criteria within a given course.

### **Promotion & Enrollment**

CGA reserves the right to assign a student to a grade level based on educational need, as determined by the faculty and Administration. Completion of a grade does not guarantee promotion to the subsequent grade.

Although priority is given to current families, CGA is not obligated to place a student in a particular class, does not guarantee re-enrollment based on the completion of a prior year, nor guarantee automatic enrollment because of the successful enrollment or promotion of a sibling(s).

## **Academic Integrity**

CGA expects the highest standards of academic integrity from all students. Students should conduct themselves with a character befitting the classical, Christian ideals which define our school. Academic dishonesty consists of, but is not limited to, cheating, plagiarism, or assisting another to engage in such activities. Students who demonstrate a lack of academic integrity in any way are subject to disciplinary action or expulsion as determined by the Board of Directors.

Our Honor Code addresses the spirit behind academic dishonesty, which, as the heart of the matter, is the most important thing. However, we also believe that being very clear about what is meant and how it will be addressed is important in a handbook.

Academic dishonesty is broadly defined as any attempt on the part of a student or parent, whether realized or not, to use any unauthorized resource or to falsely represent the student's level of achievement or mastery in a given course or with regard to any element of the course.

This includes, but is not limited to:

- Lying or giving false information about completed assignments;
- Copying the work of others at any time without direct authorization from the instructor;
- Using any resource, such as solution manuals and teacher edition textbooks, to complete assignments without the direct authorization from the instructor;
- Obtaining any quizzes, tests, or academic materials created by or belonging to the school without direct authorization from the instructor;
- Engaging in plagiarism by presenting the ideas or works of another as one's own or failing to properly cite the author;
- Altering a graded paper or project for the purpose of disputing the accuracy of the grade;
- Giving or receiving information during an examination or on assignments is not permitted.

### *Enforcement*

Generally, the instructor will follow these steps if academic dishonesty has

taken place:

*First offense:*

Disciplinary referral and a grade of zero (0) for the affected assignment

Copy of referral sent to the parents, the Administration, and the student's file

Conference called for the Administration, student, and parents to resolve or correct the offense

*Second offense:*

All included in the first offense plus the Administration will take disciplinary action appropriate for a serious offense and will notify the Board of Directors.

### **Academic Probation**

A student whose academic performance falls below the acceptable standard as dictated by the classroom teacher and CGA Administration is placed on academic probation. Typically a student with a GPA below 2.00 (C) or having a significantly declining GPA will be placed on probation. Parents, teachers, and administrative staff will work together to develop an academic improvement plan. At the end of the next quarter, a student will be removed from academic probation if he or she has above a 70% in all of his classes. A student on probation is given an additional semester to improve his/her grades to an acceptable level as determined by the classroom teachers, parents, and Administration. Failing to meet the requirements of probation may result in dismissal from CGA or jeopardize future enrollment.

### **Entrance and Standardized Testing**

CGA uses assessments developed by our teachers to aid school staff and parents in student placement. As part of the enrollment process, all new students will be required to take these tests under the supervision of the classroom teacher for the grade being applied for. Any areas of concern will be discussed with parents, and decisions about what is best for each student will be made collaboratively.

CGA administers the Classical Learning Test (CLT) to all students in grades 7 and higher and the Iowa Test of Basic Skills (ITBS) or the ERB to students in grades K-6 before the end of the school year.

## **PARENT / TEACHER COMMUNICATION**

### **Co-teacher Training**

In the collaborative/hybrid model of education, parents are considered co-teachers. Therefore, training sessions are vital for the success of each student and family. During August's session, parents meet the teachers and receive very important information regarding the content, format, and specific requirements of each class as well as the expectations of each teacher. General sessions, both in August and throughout the year, encourage and remind us of why we have all chosen to educate our students in the classical, Christian, collaborative model as well as continue to equip families with the tools they need to thrive at CGA. Parents who are unable to attend the mandatory training in August may require an individual meeting with a teacher or administrator. If so, that teacher or administrator will need to be compensated by the family for his or her time, and a fee will be assessed on ClassReach.

### **Ongoing Communication**

Communication between the teachers and the parents is crucial in collaborative education. The teachers will communicate with the parents and students on a regular basis, primarily through ClassReach messages. The faculty and staff at CGA are available to assist parents in areas of instruction and character development. The parents are welcome—and, in fact, are encouraged—to contact the teacher via ClassReach for assistance or with questions.

### **ClassReach**

The primary form of communication from the teachers to the parents is via ClassReach, the online school management software system used by CGA. Teachers will post assignment sheets in ClassReach in a timely fashion for parents to access from home. Students and parents can access grades and assignment details through ClassReach. ClassReach is also the primary method parents, students, teachers, and Administration will communicate with one another rather than emailing, texting, or calling. If your student is in grade 5 or above, please set up a student account in ClassReach that is separate from your parent account. ClassReach automatically copies parents on any communication sent to students, but there are times when teachers

may need to communicate only with parents, making it important for parents and students to have separate accounts.

## **GroupMe**

On occasion, the Administration may need to send out a message to be seen by everyone quickly. In these instances, the CGA parents GroupMe will be used. Parents will be added to GroupMe, but please ensure that you have the app active on your phone.

## **Problem-Solving Within Our School Community**

Specific guidelines will be followed in resolving problems as they occur. When raising a concern with a teacher, parents should copy the Head of School when emailing teachers through ClassReach in order to keep the Administration informed of classroom circumstances. Teachers will do the same when emailing parents about a concern.

Parents and teachers agree to the following procedure:

- If you have a concern about curriculum content, school policy or philosophy, ask to speak with an administrator.
- If you have questions about the day-to-day workings of a particular classroom (grading, discipline, homework load, etc.) contact the teacher.
- Parents should always talk to the teacher or administrator first, depending on the issue.
- Parents who attempt to talk to someone else at CGA in the office or to another teacher should always be referred back to the appropriate person.
- Parents are discouraged from discussing conflict amongst themselves.
- If the parent and teacher are unable to resolve a situation, the parent should be referred to the Administration.
- Under all circumstances, Christian communication principles should be exercised and confidentiality of the problem should be maintained.
- In the rare instances that a parent and teacher cannot come to an agreement, you may take the issue to the Administration.
- At no time should an individual student's problem be addressed to non-involved parties. In the great majority of cases if you have worked

patiently and in good faith with the teacher or administrator you will find a satisfactory resolution.

### **Custodial Parent Policy**

In cases of divorce or non-parental custody, CGA will communicate with the custodial parent/guardian as to daily issues regarding students. It is the responsibility of the custodial parent to communicate with the non-custodial parent.

## **ADMISSIONS AND ENROLLMENT POLICIES**

### **Enrollment and Re-enrollment**

The steps to enroll at Cypress Grove Academy are:

1. Fill out the Online Enrollment Form, and submit all required forms.
2. Pay non-refundable registration fee.
3. New students take placement testing for reading, writing, and math, conducted by the teacher of the grade being applied for.
4. Both parents, or parent in a single-family household, attend an interview with the administrator..

After these steps have been taken, if both the Administration and parents feel that CGA is a good fit for the enrolling student, an offer of admission will be made.

