

THE ACADEMY OF CLASSICAL CHRISTIAN STUDIES



2016 - 2017
Parent & Student
Handbook

LOVE the TRUE, the GOOD & the BEAUTIFUL

THE ACADEMY OF CLASSIAL CHRISTIAN STUDIES

This Parent & Student Handbook explains aspects of The Academy of Classical Christian Studies and is designed to serve families in becoming familiar with our procedures, policies, and practices. It is each Academy family’s responsibility to read, understand, and be familiar with the content herein.

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I. GENERAL INFORMATION

Vision

The vision of The Academy is to see families served through multiple classical Christian school models to shape and reform education in Oklahoma City, the state of Oklahoma, our nation, and our world.

Mission

The mission of The Academy is to assist parents in shaping students' affections for Truth, Goodness, and Beauty for the benefit of man and the glory of Jesus Christ.

Statement of Faith

The Academy is a school committed to the historic Christian faith—a faith that affirms that God is a Trinity of three persons: Father, Son, and Holy Spirit. This faith informs all of what we teach and do, for to learn about God's creation and to delight in such learning is among the greatest blessings God has bestowed on us, and our goal is to teach and disciple students to view learning in this way.

Nicene Creed

The Academy finds its unity in the beliefs articulated in the Nicene Creed. This rule of faith, concerning the doctrine of the Trinity, is an ancient confession common to all historic Christian traditions. The creed is translated as follows:

“We believe in one God, the Father Almighty, Maker of heaven and earth, of all things visible and invisible. And in one Lord Jesus Christ, the only-begotten Son of God, begotten of his Father before all worlds, God of God, Light of Light, very God of very God, begotten, not made, being of one substance with the Father, by whom all things were made; who for us and for our salvation came down from heaven, and was incarnate by the Holy Spirit of the virgin Mary, and was made man; and was crucified also for us under Pontius Pilate; he suffered and was buried; and the third day he rose again according to the Scriptures, and ascended into heaven, and is seated at the right hand of the Father; and he shall come again, with glory, to judge both the living and the dead; whose kingdom shall have no end.

And we believe in the Holy Spirit, the Lord and giver of life, who proceeds from the Father and the Son; who with the Father and the Son together is worshiped and glorified; who spoke by the prophets; and we believe in one holy catholic and apostolic church; we acknowledge one baptism for the remission of sins; and we look for the resurrection of the dead, and the life of the world to come. Amen.”

Creation, Fall, Redemption, Consummation

In addition to the teachings concerning the Holy Trinity, creation, the incarnation, virgin birth, and bodily resurrection of our Lord Jesus Christ confessed in the above creed, we also affirm those truths believed by Christians throughout time. Among these, we mention specifically the following:

The Bible tells one unfolding story of Creation, Fall, Redemption, and Consummation in which Jesus is the central figure (Genesis 1-2; Luke 24:27; Revelation 21-22). This biblical story of

Creation (where we come from and who we are), Fall (what went wrong with the world), Redemption (what God is doing in Christ and His people to fix the world), and Consummation (the end of history and the restoration of the whole of God's creation) encompasses all of reality. It begins with the creation of all things and ends with the renewal of all things. This suggests that creation is good and part of God's redemptive plan in Christ (Romans 8:19-22). There is no sacred versus secular distinction; all things are essentially religious.

There is no salvation apart from this Jesus, who said, "I am the way, the truth, and the life. No one comes to the Father except through me" (John 14:6). At God's initiative, Christ alone secured salvation for believers by his substitutionary atonement on the cross and by his righteous life imputed to them (cf. 2 Corinthians 5:21; Galatians 3:13; 1 Peter 2:24). God accepts us as righteous, not because of anything we do, but only by grace through faith, and that alone.

The 39 books of the Old Testament and the 27 books of the New Testament comprise God's written Word, the Bible. They are free from error in the original text and are completely trustworthy. We submit to their authority, acknowledging them to be inspired by God and carrying the full weight of His authority.

The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of The Academy's faith, doctrine, practice, policy, and discipline, the executive team and board of directors in concert with the historic teachings of the Church are The Academy's final interpretive authority on the Bible's meaning and application.

On Being Transdenominational

As an educational institution, The Academy is transdenominational. That is to say, we are not a part of, nor do we represent, any one particular church or denomination. We seek to provide an environment where children can celebrate the commonalities of the Christian faith, as well as provide a place where we—students, staff, and parents—are able to learn from each other. This is not to downplay the role of individual churches in the education of children. To the contrary, a child's involvement in his or her congregation, and a congregation's involvement in the child's life, is vital to his or her educational success.

Whereas differences with respect to belief and practice do exist among Christians, we believe that beliefs specific to particular Christian denominations are most appropriately taught in the homes and the churches of students. When diverging beliefs and practices are appropriately discussed in the course of usual academic study, our teachers do not promote the views of any one tradition over another. Our teachers aim to cultivate among our students an understanding and appreciation of both the variations within and the fundamental unity of the Christian faith rooted in the beliefs stated above.

Practically speaking, since we want students to develop a fully-orbed Christian worldview, one that celebrates their own denominational viewpoints and values and engages winsomely and

graciously with other viewpoints, both Christian and secular, our transdenominational identity has out-workings in the following areas:

For history (and government and economics), we want students to develop an appreciation of the past as story, as God's story, but we don't want to impose a particular denominational view of specific events, periods, epochs, or trends. American History (and more broadly, World History) is taught as narrative, as story; students are encouraged to discuss the events, the people, and seek to develop a Christian understanding, but again with a diversity present (and desired) within the classroom. There isn't a Christian view of American History but instead a variety of views, all with Biblical support, reasoning, and conviction.

The same holds true for a view of government. Christians are called to love and submit to their governing authorities; these are non-negotiable per Romans 13. We desire our students to love their country and appreciate the freedoms guaranteed them; however, we don't impose a particular view of how to do this. Students may be staunch strict constructionists or more living document citizens; they may see the Constitution as setting forth the best form of government or envision another. A transdenominational view makes room for this.

Science is impacted here as well. We are dogmatic about what the Bible is dogmatic about: God created the world; there were a literal Adam and Eve, etc.

However, was Creation six literal days, or can one adopt an old-earth viewpoint, or is it possible to even have some sort of theistic evolution perspective? Discussions on all of these are allowed in the classroom, but an atheistic evolution is obviously not a Christian viewpoint nor one that we would accept.