Re-enrollment at CGA is not automatic but occurs in the spring each year. At that time, both the school and the families will evaluate continued enrollment of each family at the school. The school may decline to offer the option for re-enrollment to a student based upon conduct by the student or his family that the school deems to be detrimental to its mission. The school reserves the right to request withdrawal of any student who does not meet its academic requirements or fails to conform to its rules and regulations. During the re-enrollment process, families may seek enrollment for siblings currently not enrolled at Cypress Grove. Once a family re-enrolls a student and pays the registration fee, the financial obligation for paying the full year's tuition is immediate. Families will not receive a separate notification of acceptance or class placement after re-enrollment since as current families in good standing, acceptance is already assumed.

## **Partial Enrollment**

CGA encourages all of its students to be fully enrolled. This means that the student is taking the full load of recommended courses, and it ensures that students will be on track to receive a diploma upon completion of the twelfth grade. However, when space is available in a class after full-time students have been placed, students may partially enroll on an a la carte basis. Tuition is paid per class, and families should speak with the school administrator for information about a la carte tuition.

## **Student Disabilities and Special Accommodations**

We believe that all children are created in God's image and are capable of the duty and delight of learning. In order to provide the best possible education to your students, we want to understand more about their unique gifts and challenges.

We are a small hybrid school with limited outside resources, so many of the accommodations your child needs can continue to be met most effectively in your home on the days they are learning from home. However, when they are at Cypress Grove, there are certain accommodations we can make in order to make learning more conducive for your child.

In order for us to consider these accommodations, please make sure we have any documentation from a qualified professional regarding your student's diagnosis on file. If your child is accepted for admissions, a CGA team consisting of the Head of School, Lead Teacher, grade level teacher(s), and if necessary, a reading specialist, will develop an accommodations/student plan for your student that will be re-evaluated and adjusted periodically.

We will prayerfully consider each student and communicate with you regarding any accommodations we are able to make and those we do not feel equipped to make.

## **Student Modification and Accommodations Grading Policy**

CGA provides some individualized student accommodations and modifications based on professional diagnostic feedback and assessments of individual students. Students who have an academic support plan in place

provided by CGA administration may be provided specific academic modifications or accommodations by their classroom teachers.

An *accommodation* refers to the change in the procedures applied or used in a certain area to attend to a task. However, what is being measured by the task or challenge is not changed in this case. In a classroom situation, for example, a student may be given additional time to finish an assessment test for them to minimize distractions. In such a case, the procedures of the test will be 'accommodated' to help the student to succeed. However, the way the test will be graded or how the student will be assessed after the test will not be changed.

Examples of an accommodation include:

- Hands-on activities
- Seating in front of a room for average or poorly performing students
- Allowing students to take a test in quiet environments or at home
- Additional tutoring time
- Working in smaller groups
- Giving study guides from the teachers
- Oral assessments
- Using a four-function calculator or number line in grades 3rd and up
- Reducing the homework or assignment workload
- Establishing extra communication between the teacher, student, and involving their parents

A *modification* refers to a situation where the content of what is being assessed or measured is changed.

Examples of modifications include:

- Reducing the number of similar questions in a test
- Reducing reading levels
- Simplifying the lessons that a student takes to increase their level of understanding
- Simplifying the vocabulary used
- Adjusting the grading level, for instance, to weighted grading
- Changing content of the curriculum or assessments

If a student has an approved academic support plan and receives modifications to assignments the following grading policy should be applied:

1. Course is labeled on the report card to indicate a modified instruction plan

2. Based on the specification of certain student support plans, the CGA teacher will not administer grades and assessments in specific subject areas. The parents will be responsible for the student instruction, assessment, and grading in the specific course and content area based on the student support plan.
3. In grades 9th through 12th, grades earned on a modified assignment is 80 or higher, 80 will be recorded in the gradebook. Grades below 80 are recorded as earned, with the lowest possible grade a 65.
4. In grades 9th through 12th, a student's paper will show his or her earned grade with an "M" to identify the assignment and course as modified. Grades earned on assignments without modifications will be recorded as earned.
5. Alternative Modification Assessment Options:
  - a. Questions should be simplified or kept to a literal level (avoid asking inferential and application level questions).
  - b. Dictated sentences are acceptable, the student may copy the dictated sentences so they are partnering in the process.

## **FINANCIAL POLICIES**

### **Tuition**

The non-refundable registration fee is due with completed Online Enrollment Form to secure your student's place at CGA. Payment toward the total financial obligation may be made as a single payment, a 2-payment Semester plan, or 10 monthly payments.

- Single payments should be made by August 1st.
- Monthly payments are due by the 1st of each month, Aug-May.
- Semesterly payments are due on the 1st of August and January 1st.

There will be a \$25 fee assessed on any returned checks or dishonored debit payments. A \$25 late fee will be assessed after the 5th of every month.

All payments can be made by check or through ClassReach. Any payments made through ClassReach via debit or credit card will be charged an additional 5% convenience fee.

CGA makes budget and hiring decisions based on enrollment, so just as we need to honor our commitment to pay our teachers, we ask families to honor

the initial enrollment commitment they make to the school. Submitting the Online Enrollment Form and subsequent acceptance after the parent interview and student placement obligates paying a student's tuition for the entire school year *except* in the following circumstances:

- The student moves to a location 50 miles or more from the school and gives CGA 60 days written notice.
- The student experiences a major extended illness and is unable to attend school.
- The student's parents or caregivers experience a major extended illness or death.
- The student's scheduled class does not make, and the student is forced to withdraw.

Parents who do not find they fit within one of these exceptions are able to petition the Board of Directors directly for consideration of their hardship. In any event of an exception being granted, CGA will refund tuition on a pro-rated basis. Any remaining balances must be paid in full before student records are released.

### **Classroom Supply Fee**

Classroom Supply Fees allow our teachers to purchase the necessary materials they need for their classrooms. The fee is \$100 per student. This fee is due on August 1st and will be collected via ClassReach.

## **GENERAL SCHOOL POLICIES**

### **Building and Property Use**

Covenant Presbyterian Church is our very gracious host. Therefore, all students, teachers and families of CGA must strive to be gracious guests. It is the Covenant education building first and foremost. We need to actively reduce the wear and tear we might cause on the facilities. Therefore, we ask the following:

- Do not call the Covenant office for *any* CGA business.
- Park and drive only in areas designated for CGA use using the Spring Hill Ave parking lot. Do not park in the smaller parking lot off of Hyland.

- Always leave facilities better than we found them – Do not borrow/use any supplies other than paper products in the bathrooms. All white boards should be thoroughly cleaned at the end of each class. Be neat and clean in the bathroom, lunch, and outdoor areas.
- No food or drink may be consumed anywhere other than outside or designated classrooms. Do not enter any rooms that we are not using for class, including staff offices at the end of the upstairs hallway. Students should always throw away any trash.
- Return chairs and tables to the state they were in originally by the end of class.

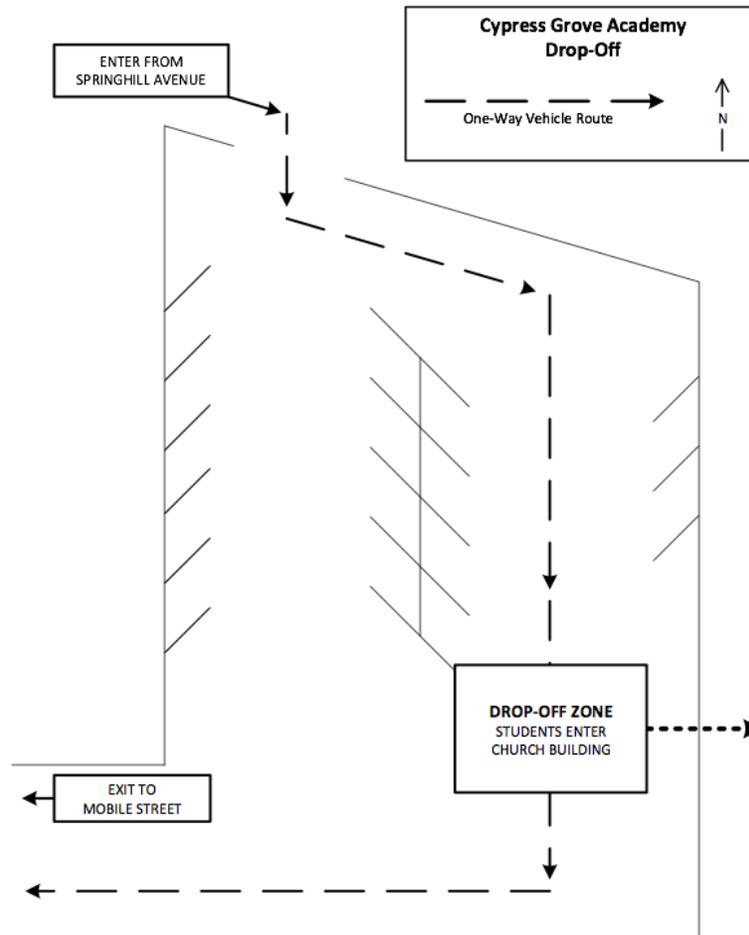
Specific instructions as to building/grounds use are subject to revision throughout the school year.

### **Morning Drop-off Procedure**

Morning assembly is held in the sanctuary. You will enter the parking lot from Spring Hill Ave. Proceed through the parking lot to the side entrance of the church building (see map below). Children will place backpacks against the wall in the hallway and will immediately go upstairs to the sanctuary for Morning Assembly. They should walk quietly to the sanctuary and be seated with their classes and teacher (e.g. first grade sits together with their teacher, etc.). Teachers will attend morning assembly and will escort their classes from the sanctuary to the education building.

Students must be dropped off between *7:45 and 8:00 a.m.* If you arrive earlier, please wait in the car line in your vehicle with your child. If you are late, please follow procedures for being tardy.

Due to reduced space in the car-line area, students may only be dropped off and not walked into school by a parent/caretaker at the beginning of the school day. The only exception to the drop-off policy is for kindergarten-2nd grade children during the first week of school. Parents of those children may park in a designated area and walk their children to the sanctuary. If for some extenuating circumstance your older student must be walked into school, please get permission from the Administration first, and then park in an area not blocking the drop-off traffic. Parking space is extremely limited, and we would appreciate your cooperation in accommodating all our families.

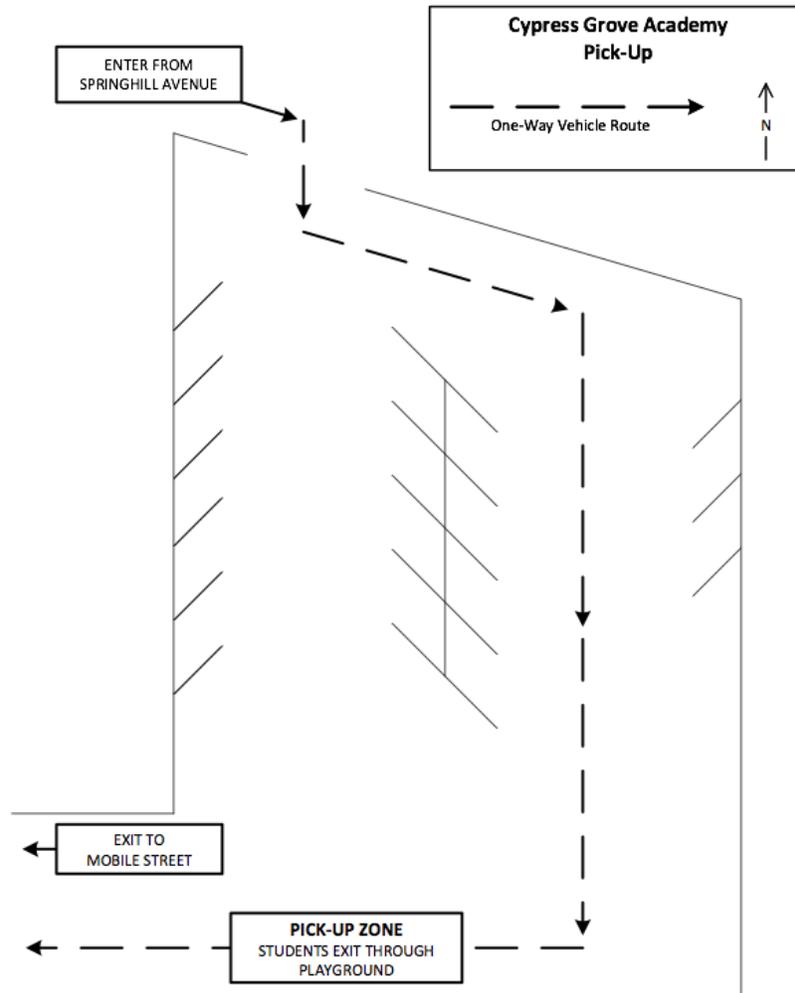


### **School Day Pick-Up Procedure**

Please enter the Spring Hill Ave. entrance to the parking lot, and wait for your child to be escorted to your vehicle through the playground gate (see map below). Children may not go to their rides until they have checked out with the teacher/administrator in charge. Please refrain from extended conversations in the car line in order to prevent back-up on Spring Hill Ave.

Our school is not equipped to supervise students after school. All students must be picked up at the end of the school day, which is 3:00 PM, no later than 3:15 p.m. If an emergency prevents you from picking up at this time, please call the school administrator.

Parents whose children consistently remain on campus after 3:15 PM without prior notice of an emergency will be contacted by the school administrator to resolve the issue. An additional fee may be charged to your account.



### **Student Driver Policy**

Students with an official state driver’s license who wish to drive to and from CGA campus must submit a signed letter of permission from parents that details the times the student is allowed to leave campus. Driving students must relinquish keys to an administrator upon arrival to school and pick them up upon dismissal.

### **Outdoor Space and Parking Lot Use**

The outdoor area of Covenant Presbyterian property may only be used under adult supervision, regardless of the age of the students or siblings. Once your child is finished with class for the day, dismissed by the teacher, and brought outside to meet a parent in the carpool line, CGA is no longer responsible for them. If parents and siblings use the property, maintain reasonable safety

precautions and noise levels. Remember to clean up after yourselves, and respect the facility.

### **Lunch and Recess Procedure**

Students will eat on the playground or in a designated classroom during rainy days with staff supervision. Students should pack a lunch and a separate snack (that should be labeled as such) each day. These should not require refrigeration or heating. Please pack nutritious lunches that are low in sugar. Drinks should be water, milk or natural fruit juices. Please avoid packing “crumbly” snacks for students since these are eaten in the classroom. Students should bring a water bottle to keep in class.

**Our school is a nut-free school.** However, CGA does not regulate student contact with possible allergens. The teachers and administrator will be aware of any allergies listed in the student registration medical forms, and we will work to accommodate reasonable requests for the protection of your child. For the child’s safety, we stress the importance of self-awareness.