Students are taught evolution as a theory and how to interact with it on both biblical and scientific terms. We don't want our science classes to become ones focused on that issue alone; instead, it is briefly addressed as a philosophy of science, while the focus of our class is on the particular subject and, most significantly, developing an appreciation for science as truth-seeking within God's world.

Many of the primary sources students study, especially in Dialectic and Rhetoric, are "secular" for the same reasons enumerated above. Students will read the works of literary and historical significance in their historical, social, and cultural contexts. They will interact with the narratives, ideas, and world-views, debate in classroom community and under guidance of their teachers, training their affections to discern the truly good and beautiful (as well as their opposites) and aspire to the same.

Education as Discipleship

We embrace a "discipleship" model of education, as opposed to an "evangelistic" model. This means that we seek to integrate faith and learning throughout the entire school day, to the end that the students grow and mature in their understanding of the Bible and everything else (History, Literature, Math, Science, etc.). Thus, our primary institutional focus is not on persuading students to make initial faith decisions for Christ; although we are excited when our

students decide to put their faith in Christ, we believe that persuasion toward this end should come primarily from families and their churches rather than us.

Our job as a Christian school is to support parents in nurturing Christ-centered affections and developing biblical worldviews that are integrated with outstanding academic skills and intellectual abilities. Because of this conviction, students enrolled at The Academy must have at least one parent who is a professing believer in Christ.

Educational Philosophy

In the modern world, virtually everyone believes that students should be given the basic building blocks of knowledge, which they may then use later in life. But what are those building blocks? A classical education consists of two components – methodology (how we teach) and content (what we teach).

Classical

In classical education, we see a return to the roots of Judeo-Christian education. Throughout the ages, Christian thinkers in the West have drawn upon a common store of literature, theology, philosophy, science, and history. To impart this wisdom, they have leaned upon educational techniques that were initiated in antiquity and developed throughout the Middle Ages and the Renaissance. Today, classical education revisits both the techniques of antiquity and that body of knowledge represented in the greatest art, science, literature, and history of our culture.

We desire to pass on to our students the great heritage of Western Civilization. This is neither to idolize Western culture, nor to isolate it from other cultures of the world. It is to understand that the identity of any people is wrapped up in its history, and our identity as a people and nation is rooted in this tradition. Certain ideas and events influenced our cultural existence and development, and we seek to understand these ideas and events and consider them in light of Scriptural teaching.

Through age-appropriate instruction and guidance, The Academy teaches students the skills and tools to become life-long learners able to engage with and change culture. In this way, we are participating in the redemption of a fallen world that groans in eager expectation of its restoration and healing.

Christian

No educational institution—whether blended model or day school—should be merely a vendor of “useful” information and “marketable” skills. Education is much more than imparting information to students to the end that they recite that information back on tests in hopes that this will prepare them to find a place in the “global workforce.”

Education means more than this because, as humans, we don’t live our lives by information alone. Rather, we live our lives in relation to God and in relation to others. Only when this is understood and education is pursued in this context can students truly be prepared to follow whatever calling God places on their lives, whether that involves college studies, military service, domestic duties, or any other legitimate form of service.

Schools that identify themselves as Christian are not unique in Oklahoma. We are blessed to have many such schools that seek to integrate the Christian faith with academic achievement. However, schools approach integration of faith with education in different ways, and The Academy is no exception. Therefore, it's important for parents to know how we do so at The Academy.

Trivium Education

There are three basic developmental stages that students go through from childhood to maturity. The Academy seeks to match the way children naturally learn with the way we educate them. This method of education is called the Trivium (Latin for “the three ways”), and is the first part of the so-called Seven Liberal Arts.

At each stage of the Trivium, the student's natural inclination to pursue knowledge is celebrated and guided in appropriate and highly effective ways. This methodology is not new, but is one that has enjoyed a long existence, only beginning to disappear with the advent of novel approaches to education in the late 19th century.

The Trivium includes three stages:

Grammar—During the Grammar stage (essentially PK-5), students learn the fundamentals of disciplines (parts of speech, multiplication tables, famous battles, state capitals, etc.) in order to build a framework of knowledge on which later information can be hung. Questions of who, what, where, and when are the focus.

Logic/Dialectic—The Logic/Dialectic stage (essentially the junior high years) brings the fundamentals of disciplines into ordered relationships. The goal is to equip students with the thinking skills necessary to recognize sound arguments and ideas and to detect and correct fallacious ones. This stage addresses the questions of how and why.

Rhetoric—The function of the Rhetoric stage (the high school years) is to produce students who can use language, both written and spoken, to express their thoughts eloquently and persuasively. The goal of the Trivium is not primarily to educate students in what to think, but in how to think—thoroughly, maturely, and biblically—toward a particular Christian moral end.

Governance

Our administration consists of the Headmaster, Assistant Headmaster, Academic Dean, and campus Principals. The Headmaster is ultimately responsible for all faculty and staff, curriculum, and oversight of board-established policies and procedures. All matters dealing with policy and curriculum should be addressed to the Headmaster, Assistant Headmaster, or Academic Dean. Matters concerning classroom procedures and practices should be addressed to the classroom teacher and then the specific campus Principal.

Role of the Board of Governors

The role of the Board of Governors is to safeguard the vision and mission of the school. It does so in several ways, but the primary means is in hiring, overseeing, and advising its one employee- the Headmaster- to whom all other staff report.

The Board of Governors keeps the Headmaster accountable for the goals set for the school, which are set jointly. The Headmaster is then responsible to hold staff, faculty, and parents accountable in their educational roles and commitments.

Non-Profit Professional Organization

The Academy is an independent, educational and charitable corporation under the law of the state of Oklahoma. It is recognized by the IRS as non-profit and has been issued a 501(c)(3) tax-exempt status. and holds membership with the Association of Classical Christian Schools.

Memberships and Accreditation

The Academy holds membership with the Association of Classical Christmas Schools. The Academy is also pursuing accreditation through AdvancEd with plans to complete the process during fall of 2016.

II. ACADEMIC OFFERINGS

Nondiscrimination Policy

The Academy of Classical Christian Studies admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at our school. The Academy does not discriminate on the basis of race, color, national or ethnic origin, gender, or handicap in the administration of our educational policies, admission policies, scholarship and loan programs, and athletic or other school-administrated programs. (The school does, however, have a limited ability to accommodate disabilities; specific situations should be discussed with the appropriate administrator with respect to your child.)