Parents are welcome, and are encouraged, to come at any time to eat with their children. No advance notice has to be given. You are always welcome! However, we do ask that you check in at the office with the administrator first (see Student Safety section).

The Student Code of Conduct is enforced during lunch period, and we expect our students to use this time to encourage friendships and build each other up. We desire the development of good manners and Christ-like conversation. Students will eat and visit until given the direction from the lunch monitor to clean up and begin recess time.

### **Student Electronics Policy**

Unless otherwise directed by teachers for specific classroom needs (e.g. algebra calculators), students may not bring electronic devices of any kind to the school. Particularly, there will never be a reason for students to have cell phones, smartphones, smartwatches, tablets, laptops, or personal devices which are capable of accessing the internet, or with a camera function. All such devices are strictly prohibited. A drop box for all phones and other personal devices will be maintained in the school office. Students who fail to submit devices will have the devices confiscated and returned to the parent.

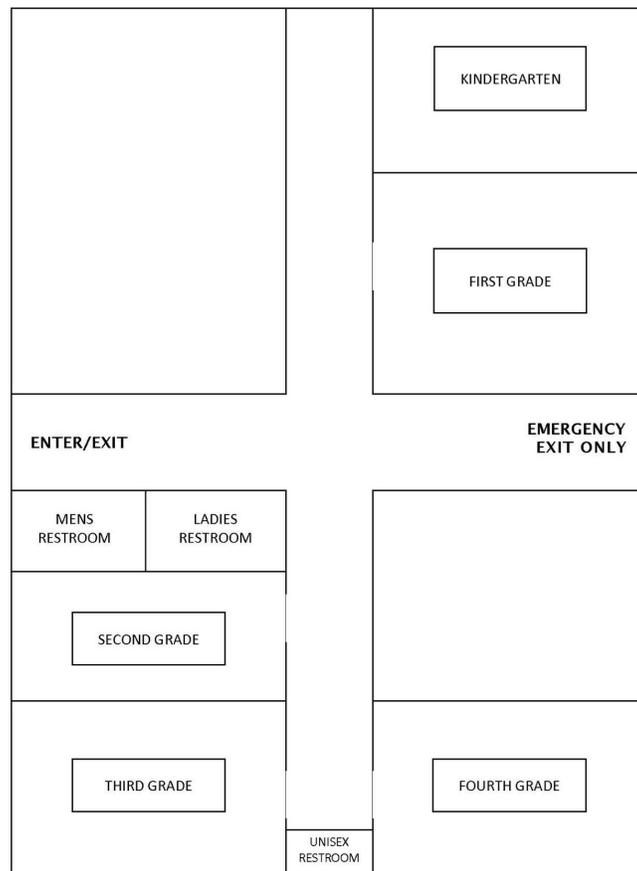
Devices will be kept for one week for repeat offenders. If communication must be had between a student and parent, the CGA office phone will be used.

### **Closing of School for Inclement Weather**

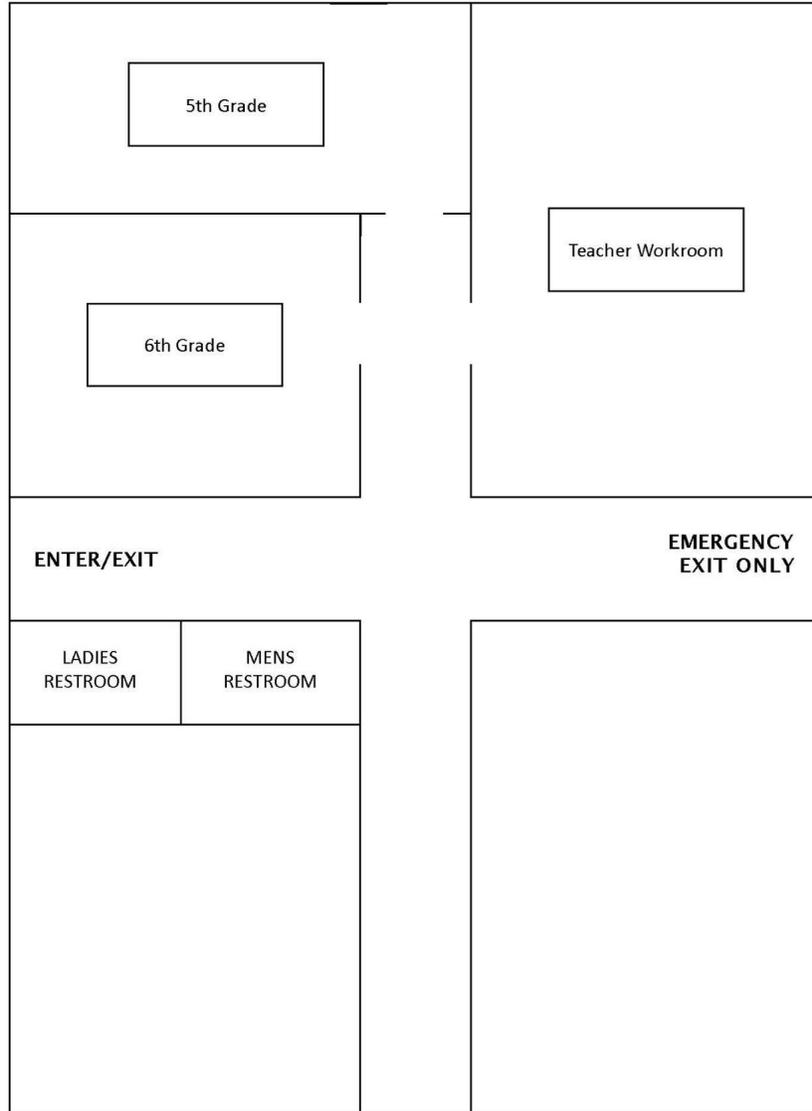
CGA will generally follow the decision of Mobile County Schools or of other area private schools as it relates to the closing of school for inclement weather. Additionally, notifications will be sent via ClassReach and GroupMe about decisions related to weather.