Educational Models

The Academy offers the following models from which families can choose:

Traditional—Grammar students, grades PK-5, attend class 5 days a week. PK is offered for a ½ day option, as well.

Blended—Grammar students, grades PK3-5, attend classes 2 days a week and have home day work the other 3 days.

Converged—Dialectic students, grade 6-12, attend classes together for 3 days a week. 5-day students participate in Lyceum the other 2 days on campus while 3-day students are home those 2 days.

A la carte—Grammar students, grades K-5, may enroll in Art, Music, PE, and Latin (3rd-5th only). Tuition rates are published on the school website and class schedules are available in August

prior to the start of school. Dialectic & Rhetoric students, grades 6-8, may enroll in specific classes and be considered “part-time.” Tuition is based on an a la carte rate. (Please note that students taking 10 class hours or more a week will pay the full-time 3-day D&R tuition rate.)

III. STUDENT ENROLLMENT

Admission Requirements and Procedures

The Academy admits students from families who profess Christian belief, desire a rigorous classical Christian education, support The Academy’s educational approach, and agree to abide by The Academy’s policies outlined in this Handbook.

All returning students should follow the re-enrollment process outlined on the school website. Returning students in all school models are given the opportunity to hold a spot for the upcoming school year before general enrollment opens to the public. The only exception to this is for a la carte students; preference will be given to any student, returning or new, enrolling for full-time status in one of our core models.

A new student of a returning family may enroll during the re-enrollment period, but must follow the new student application and enrollment process outlined on the school website.

All new families to The Academy will be asked to fill out a New Student Application, attend a Campus Tour, read a provided essay on classical Christian education, complete admission testing for each student, and attend a family interview. The Admissions Director will work with each family to complete this process.

Admission Testing

All applicants, PK-12, will complete an assessment test as part of the admission process. Applicants entering grades PK-1 will be tested using materials created by The Academy to determine developmental and academic readiness. Applicants entering grades 2-9 will be tested using the ITBS (Iowa Test of Basic Skills) and must score at least a 50% (which means they are working at grade level) in all three subject areas; Reading, Language, and Math. Applicants entering grades 10-12 will be assessed using previous schoolwork, subject specific tests and will need to score at least a 70% in all areas. Applicants entering grades 2-12 will also submit an age appropriate writing sample that will be completed during the scheduled testing time and/or at home prior to testing.

Grade Placement

Applicants for PK3 must have their 3rd birthday by May 1 before the academic year in which they are applying. Because of the developmental changes that children make over the course of their post toddler/pre-schooling years, students who are younger are more apt to struggle and not be ready for the daily routines and demands of a classroom setting.

Pre-Kindergarten and Kindergarten must have their fourth or fifth birthdays, respectively, before September 1 of the year for which they are applying. Because of the rigorous nature of our school, parents of students whose birthdays fall between May 1 and September 1 are

strongly encouraged to err on the side of having their children enter school a year older rather than younger for their grade level in order to allow for more developmental maturity.

Corresponding age guidelines are used to determine grade placement for students entering The Academy in other grades.

Any special considerations for application that do not fall within these designated age requirements need to be addressed with the Admissions Director directly who will consult on a case by case basis with the appropriate administrator.

Applicants for PK/Kindergarten will be assessed for classroom readiness based on a screening test, references from previous teachers or caregivers, and parental consultation. Social maturity will be assessed in addition to academic ability. For students in grades 1-12, placement will be assessed based on test scores, previous schoolwork, references by previous teachers or caregivers, and parental consultation. The Academy reserves the right to recommend students for the grade levels at which it deems them most likely to succeed and to refuse admission or re-enrollment for reasons it deems sufficient.

Students with Learning Challenges

The Academy is not able to admit students with severe learning disabilities. Students who can function independently in a classroom with limited modification can be considered for enrollment.

It is the parents' responsibility to fully disclose all previous IEP, behavioral, and other classroom modification history from previous schools, as well as medical documentation of any diagnosed learning or behavioral problems.

During the admission process, parents and administration will discuss if enrollment is a fit for a particular student and a formal write up (in the spirit of an IEP) will be agreed upon by all parties, (parents, teachers, administration), for classroom implementation. The Principal and/or Headmaster has the right to refuse admission if it is determined that the student's needs are more than The Academy teachers and staff can accommodate.

Late Enrollment

Given the demanding and sequential nature of The Academy's curriculum, students applying for admission during a semester in progress are handled on an individual basis. Qualified candidates may enter after the start of the school year only with the respective Principal and Headmaster's approval. Late applicants must pay the appropriate fees and complete the admission process in a timely manner.

Tuition and Fees

A current tuition and fee schedule is available on the school website. Because tuition must fully fund classroom instruction and basic school administration, an increase in tuition and fees can be expected each year.

Financial Aid

It is the desire of the school to always be able to offer financial aid to those families who show need. Available funding changes from year to year, but assistance is available to both new and returning families. For current information regarding the scholarship application process and associated deadlines, refer to the school website.

Withdrawal and Model Change

The Academy contracts for its facilities, faculty, and staff on an annualized basis. In some cases, The Academy may reserve a seat for one student over another capable student because of limited capacity. After an Enrollment Agreement is signed by parents and submitted online, parents are responsible to honor the agreement, its designated deadlines and tuition obligations, even if a student withdraws prior to the beginning of the school year.

Families who change their enrollment preference after the Enrollment Agreement has gone into effect must contact the Admissions Director and Campus Principal in writing with the request. A transfer will be considered on a case-by-case basis, as room is available. A transfer fee will be charged and depending on the transfer preference, there may be additional tuition owed. In most cases, an addendum to the original Enrollment Agreement will be drafted and signed to show transfer and new enrollment status. Specific information for each type of transfer and associated tuition and fees is outlined on the school website.

A request to withdraw from the school or a particular class must first be discussed both with the classroom teacher and the Campus Principal. After the necessary discussions have taken place, the request must be made in writing (by email or letter) to the Campus Principal and Admissions Director. Withdrawals made verbally by phone or other forms of communication will not be seen as official notification and, therefore, the student will remain fully enrolled with possible financial (continued tuition) and academic penalties (missed grades) in place until written notification is received and approved. Furthermore, any approval to withdraw will be given with the understanding of the financial commitment stated in the signed Enrollment Agreement.

IV. ACADEMIC INFORMATION

Curriculum

A complete listing of specific curriculum, as well as the scope and sequence of each model and grade, can be found on the school website.

Assessment and Grading Policy

Parents are asked to remember that grades are only one indication of how much a student is learning and only one aspect of student abilities. Parents are also encouraged to remind their students that their sense of worth does not come from grades, but from their status as children of God and they should be proud of doing their best and working hard regardless of the specific grade earned in any given subject.

This said, objective standards exist for subjects. The following are default grade weightings. Teachers may request, with administration approval, to have a change in grade weighting given

a particular nature of a class, but any classes using other than default weighting will clearly be indicated, and teachers will communicate the weighting and reasons.

Grammar

PK3-5, Quarter Term used, no Semester Grade.

PK3-K, the following grading scale is used:

E/S+/S/S-/U

1-5, the following weightings will be used:

Tests/Quizzes: 60%

Homework: 20%

Recitation/Participation: 20%

Character Development, Work Habits, etc., are assessed using E/S+/S/S-/U

Art, Music, and PE are assessed using E/S+/S/S-/U

Dialectic/Rhetoric

For all Dialectic/Rhetoric Grades, a Semester Term is used (i.e. grades are cumulative across the Semester; Quarters are not grading periods).

6-8, the following weightings will be used:

Tests/Quizzes: 60%

Homework: 20%

Class Participation/Discussion: 20%

9-12, the following weightings will be used:

Tests/Quizzes: 50%

Homework: 10%-20%

Class Participation/Discussion: 20%-30%

Final Exam: 10%

For all grade levels, Math will be weighted 30% Homework, 10% Participation to best reflect the nature of math instruction and homework as integral to conceptual review, reinforcement, and extension.

Homework Philosophy and Guidelines

For both the Traditional and Blended models, it is necessary for the parent to oversee and monitor the homework component to ensure that students are understanding the content and learning to their fullest potential. The specifics of homework for each model are as follows:

Traditional

Teachers are required to allow time in class for students to begin their assignments. Homework then consists of work that was not completed during class. In addition, teachers may assign homework for the purpose of the practice and review of lessons already taught, simple introductions to material about to be covered and work that requires students to integrate

skills or different parts of the curriculum.

Parents should make every effort to set aside a place and time for their student to work on homework every day so that they are adequately prepared for class.

As might be expected, homework requirements in the upper grades, while still basically serving the same purpose, will be longer and more involved. In addition, there is a great deal of reading required at this level. The length of time a student spends on homework will depend on several things, including wise use of time at school and reading speed.

Traditional students should expect roughly their grade times 10 minutes for daily homework:

<i>Grade</i>	<i>Approx. Homework Work Per Day</i>
PK3	10 minutes/day
PK	10 minutes/day
K	10 minutes/day
1	10 minutes/day
2	20 minutes/day
3	30 minutes/day
4	40 minutes/day
5	50 minutes/day

Blended

The amount of time for doing homework on any given home day will vary from day to day and from student to student. Some students will always require more time; others will require less time. The guide below should be regarded as *approximate times* only. Parents may determine how to distribute homework over the weekend (Friday/Monday or Thursday/Friday, respectively by campus).

<i>Grade</i>	<i>Approx. Home Day Work Per Week</i>
PK3	30 minutes/home day (1hour/week)
PK	1-1.5 hours/home day (4-5 hours/week)
K	2-2.5 hours/home day (4-5 hours/week)
1	2.5-3 hours/home day (5-6 hours/week)
2	3.5-4 hours/home day (7-8 hours/week)
3	4.5-5 hours/home day (9-10 hours/week)
4	5-5.5 hours/home day (10-11 hours/week)
5	6-6.5 hours/home day (12-13 hours/week)

Converged

Given the nature of the Dialectic and Rhetoric block classes, each class should have the same amount of homework as time in class (roughly 50 minutes of homework for a 50 minute class). This will vary from week to week and course to course. Converged students should expect, then, 6.5-8 hours/home or Lyceum day (13-16 hours/week).

Given the enrichment and extension opportunities both within classes and in scheduled activities, speakers, and trips, Lyceum students should expect roughly 1.5 hours of homework each Lyceum day; it is at their discretion whether this is completed partially on the evening of the

class day in advance of Lyceum or in Lyceum and the evening following.

*Older Rhetoric students are generally expected to spend more time per subject per day than younger Dialectic School students. Some students will always require more time, especially those with slower reading or computation skills; other students will generally require less time.

Homework on Holidays and Breaks

Please see below for the amount of homework to expect over each break.

Labor Day and Martin Luther King Jr. Day: No homework is assigned for Traditional and Blended T/TH cohorts. Blended M/W cohorts may be assigned one regular home-day workload, which may include reviewing for a test. Friday-only classes may be assigned homework, as students have the week following the holiday to complete work for those classes. Converged Dialectic and Rhetoric classes will follow the homework break policy for the Blended cohort corresponding to their respective class day (M/W/F follows M/W; T/Th/F follows T/Th).

Fall Break, Parent/Teacher Conferences, Thanksgiving, Winter Break and Spring Break: One home day ("crunch" day) workload will be assigned for Blended and Converged 3-day students. One normal evening workload will be assigned for Lyceum and Traditional students. Students may study for tests over these breaks and take tests on the day they return to school.

Christmas Break: No homework will be assigned.

There will be no tests assigned during standardized testing week, though assignments and review work may be assigned (all campuses and models).

Late Homework Policy

For teachers and parents to maintain an accurate picture of student understanding (as well as for students to adequately practice concepts before being tested on them), it is vital that homework be consistently turned in on time.

If a student does not turn in homework at the beginning of the class period on the day it is due, it will be considered late and a penalty of 10% will be taken off the total points earned for the assignment for each class day it is late. If it has not been turned in within three class days of the original due date, a score of zero will be recorded.

For Converged students, a class day includes Friday even if the course only meets on M/W or T/Th.

Teachers have discretion for when the timeframe for the late penalty begins depending on when the assignment is recorded as missing on RenWeb.