### **SCHOOL AND CLASSROOM MAP**

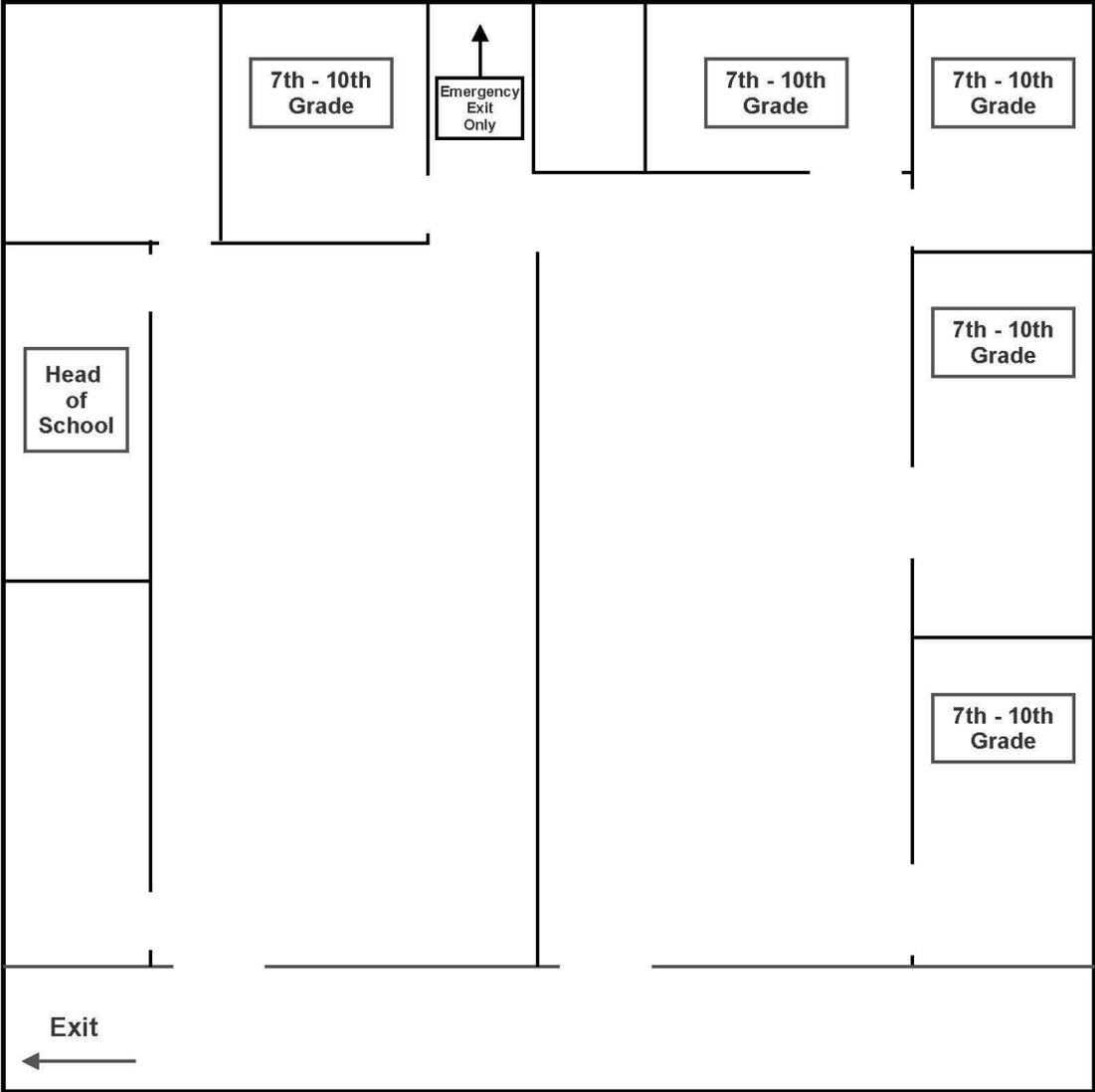
#### **Cypress Grove Academy First Floor**



# Cypress Grove Academy Second Floor



**Cypress Grove Academy**  
Upper School Floor Plan



**DRESS CODE**

CGA's dress code is intended to reflect the school's stated aims to honor God and disciple students. It is designed to encourage modesty, decency, propriety, and professionalism and to de-emphasize the use of clothing as a significant means of establishing identity or gaining attention or social status (Matt 6:28-34; 1 Cor 9:19-23; 1 Peter 3:2-4; 1 Tim 2:9-10; James 2:1-5). The

Administration retains the authority to determine the appropriateness of a given student's attire or appearance and may remove the student from campus 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 sports programs and physical education classes, special dress days or other instructional exercises, provided that high standards of modesty are always upheld.

### **Uniform requirements**

Boys: Navy pants or navy shorts and white button down or white polo

Girls: Navy skirt, skort, shorts, pants or jumper and white button down or polo. During cold weather, solid white, black, or navy leggings may be worn under skirts or jumpers.

Outerwear: Outerwear can include CGA sweatshirts or hoodies (hoodies not worn on the head), solid navy or hunter green fleece, cardigan, or sweatshirt. On cold days when a heavier coat is needed, any coat may be worn but should be removed when students are inside.

Physical Education Uniform: 7th-10th graders will change into activewear prior to physical education class one day a week that includes navy athletic shorts and CGA t-shirt.

Shoes: Any close-toed shoes are acceptable. Keep in mind that our students have an hour for lunch and recess, so shoes should be comfortable for running and playing.

### **Out-of-uniform requirements**

Occasionally, students will have opportunities to wear CGA spirit wear or for free dress. On these days, both boys and girls, please keep modesty in mind, and if ever there is a question or concern, the staff at CGA would be happy to answer or address them.

Teachers and administrators will inspect students when they arrive. Parents of those students who are not in compliance with the dress code will be telephoned to provide the appropriate items within a reasonable period of time. Students will remain in the office until the items arrive. Students are responsible for any work missed during the time waiting for dress code items.

Here are some general guidelines for modesty standards for free dress days:

- Shorts and skirts should be an appropriate length, approximately no higher than finger-length above the knee.
- No camisoles or spaghetti strap tanks worn by themselves.
- No low-cut shirts or shirts with cut outs.
- No tightly fitting clothing.
- If wearing leggings, bottom must be covered by shirt.

## **Accessories**

Backpacks, jewelry, hair bows, and any other accessories are considered to be a part of the school uniform. They should be free of offensive, loud, or distracting logos or graphics. They should not have electronic lights or sounds. No caps, hats, or hoodies may be worn in the building.

## **Attire**

Boys in fourth grade and up must tuck in their shirts on full uniform days. If the garment will not stay tucked in, it does not conform to the dress code. No tight-fitting or excessively baggy clothes may be worn to school. The hem of shorts, jumpers, skirts, and dresses should be of a modest length, no higher than approximately finger length (approximately 2") above the top of the knee. Uniform pieces should be kept neat - no clothing that is torn, has holes, or other unusual features that draw attention to the student may be worn to school. All undershirts worn by boys and camisoles worn by girls need to be white or neutral in color and must stay tucked in.

## **EMERGENCY GUIDELINES**

### **Fire Evacuation**

In the event that an alarm sounds for drill or a real fire, students will line up in their classroom with the teacher or monitor. They will not take any belongings with them. The classes will then proceed out the nearest door in a quiet manner where they will line up with their teacher until given further directions.

### **Tornado Warnings**

If a tornado siren sounds or a warning is received for the area, students will line up at the door quietly and leave all their belongings in class. Teachers will lead their classes into the hallway to designated spaces. Students will then sit

quietly in these locations and wait until given permission to return to their classrooms.

### **Unwelcome Intruder**

In the event that an unwelcome intruder forces his/her way into the building: Office personnel will immediately contact the Mobile Police Department. Teachers will be notified and proceed through lock-down protocol, on which they will be trained and which they will walk through in drills periodically. Teachers will be responsible for maintaining supervision and control of their students during this time. Teachers should remain calm, use good judgment, and keep count of all students for which they are responsible. Teachers will remain on lock down until notification is received by the Head of School.

### **FIELD TRIPS**

All field trips that occur at CGA are optional family trips. Because our teachers and staff are part-time, we have limited capacity to plan and execute field trips and welcome parents to initiate the process. Any parent interested in organizing a field trip should present the idea to the front office for approval and after approval, work alongside the classroom teacher to plan the best day and time for the field trip. They will usually occur on non-classroom days, and siblings are usually welcome (some destinations will be less appropriate for young children). The following standards apply to ALL chaperones and/or drivers for CGA events:

#### **General Guidelines**

- Appropriate attire (but not uniforms unless otherwise noted) is required at all times for students, teachers, and parents.
- CGA students may not drive on school-sponsored trips or activities unless approved by CGA faculty and staff.
- CGA does not usually cover admission fees or other costs for drivers and chaperones.
- A chaperone or student who engages in behavior that leads to the destruction of another's property may be required to pay for the damage.