At the end of a grading period, it is all the more important that work be turned in on time so grades may be computed accurately. Students with late work at the end of a grading period may

receive a grade of Incomplete for that subject/course. Incomplete grades will be refigured after work is handed in, as long as it is within the stated three-day time frame. Parents will be able to see if their student is missing an assignment by checking regularly on RenWeb. It is ultimately the responsibility of the student to be aware of any late assignments.

Parents or students should let teachers know if there were extenuating circumstances that affected their ability to complete homework on time. Teachers may offer extensions for individual assignments at their discretion.

If a student has late work due to an absence, the student has the number of days absent, plus one, to complete assignments to avoid late penalties. In the case of extended periods of absence, the timeframe for completion will be at the discretion of the teacher(s) in coordination with the campus Principal.

Requests for Curriculum Exceptions

As The Academy selects curriculum of enduring value, exemplifying the True, Good, and Beautiful, and as such curriculum is taught in the context of the other curriculum and with a view to the Course Objectives and integrated nature of knowledge, students will not be exempted from the reading of selected works of literature or other resources. Should a parent discuss such an exemption after conversation with the teacher, Principal, and Academic Dean and/or Headmaster, the student may be allowed to be removed from class during the time the work is considered and discussed, but with the consequent grade penalty for those assignments relevant to the work. Such accommodations will be at the discretion of The Academy.

Preparation/Materials

Students are expected to bring all relevant books and materials to the appropriate classes. Any forgotten books or materials may result in a reduction of the student's discussion/participation grade. The student may be allowed to retrieve the missing material at the teacher's discretion.

No materials from outside classes are permitted to be used or referenced during class time. Any use or reference of irrelevant material or material from another class in the classroom may result in a reduction of the student's discussion/participation grade.

All work, including notes, handouts, assignments and tests, will be filed in one or more binders in a neat and well-organized manner. Notebook binders will be graded periodically, or notebook binders may be considered in the discussion/participation grade, at the teacher's discretion.

Students should be prepared with any typed work printed at home in preparation for school. Under certain circumstances, students may email final drafts and other written assignments to their teachers at teacher discretion and with prior approval.

Grades and Report Card

Report cards are issued at the end of each quarter for Grammar and at the end of each semester for Dialectic and Rhetoric. Teachers are required to notify parents before the end of each

grading period if a student is in danger of receiving unsatisfactory conduct grade or a failing grade (U or F) for the quarter.

Beginning in first grade, the following numerical grading scale will be used for academic subjects:

A+ 98-100

A 93-97

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F Below 60

Guidelines for Promotion

In order to establish a consistent set of standards to be applied in determining grade promotions, the following guidelines will be applied to all students, PK3-12. "Promotion" shall mean the advancement of a student from the most recent grade completed to the next successive grade. "Retention" shall mean requiring a student to repeat the grade in which he was most recently enrolled.

Grammar School students must exhibit by their grades that they have a mastery of at least 70% of the core content for the grade they are completing and have the confident recommendation of the teacher before they will be recommended for promotion to the next grade.

As students in grades PK3-K do not receive letter grades, the following determinants will be used:

PK3 to PK: Behavioral maturity and readiness for PK.

PK to Kinder: Behavioral maturity and reading readiness for Kindergarten.

Kinder to First Grade: No grade lower than an S in Phonics, English, and Math for at least two quarters.

First Grade to Second Grade: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension, and able to write complete sentences, with neat lettering; 70% mastery of courses receiving grades.

For advancement in grades 2-12: Second Grade thru Fifth Grade: Mastery of 70% overall on all content.

Dialectic & Rhetoric School students must exhibit by their grades that they have a mastery of at least 70% in a class in order to receive credit for the class and be able to enroll for the next class in that subject. Even if a student retakes a course, the first grade will still appear on a high school transcript and be averaged into the student's grade point average.

In some cases, students who do not have 70% mastery may be eligible for summer remediation to demonstrate mastery and allow enrollment in the next class in that subject. Any such remediation will be determined in coordination with the parents, student, teacher, and Principal. A specific plan with benchmarks (time and content) will be drafted and agreed to by all parties. Even with remediation, the first grade will still appear on a high school transcript and be averaged into the student's grade point average.

Grade Retention

Considering a child for possible retention should be taken very seriously. The first three (K-2) years are critical years for a child to set the patterns and learn the basic skills that will be built upon in later schooling. Retention should be a greater possibility in these years, rather than in upper elementary, in order to give the child more time to mature and master the basic skills before going on.

If a child is a candidate for retention in a grade, the teacher should discuss the matter with the child's parents by the beginning of the 3rd quarter and notify the Principal of the situation. The teacher should suggest to the parents specific things to work on in order to help their child master the necessary concepts to advance to the next grade. However, if after the beginning of the 4th quarter the teacher still does not think the child has at least a 70% mastery of the necessary concepts, the teacher should tell the Principal that he/she does not recommend the student be promoted to the next grade.

In some cases, retention will be strongly suggested to a parent even if a child has exhibited 70% mastery in their course work. This will likely be more typical in grades PK-1. If the teacher and/or Principal has suggested retention but the parents feel it is in the best interest of the student to advance to the next grade level, the parents will be asked to sign an agreement stating the school's recommendation for retention and the parent's decision to proceed contrary to the school's recommendation. This signed agreement will be filed in the student's file.

Portrait of a Graduate

Our mission and vision shape our graduates. While aspirational in nature, the following portrait encompasses what we pray our graduates will be and manifest because of their time at The Academy:

1) *Our graduates know they are Christians.*

They know that their identity does not come from within but from without – from their families, from their churches, from their school, and most importantly, from God through Christ. They are created in God’s image, with reason and will, to know the Good, which is God, and to love, will, and obey that Good.

2) Our graduates know their place in the world.

They know their reality is not formed by their will alone, but in partnership with the will of God, Who created the reality in which He continues to shape and redeem their lives. They have an appreciation of the depth and breadth of human thought from ancient times to present day, and recognize that history is moved by human thinking, which is in turn moved by the divine Word itself. Consequently, God’s Word and Spirit have inspired human souls, created in the image of God, from the moment of their creation to seek the very source of their being, while also recognizing that the image of God in man is severely disfigured by sin, which continually leads him astray.

3) Our graduates know that they still have much to learn.