## **Legal Boundaries and Liability**

CGA takes no responsibility for the transportation of students; for the safety of students and their families on their way to, from, or during field trips; or for the oversight of children on field trips. The same standards of behavior that apply in school will apply to field trips. Student behavior during a field trip should mirror classroom expectations.

## **Decorum/Deportment**

Personal music and/or video devices, as well as electronic games, may not be brought to any school-sponsored trip or event.

In summary, while on field trips or school-sponsored activities, students, parents, and teachers are expected to conduct themselves as if in the presence of God, doing all for His glory, in harmony with the standards and policies of Cypress Grove Academy.

## **BEHAVIORAL, SOCIAL, AND CULTURAL POLICIES**

### **CGA Core Virtues**

The Core Virtues of Cypress Grove Academy are:

<i>Coram Deo</i>	<i>Temperance</i>
<i>Courage</i>	<i>Fortitude</i>
<i>Humility</i>	<i>Integrity</i>
<i>Charity</i>	

### **Student Code of Conduct**

CGA assists parents primarily in the academic education of their children. Parents are principally responsible for their children's conduct; they are God's agents of discipline. Basic manners, morality, and social graces must be taught at home. Teachers and staff will seek to reinforce these but will not be responsible for teaching them. Likewise, discipline is properly executed by parents, although staff may exercise minor correction and discipline when necessary during school hours. Standards of behavior used throughout the

school are scripturally based and made with reference to the example of Christ.

Our Code of Conduct centers around the word Honor – we want to collectively honor God, and honor each other, as well as the facility we use.

Students are expected to:

- Honor all adults at all times, by speaking and acting respectfully and obeying cheerfully and immediately.
- Honor each other in words and actions, treating each other with kindness, purity, respect, and using words that build each other up.
- Maintain an absolute standard of honesty and integrity, academically and otherwise.
- Exhibit modesty in work, appearance, words and deeds.
- Act appropriately on school grounds – follow rules for building use and restrictions, exhibit self-control, and work diligently.
- Abstain from any intimate sexual conduct.

### **Guidelines for our Heads, Hearts, and Hands**

- Have reverence for God and obey His commandments. (Ecclesiastes 12:13)
- Honor others above yourself. (Romans 12:10)
- Do your work as unto the Lord. (Colossians 3:23-24)
- Do everything without complaining or grumbling. (Philippians 2:14-15)
- Encourage one another and build each other up. (1 Thessalonians 5:11)
- Practically speaking...
  1. We cheerfully and promptly obey the authority under which we are placed.
  2. We can appeal respectfully and courteously. We do not argue or negotiate.
  3. We love and honor one another.
  4. We give encouragement to each other.
  5. We do not point out the shortcomings of others in order to build ourselves up.
  6. We tell the truth.
  7. We do not disrespect the classroom and teacher by passing notes or otherwise interrupting.
  8. We do not spread rumors or gossip.

9. We will not make excuses for our wrong actions but will admit them.
10. We avoid cliques, clubs, or games that exclude others.
11. When others are sorry, we forgive them.
12. When others are sad, we comfort them.
13. When we have work to do, we do it without complaining.
14. If we make a mess, we clean it up.
15. We treat one another with respect and patience.

CGA reserves the right to discipline or ask a student to withdraw for any reason. Failure to comply with expected standards of conduct will subject the student to potential disciplinary action, up to and including expulsion or dismissal.

### **Honor Code**

*The wise will inherit honor, but fools get disgrace. Proverbs 3:35*

As a student takes ownership of his own education, he will move beyond mere conduct and begin to embrace a heart-attitude toward his role in the process. That attitude should be one of honor. Because of this, we require all students in grades 7 and up to sign the CGA honor code:

As a student at CGA, I commit to honor my Creator, the authorities He has granted me, and the vocation to which I am called.

*I commit to following God's laws in the completion of my work.*

Because He commands us to flee lies, covetousness, and thievery, my work will be only my own. When engaged in any academic endeavor, I will neither give nor receive any assistance that is not authorized by my teachers. There is no excellence without honesty. If I become aware that a fellow student has given or received unauthorized assistance, I will call him or her to confession and repentance. I acknowledge that being complicit is itself dishonorable.

*I commit to obeying God's instruction in my daily conduct.*

Complaint is fruitless, and I will run from it. Instead, I will give thanks in all circumstances, seeking joy in each moment. I know that love is a high and difficult calling. In all my dealings with my fellow students and with my

teachers, I will remember that each one bears the image of God. I will endeavor to imitate my Savior, sacrificing self and pointing to truth.

*I commit to believing God's gospel promises as I walk the halls and sit in classes and toil over studies.*

I am made in His image, I have fallen in Adam, and I stand in desperate need of redemption. Because I belong to Jesus, I am forgiven for my many sins. I am a beloved child of God for whom my Savior died, and I will honor that identity in my conduct. Seeking wisdom, I will strive to think God's thoughts after Him.

## **CGA Catechism**

Who are you?

*I am a child of God.*

What is your vocation?

*I am a student at Cypress Grove Academy.*

What is the mission of CGA?

*To nurture my heart and challenge my mind and to teach me to love God and practice virtue by pursuing truth, beauty, and goodness.*

How do I pursue truth, beauty, and goodness?

*By carrying out my vocation with excellence, wisdom, and joy.*

What is excellence?

*Excellence is doing all that one can with what has been given by God.*

What is wisdom?

*Wisdom is the art of living life under the dominion of God.*

What is joy?

*Joy is the orientation of one's heart toward the hope we find in Christ.*

How can I practice virtue?

*By becoming a person of courage, humility, charity, temperance, fortitude, and integrity.*

## **Conflicts Between Students**

Conflicts between students that occur during school time, when observed by teachers, will be corrected within the code of conduct and discipline procedure. However, since parents are considered the primary trainer of students, we ask that any conflicts between students that students bring up at home be addressed from parent to parent. Teachers should be made aware of ongoing issues so that they can watch for them and assist in correction and protection of students, but we encourage families to be proactive in trying to resolve these issues between children in a Godly manner.

## **Discipline Policy**

Part of the mission of CGA is to teach students to love God and practice virtue. In order to do this students must learn to live with a respect for the ultimate authority of God and His commandments. All discipline at CGA is done with the purpose of teaching our students to grow and mature in their understanding and attitudes toward God, others, and themselves.

The CGA behavioral standard is set out in our rules:

Respect God. *Obey His commandments.*  
Respect Authority. *Obey teachers and staff promptly and cheerfully; accept correction.*  
Respect Others. *Love your neighbor as yourself.*  
Respect Class Time. *Listen. Follow instructions. Participate.*  
Respect property. *Respect God's gifts to us.*  
Respect Yourself. *Do your best.*

Because our ultimate goal is teaching and training, a strong emphasis is placed on clear expectations. Teachers will communicate regularly with parents regarding student conduct in the classroom.

Through words and action, each staff member models respect and appropriate behavior. All CGA staff members have authority in hallways and outside the building. The CGA teacher has the responsibility to teach, correct,

and discipline students when necessary using the following methodology in teaching appropriate behavior—

- Identify and communicate behavioral expectations.
- Teach and model appropriate behavior.
- Provide positive feedback for positive behavior.
- Confront and correct inappropriate behavior in a manner that is not demeaning or humiliating to the person being corrected.
- Give students appropriate negative consequences for inappropriate behavior, and refer to the lead teacher when necessary.
- Communicate with parents when necessary.

#### PARENT SUPPORT FOR DISCIPLINE

Upon enrolling your child at Cypress Grove Academy, you agree that your child will be subject to all stated CGA discipline rules and regulations. Good communication between teacher, parents, and child will help to make discipline a beneficial experience.

In administering discipline, an attempt will be made to be as consistent and uniform as possible. Discipline policies are formulated and approved by the Board of Directors with recommendations from the administration and the teaching staff. Specific procedures are developed by the staff.

Parents will be notified of formal disciplinary action in a timely manner. Any parental concern about a teacher's attitude, disciplinary action, or other behavior affecting the student-teacher relationship, must be expressed to the teacher so that resolution can take place. If the concern is not remedied, the teacher and/or parent may meet with the lead teacher and/or Head of School for resolution.

Lack of parental support for school staff in discipline measures is reasonable cause for the Board of Directors to ask a family to remove their children from the school. It is our belief that if you cannot trust school personnel to discipline your children, then we cannot effectively partner together to educate your student.

#### DISCIPLINARY PROCEDURE

Negative Consequences: Kindergarten – 2nd Grade.

Teachers in the primary grades (K-2) may take away certain activity privileges as they see fit. Primary school teachers will determine whether a phone call or note home is necessary. All students may be removed from the situation, providing a logical consequence for their actions. Students may be asked to

write a forgiveness note or a note explaining correct behavior. Corporal punishment is never used.

If a child requires discipline during the school day, a note in their take-home folder or assignment calendar will reflect this and provide a place for the parent to write their initials and leave a note to the teacher if desired.

#### General Negative Consequences: Grades K-12

There are two categories of disobedience. The first is a child who in excitement forgets the standard and needs a gentle reminder. The second form of disobedience comes in the form of direct rebellion against the authority set over the child. In the case of direct disobedience, teachers will abide by the following process—

Address the problem directly and clearly, and require the student to restate the problem to be sure that both parties understand the expectation.

For the second offense on the same day, the student will lose a privilege in the classroom in line with the nature of the offense. (This action may be required if students are habitual offenders of the same offense and are not responding to correction)

For the third offense on the same day, the student will leave the classroom and speak with the Head of School. Parents will be contacted, and the accounting for Office Visits (below) will be followed. (This action may be required if students are habitual offenders of the same offense and are not responding to correction.)

Office Visits: K – 12th Grades. There are five basic behaviors from students in K - 12th grades that will automatically necessitate discipline from the Head of School and not from the teacher. Those behaviors are—

1. Disrespect shown to a teacher or staff member. The teacher or staff member is the judge of whether or not disrespect has been shown.
2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
3. Rebellion, i.e., outright disobedience in response to instructions.
4. Fighting, i.e., striking in anger with the intention to harm another student.
5. Obscene, vulgar, or profane language, as well as taking the name of the Lord in vain.

As a result of an office visit, and being conscious of the student's age, the Head of School will determine the nature of the discipline for the infraction in question. The Head of School may require restitution, janitorial work, parental attendance during the school day with their children, or any other measures consistent with biblical guidelines which may be appropriate. Despite the office visit, the Head of School may choose not to discipline the child for certain ages or circumstances at his/her discretion.

If, for any of the above or other reasons, a student receives discipline from the Head of School, the following accounting will be observed within the school year—

1. The first two times a student is sent to the Head of School for discipline, the student's parents will be contacted afterward and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
2. The third office visit will be followed by a meeting with the student's parents and Head of School.
3. Should the student require a fourth office visit, he will be suspended for two days.
4. If a fifth office visit is required, the student may be expelled from the school.

**Serious Misconduct.** If a student commits an act with such serious consequences that the Head of School deems it necessary, the office visit process may be bypassed and suspension imposed immediately.

Examples of such serious misconduct could include, but not be limited to: acts endangering the lives of other students or staff members, gross violence, vandalism, violations of civil law, or drug abuse. Students may also be subject to school discipline for serious misconduct, even if it occurs after school hours or off school property.

If the Head of School desires to pursue expulsion, he will meet with the Board to inform them and receive their counsel before making a final decision.

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

Examples of such behavior would include, but not be limited to, student romances, disobedience to parents, love of worldliness, a surly attitude, consistent disrespect for students or staff and any other ongoing attitudes

reflecting a clear disregard of scriptural standards and ongoing lack of repentance.

If the Head of School exercises this option, he will meet with the parents and Board. The Board and Head of School will make a final decision. The Head of School will then meet with the student's parents to inform them of the decision. The parents will then have the option to withdraw their student to prevent expulsion.

## **PRINCIPLE-BASED RULES**

CGA's school rules are an outworking of the gospel and the ten commandments, and they are the foundational principles for our school culture.

The rules are:

Respect God. | *Obey His commandments.*

God is holy, full of justice, truth, love, and mercy. He is the King of the universe and creator of all that is. Knowing and loving us fully, He therefore demands our allegiance and devotion.

Examples of violations include a lifestyle in effective disregard of God's good laws, an unloving attitude, irreverence during prayer, assemblies, or chapels, profanity (taking God's name in vain, and its variants), obscenity, or other idle swearing (including "dang," "dammit," and "crap"), etc.

Respect authority. | *Obey teachers promptly and cheerfully, and accept correction.*

Authority is a gift from God given to all people. Christ obeys the Father, the Church obeys Christ, and children obey parents and teachers, as 1 Peter 5:5 says: "You who are younger, be subject to the elders." Examples of violations include rebellion, disobedience, delayed obedience, selective listening, talking back, being combative or unteachable, negotiating discipline with a teacher, complaining, talking over a teacher, failing to stand up when a teacher or adult enters the room, etc.

Respect others. | *Love your neighbor as yourself.*

One of the two greatest commandments is "Love your neighbor as yourself." Education means training students to put others ahead of themselves in all things.

Examples of violations include bullying, fighting, being exclusive or cliquish, using rude, racist, sexist, or other derogatory words, making negative comments about someone's appearance, habitual mean-spirited sarcasm, avoiding someone unnecessarily, etc. Additionally, chewing gum, electronic music devices, guns, knives, or other distracting toys/tools are not allowed on the school grounds or in school vehicles.

Respect class time. | *Listen. Follow instructions. Participate.*

Christians are required to be diligent. "Whatever you do, do it with all your heart" (Col. 3:23).

Examples of violations include talking out of turn, disrupting class, laziness, day-dreaming, slow obedience, not listening carefully, doodling, not studying during study halls, passing notes, etc.

Respect property. | *Take care of God's gifts to us.*

Tangible items are gifts from God, and misuse of property demonstrates discontent and thanklessness.

Examples of violations include stealing, damaging textbooks through careless use, writing on desks or walls, disposing of gum anywhere other than the trash, climbing on walls, breaking or weakening chairs and tables, etc.

Respect yourself. | *Do your best.*

We are made in the image of God, and our bodies are living sacrifices to Him.

Examples of violations include cheating, substance abuse, inappropriate physical affection or promiscuity, laziness, apathy, cutting corners, messy work, disorganization, etc.