They feel humbled by what they have learned, as well as by all there still is to learn. They have experienced pride coming before a fall, and the lesson has not been wasted on them. They avoid, above all, the sin of hubris, and exercise humility before God and their fellow man, especially recognizing that wisdom, and all that is good, comes to man only through the grace of God, and that until we see God face to face and know even as we are known, our own understanding is adequate.

4) Our graduates know how to learn and desire to discover.

They believe they can learn from anyone, lest they choose to learn from no one, as they believe there is something to be learned from everyone God puts before us, even those with whom we disagree. They possess a deep love of learning and a lively interest in a wide variety of subjects, and this teachability inspires them to pursue Truth, Goodness, and Beauty in all they do.

5) Our graduates know that insight and creativity take time.

They recognize that such pursuits require perseverance, and while they are ambitious, they are also patient – disciplining themselves in the present for what the future may require. They know that anything worth doing is worth doing well, and even small and menial tasks should be undertaken with the intention to do them completely, thoroughly, and well.

6) Our graduates know basic facts in multiple disciplines.

They make use of key data and essential grammar about the world – details and specifics that fill their imaginations with language, literature, history, mathematics, science, and theology. In addition, they are able to read any text, on any subject, with a goal of understanding the meaning and intention of the author, not approaching the text with prejudices and presuppositions, but seeking to understand the argument of the text thoroughly before bringing judgment to bear upon it.

7) Our graduates know how to make sense of what they have learned.

They continue asking questions and making connections, pushing back and verifying, marrying

grammar learning with logic training to form right and true ideas about the world. They have the logical and analytical tools to judge whether philosophies are or are not in accord with the truth of Scripture and reason.

8) *Our graduates know how to communicate meaning.*

They utilize their rhetorical skills, sharpened from many opportunities to practice and perfect them. What they have learned and questioned, they can now also articulate respectfully to a variety of audiences. They are able to express in words, both orally and in writing, in an attractive and persuasive manner, what they understand about any given text or philosophy, and their assessment of them.

9) *Our graduates know how to accurately evaluate the world's work, as well as their own.*

They use their instruction in aesthetics and excellence as tools to evaluate the world and its cultures. They remember being steered toward wise self-assessment, while warned against reckless narcissism. They understand that a democratic and free society requires its citizens to be intellectually thoughtful and active in matters that concern the public good.

10) *Our graduates know how to think Christianly.*

They employ thinking that is biblical, thorough, creative, beautiful, and bold. They are not afraid of engaging culture, for they know cultural renewal and redemption require it. In addition, they are schooled in a habit of virtue, understanding the proper ordering of the soul, and striving to exercise both the universal virtues of justice, prudence, fortitude, and temperance, and the Christian virtues of faith, hope and charity. Consequently, they practice regular self-examination, confess and repent all sins, and seek to make satisfaction for any injury to another.

11) *Our graduates believe that they are called to act and lead on behalf of the broken and marginalized.*

They stand up for truth and justice on behalf of any who cannot do so themselves. Like Christ, they seek out sheep without a shepherd to protect and care for them in Jesus' name, heeding the words of Christ: "Inasmuch as you have done it unto one of the least of these my brethren, you have done it unto me."

12) *Our graduates love and believe God is sovereign over the entirety of their lives.*

They are called to love Christ, to be faithful with very little to be faithful with much, and to trust that the Kingdom of God is here – now and not yet – and there is no safer place in the world than obeying His Will. As a result, they have respect for authority and honor those put in authority over them.

Graduation Requirements

Only full-time students may graduate and receive a diploma from The Academy.

To graduate and receive a diploma or a diploma with honors from The Academy of Classical Christian Studies, a student must attend as a full-time student for a period of at least two full academic years in grades 11 and 12 and meet or exceed our Academy Graduation Requirements. A full-time student is defined as taking at least six courses per semester.

To receive a diploma with honors, a full-time student must take at least seven courses per semester (the full course offerings of The Academy to meet graduation requirements).

To receive a diploma, a full-time student must take all classes except those which previous work or particular aptitude may place the student perpetually off-track with The Academy scope and sequence (e.g. Mathematics). To receive a diploma, these course exceptions must have been discussed and approved in conjunction with the Rhetoric Principal and Academic Dean, with final approval by the Headmaster.

A senior may meet these requirements with fewer classes at the discretion of the Headmaster when needing fewer than seven classes (diploma with honors) or six classes (diploma) to complete or exceed graduation requirements. A student entering The Academy in the senior year may apply for a waiver of the two- year requirement with evaluation based on the equivalence of previous education.

A student who has completed at least $\frac{3}{4}$ of his or her coursework at The Academy in grades 9-12 will be eligible to participate in the graduation ceremony and recognized separately from graduates, receiving a Course of Study Completion Certificate instead of a diploma.

The Academy's primary mission is the development of a biblical worldview in each graduate. Therefore, The Academy is reluctant to accept outside courses whether taken in the home, at another secondary school or at a post-secondary institution without the prior approval of the Rhetoric Principal. Application must be made in writing. Preferably, these courses satisfy requirements for electives and only occasionally would they serve as acceptable substitutes for core classes. Courses taken by a student transferring from another high school will be evaluated during the admissions process. The Academy reserves the right to make wise exceptions and substitutions at its own discretion. The Academy transcript will only include courses taken at The Academy. Transfer students may have courses added to the transcript with previous approval.

With the converged scope and sequence implemented for 2015-2016, the graduating classes of 2016-2018 will have special consideration under previously existing respective traditional and blended scope and sequence and graduation requirements.

Required Courses

Mathematics (4 units)

Algebra I (8th)

Honors Geometry

Honors Algebra II

Honors Trigonometry

Honors Calculus

Non-Lab Science (1 unit)

Physical Science

Lab Science (3 units)

Honors Biology
Honors Chemistry*
Honors Physics*

*Students taking Chemistry must have Algebra I as a pre-requisite and students taking Physics must have Trigonometry as a pre-requisite.

English (4 units)
Honors Eng. I (Anc.)
Honors Eng. II (Med.)
Honors Eng. III (Mod.)
Honors Eng. IV (Amer.)