## **Birthdays and Classroom Parties**

At the Teachers' discretion, parents may send small treats to be enjoyed by the student and classmates during a break or after lunch.

Invitations to parties should NOT be distributed at school unless the entire class (or all boys or all girls) are invited. Parents who want to have smaller, more specific parties should use the CGA directory to mail invitations. Please follow the same guidelines with thank you notes. Students are to refrain from

talking about small parties, sleep-overs, etc. when all students from the class were not invited.

The manner in which a holiday is celebrated shall be determined by the teacher in accordance with the school's philosophy. It is the position of the school that holiday celebrations should focus on the significance of the particular holiday, and on our sense of community and family.

### **Non-Discrimination Policy**

Cypress Grove Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in Administration of its educational policies, admissions and other school-administered programs.

Cypress Grove Academy does not discriminate on the basis of race, color, age, sex, or nationality or ethnic origin in the administration of any of its policies or programs. It does reserve the right to select students and faculty on the basis of personal religious commitment and beliefs, academic performance, and willingness to abide by its policies.

### **Sexual Conduct, Orientation, and Identity**

CGA considers the marital union to be between one man and one woman (Genesis 2:24).

Abstinence from all intimate sexual conduct outside the marital union of one man and one woman shall be strictly observed.

CGA considers a child's sex to be that which is God-given; male or female, and that which he or she is biologically categorized at birth.

- Males and females will use separate restrooms designated by their biological sex, unless an emergency requires otherwise.
- Biological males will follow the CGA Boys' Dress Code; biological females will follow the CGA Girls' Dress Code.

### **Parent Volunteering and Involvement**

CGA depends on parents who volunteer their time, skills, and resources to make our school successful. Each year parents have the opportunity to sign

up for events they would like to help with and list skills they would be willing to share. CGA values the talented hands and willing hearts of our parents, and seeks to use them efficiently. In addition, because our teachers and administrators are all part-time, we love it when parents plan and organize field trips for various classes! All field trips should be approved by the Head of School and organized in partnership with classroom teachers.

Each self-contained classroom teacher may designate a “room parent” who will work closely with the teacher to organize special in-class activities or celebrations. A room parent will give attention to the “extras” of the class that will aid the classroom teacher in providing more hands-on enriching experiences for the students of the class.

Parents are invited to attend morning assembly the first Tuesday of each month. You may walk in and sit with your students. This is one of the best parts of our day, worshipping God together as a school community, so please join us as often as you can.

### **Teacher-Student Relationships**

Cypress Grove Academy is committed to fostering an environment that promotes academic success and spiritual growth. In order to achieve this, we are dedicated to maintaining an atmosphere of mutual respect, fairness, and trust, as well as a community that is free of behaviors that can undermine the very mission of our school. Although students bear a significant responsibility in creating and maintaining this atmosphere, the teachers bear an even greater responsibility because of the nature of their role, which is not only instructional and evaluative but also one of modeling the behaviors we wish to see in our students.

CGA is committed to wise use of internet and communication technology, enabling students and teachers to avail themselves of the numerous benefits that come by way of these advancements. Additionally, CGA is committed to setting limits and promoting self-controlled use of these tools, allowing time for the development of skills and habits that can only be gained in a technology-free environment. Taking into account the ease by which misconduct can occur in using the internet and a cell phone, CGA considers any communication between a teacher and student an activity that the school is responsible to set standards for, to train faculty and students accordingly, and to enforce the standards. Both employees and students are

expected to abide by these standards in all their communications, verbal and written, in person or via technology. Employees and enrolled students represent CGA to the public at large, and misconduct in any sphere, including online communications, is to be taken seriously and can be grounds for dismissal or expulsion.

CGA expects teachers and students to conduct themselves in a manner that is worthy of the gospel of Jesus Christ (Philippians 1: 27). Teachers are responsible for demonstrating the highest standards of ethical, moral, and professional behavior and to exercise discernment, while interacting sensibly and courteously with students, parents, staff, and the public. In addition, teachers and students are expected to abide by respectful and wise standards in all forms of communication, reminding one another that “nothing in all creation is hidden from God's sight and everything is uncovered and laid bare before the eyes of Him to whom we must give account” (Hebrews 4:13).

Teachers have a set of guidelines to follow in the teacher handbook regarding Teacher to Student Communication. These are the guiding principles for *Student to Teacher Communication*:

1. Students are to message teachers from their ClassReach account to the teacher's ClassReach account. Emails to or from another account should not be used.
2. Students are encouraged to make use of their classmates' knowledge for questions that might be easily addressed in that realm (i.e. “What did the teacher say in class about our homework?”).
3. Students should call a teacher on the phone ONLY when it is absolutely necessary and only if the teacher has made this option available.
4. When messaging a teacher, take note that the teachers are not on call twenty-four hours a day, nor on the weekends. Teachers will let families know when they are available to answer classroom-related questions.
5. Students will not text a teacher unless it is vital for details regarding a school activity, such as change of a practice location.

## **House System**

*What is the House System?*

The purpose of the House System at Cypress Grove Academy is to transform the culture of the school by providing a Christ-centered community where Christian virtue is practiced, and community relationships among students

and with faculty are fostered/developed/cultivated/encouraged in accordance with Philippians 2:2-8

It is our desire to nourish and sustain a school culture that extends through our students and faculty to our families and the community we serve. We desire to develop within our school a sense of belonging, responsibility, respect, and pride. Our houses create student opportunities for leadership, mentoring, fellowship, ministry, service, and competition through academics and activities.

*How will points be awarded?*

Throughout the school year, houses and the individuals within will have three substantial ways to earn points. As this system evolves, faculty may introduce various ways to earn bonus points.

1. Academics
2. Conduct
3. Quarterly House Competitions

*What are Cypress Grove Academy's Houses, and what distinguishes them?*

Modeling after our school name, school faculty have chosen to represent the houses with animals that are commonly found in a cypress swamp. In italics are the animal's characteristics which students will strive to embody. Our first House Leaders have the opportunity to form a legacy for their respective houses by creating a motto for their House and researching and selecting a Bible verse that will encourage their House identity.

- Mink House -Minks are *resourceful*. Although small, they *bravely* protect their territory. Colors: Brown and Gold.
- Heron House- Herons move with *grace* and are inherently *perceptive*. Colors: Light blue and White.
- Alligator House- Alligators are *patient*. Powerful in body, they exhibit true *strength*. Colors: Green and Black
- White-Tailed Deer House- *Swift* and *kind*, deer move in a pack. Colors: White and Maroon

### *House Huddles*

Each Monday morning, morning assembly will include time for house huddles. House leaders and faculty will gather with house members for announcements, a devotional, and a time of prayer.

*Information in the Family Handbook is subject to change without notice by the school's governing body, and is available on Cypress Grove Academy ClassReach.*

Before the co-teacher training in August, parents must acknowledge that they have read the handbook in full and agree to cooperate with all of said policies and procedures. Parents must also acknowledge that they have reviewed with their students CGA's Code of Conduct, Guidelines for our Heads, Hearts, and Hands; Dress Code, Student Electronic Policy, and school work and conduct expectations and that their children are willing to abide by those policies. If students are in grades 7 and up, signing below also means they have read and will abide by the Honor Code found in this handbook.

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Parent 1 Signature	Parent 2 Signature
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Student 1 Signature	Student 2 Signature
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Student 3 Signature	Student 4 Signature
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