History (5.5 units)
Honors Ancient History
Honors Medieval History
Honors Modern History
Honors Amer. History
Honors Government and Economics

Liberal Arts (4 units)
Honors Logic
Honors Systems of Thought
Honors Comparative Religions
Honors Rhetoric

Language (3 units/*2 of the same Lang.)
Honors Latin II (8th)
Honors Latin III (9th)
Honors Spanish I (10th)
Honors Spanish II (11th)
Honors Spanish III (12th)

Fine Arts (3 units (5-day), 1 unit (3-day))
Aesthetics (required)
Drama (1/2 unit/yr)
Yearbook (1/2 unit/yr)
Art (1/2 unit/yr)
Orchestra (1/2 unit/year)
Music (1/2 unit/yr)

*Students must take three years of language (at least two years of the same language), including the terminal course in at least one language.

Transcripts and Honors Courses

The Academy will keep updated transcripts on file for all 9th thru 12th graders. All Rhetoric classes with the exception of a few are designated as Honors courses. When determining GPA, the following scales will be used:

Honors Courses

A+ 5.33

A 5.0

A- 4.67

B+ 4.33

B 4.0

B- 3.67

C+ 3.33

C 3.0

C- 2.67

D+ 2.33

D 2.0

D- 1.67

F

Non-Honors Courses

A+/A 4.0

A- 3.75

B+ 3.5

B 3.0

B- 2.75

C+ 2.5

C 2.0

C- 1.75

D+ 1.5

D 1.0

D- .75

F 0

Dual Enrollment

In partnership with Oklahoma Christian University, some Academy Rhetoric courses can be taken for college credit. Specific information will be kept updated on the school website, including course offerings and additional tuition fees.

Academic Integrity

Essential to the success of The Academy is a commitment to the principles of academic integrity, which derive from God's law as encapsulated in the Ten Commandments and summarized by Jesus' commands to love the Lord and to love others. Activities that have the effect or intention of interfering with the education or fair evaluation of any student's performance are prohibited. Examples of such activities include but are not limited to the following:

Cheating—using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work. Example: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, using another student's or sibling's previous tests to study for current tests.

Plagiarism—using the ideas or language of another person without specific or proper acknowledgment. Example: copying another person's work (regardless of source) and submitting it for an assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate.

Multiple submissions—submitting for one course, without prior permission, any work submitted to fulfill the requirements of another course.

Facilitating academic dishonesty—knowingly helping or attempting to help another person violate any provision of these principles. Example: working together on a take-home exam.

Unfair advantage—attempting to gain unauthorized advantage over fellow students in an academic exercise. Example: gaining or providing unauthorized access to examination materials, obstructing or interfering with another student's efforts in an academic exercise, misrepresenting the need for an extension for an assignment, exam, paper, etc.

If a parent/student is unsure whether an action constitutes a violation of these principles, then it is that parent's/student's responsibility to consult with the instructor to clarify any ambiguities. In these matters, our goal should be to honor God and promote His glory.

Textbooks and Supplies

Traditional Grammar curriculum is purchased by the school and fees are charged to a family for the use of those books throughout the year, as well as any consumable curriculum. If curriculum is damaged or lost, additional fees may be charged to replace necessary curriculum at the end of the school year.

Blended Grammar curriculum is purchased by each family. The booklist is published each June, and families are responsible for securing all items listed for their student's grade. Some curriculum packets or materials may be purchased by the school and the cost is charged to the family.

Dialectic and Rhetoric curriculum is divided into two parts. The first part is called the 'Student List', because this curriculum is purchased either by the family or thru the school, but is owned by the student. This list includes materials such as literature books, consumable workbooks, non-textbook works of theology or history. The second list is called the 'School List' and this curriculum included textbooks and other materials that are owned by the school and loaned to the student to use for the year. There is a usage fee per grade for these materials.

School supplies, lunch boxes, and backpacks should not have any cartoons, TV or movie characters on them, as they are unnecessary distraction in the classroom and hallways of our school.

Achievement Testing

Standardized achievement tests will be administered each year in the spring beginning with Grade 1. The purpose of these tests is to ensure a formal measurement regarding the achievement of each student in comparison with national norms. Achievement Test scores are shared with the parents, and a copy is kept in the student's file.

V. COMMUNITY LIFE

Houses

The students of The Academy are organized into "Houses", which are family-like in nature. Each House has at least one teacher as "Head of House," but much of the leadership of the group is provided by an older student who serves as leader, or 'Prefect', and by delegation to other students in the House based upon their ability to exercise leadership.

Each House is made up of students from each of the grade levels of the school. The House eats together, sits together at Chapel and/or Matins, and participates together (when appropriate and with the Head of House's approval) at recess, on field trips, and in other activities. The House system develops camaraderie among the students, cultivates leadership, promotes respect for other students, and provides assistance to teachers.

Recess and Physical Activities

The Academy values the overall health and well-being of the student, both intellectually and physically. Students will have the opportunity to participate in PE classes, recesses, and the annual Field Day. Students unable to participate in outdoor activities will need to present a dated note to their teacher, signed by the parent or guardian indicating the specific reason for not participating. Those students who are excused from participating will either observe class or act as scorers or timekeepers. Exceptions may be made depending on the nature of the illness and weather conditions.

If there are medical reasons for restricting a student's involvement in outdoor activities, it will be necessary to have a doctor's statement indicating the reason.

Whether as players or spectators, Academy students are expected to display team spirit, loyalty, and good sportsmanship at all times. Good sportsmanship means all players and spectators (including adults):

- Never hiss, boo, or make disparaging remarks about the opposing players, referees, teammates, or teachers.
- Play hard, making every effort to win, but never playing outside the rules.
- Never attempt to injure opponents.
- Acknowledge good play, whether by our players or the opposing players.
- Never boast in winning nor make excuses in losing.

- Accept responsibility for their own mistakes.
- Practice safety and follow the instruction of the teacher.

Lunches and Snacks

Parents are asked to provide a midday lunch for their child, including a drink. There will usually be no provision at the school to supplement or purchase lunches. Students will not have access to a refrigerator or microwave, so parents should choose items that do not require special preparations. A plain-colored, soft, insulated lunch container and a freezer pack are good for keeping lunches cool.

Each classroom teacher will provide specific instructions as to whether a student should bring an additional snack in their lunch or whether parents will be asked to provide a class snack on a rotating basis.

Special lunch days may be scheduled. Parents will be informed regarding the type of food being ordered and the price.

Food, Chewing Gum, and Drinks

Students are never allowed to chew gum on campus. Other food and drink may be consumed only at lunch or at an appropriate time designated by the teachers.

Money at School

Students should not bring money to school. Exceptions will be made regarding food days, school projects, or off-campus excursions. The school cannot be responsible for loss of monies.

Field Trips

All learning does not take place in the classroom. Field trips are an important part of our educational program. All classes are encouraged to take advantage of the many historical, scientific, and cultural opportunities in the metropolitan and surrounding areas a number of times each year. However, due to the differences in the Traditional and Blended models, the guidelines for taking field trips are listed below.

Traditional

Students will take field trips during school hours. These excursions are supervised by faculty members and parent volunteers. Transportation is provided by volunteer parents in private cars unless special group transportation has been arranged by the school. Appropriate attire is required on all field trips. This includes the attire of parent volunteers.

Parents are needed to assist as chaperones and/or facilitators to provide these experiences in the safest, most affordable and enriching manner possible. Please keep the following in mind on all field trips:

- Siblings are not permitted on school- sponsored trips. (Exceptions may be approved by the Principal.)
- Admission and other costs for drivers and chaperones are not covered by the school. (Exceptions may be approved by the Principal.)
- Signed Medical Authorization, Permission and Liability Release, and Emergency Procedure

Information Forms must be completed and returned by parents for each student at the time of enrollment, and will be kept in the possession of the assigned drivers and sponsors in the event of an incident requiring medical assistance.

Blended

Due to the limited class time, Blended students will typically take field trips on home days. These will usually be organized by parents and are not considered school-sponsored trips. However, in the event that a field trip is approved during school hours, the procedures listed for Traditional field trips should be followed.

Converged

Since some Dialectic and Rhetoric students attend school 5-day, field trips will take place during school hours. Field trips will follow the Traditional field trip policy.

Chapel and Matins

Chapel will be held weekly, the day and time to be determined by the respective campus Principal. Chapel time is set aside for all classes to meet together to praise and worship the Lord and to grow in personal faith, love, and obedience to Him. A male staff member or guest speaker presents a short homily each week. Parents and visitors are always encouraged to attend.

Matins is held at the beginning of each school day (unless Chapel is designated for that particular morning). Matins is a way for students and staff to praise and worship the Lord, and devote their school day and learning endeavors to Him.

Yearly Events and Programs

See the website for a list of traditions and activities at The Academy. These include recitation days including the memorization of great works of literature, oration, or poetry; festivals and feasts; music and dramatic performances, and other special events throughout each year.

Holiday Observances and Feast Days

The true meaning of Christian holidays, in harmony with God's Word, will be taught and promoted, and the traditional church calendar will be observed.

Christmas—Scripture nowhere directs Christians to celebrate the incarnation of Jesus Christ in a special way. However, the Church has historically used this time of year to particularly reflect on this wonderful aspect of God's mercy to His people. We rejoice in the incarnation of Christ during this season, as we should throughout the year, giving thanks with our families and the Christian community.

Good Friday—Good Friday, the day recognized as the day our Lord was crucified, is a holy day. There will be no classes that day.

Easter/Resurrection Day—The death and resurrection of Jesus Christ is remembered in the sacrament of the Lord's Supper; and yet, as with Christmas, it is appropriate to remember an aspect of God's grace during this special time of the year. Therefore, during the Easter season,

Jesus' death and resurrection will be given particular emphasis, and a special Resurrection Day feast will be celebrated.

In-Class Celebrations

Aside from birthday and holiday parties, there should be no more than two class parties per year. These should be approved by the campus Principal. Parties should be used to celebrate an accomplishment of the class. The teacher is responsible for all activities related to an in-class party, even if the students do the planning. This will most likely be coordinated with a homeroom parent. Parents may wish to provide a snack for their child's class on his or her birthday during normal snack/lunch time. In this case, please notify your child's teacher in advance. The parent is solely responsible for preparation and clean up.

VI. DISCIPLINE POLICIES

Relational Covenant and Grievances

Because of our unique vision, mission, and community, students, parents, faculty, and staff at The Academy are expected to function in Christian charity by way of our Relational Covenant:

- We believe the best in one another.
- We stand should to shoulder with one another.
- We talk to and not about each other.

When concerns arise, the principles found in Scripture, especially in Matthew 18, as well as the 3 points of the Relational Covenant are to be followed by everyone involved. Difficult situations are compounded when they are shared among people who are not part of the solution. Self-examination of motives and attitudes should precede attempts to correct a problem. A spirit of gentleness is expected when approaching people with concerns. In the event of a classroom concern, parents should use the following guidelines:

1. Meet privately with the classroom teacher to discuss the problem. If resolution is not achieved.
2. Meet with the Principal to discuss the concern. If resolution is not achieved.
3. Write a letter to the Headmaster, including a clear statement of the grievance, the current status, and the settlement desired. The Headmaster will discuss the problem and then contact the parties involved regarding resolution.

If a parent has a concern with another student or parent, that parent should approach the other parents involved to discuss the concern. If a resolution is not reached regarding school-related issues, the concerned parents may contact the classroom teacher or Principal to set up a meeting.

For concerns/questions regarding curriculum, the Academic Dean should be consulted after the course teacher is given an opportunity to address the concern/question.

In all physical and electronic communication regarding the school, there is an expectation of charity between all parties.

Standards of Conduct

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process and, more importantly, it is reflective of the principles of Scripture. Therefore, The Academy has established high standards for student conduct.

The Academy views the school as an extension of the home in the training and nurturing of its students. In light of this fact parents are asked to:

- Cultivate courteous behavior of their children in thoughts, words, actions, and attitudes.
- Cultivate habits of punctuality, thoughtfulness, neatness, honesty, resourcefulness, independent reading, and study.
- Expect students to participate in all school activities to develop social skills and friendships.
- Require completion of all homework, making certain that all books and completed work are returned to school the following day.

The 21 Rules of This School

Manners are an essential aspect of good conduct. To encourage, build, and establish good manners and constructive habits, The Academy will expect students to follow the following 21 school rules, which are listed below and are available in the office for home use and study.

At This School,

1. We obey our Lord Jesus Christ.
2. We love, honor and pray for one another.
3. We tell the truth.
4. We consider one another's interests ahead of our own.
5. We speak quietly and respectfully with one another.
6. We do not hurt one another with unkind words or deeds.
7. When someone needs correction we correct him in love.
8. When someone is sorry, we forgive him.
9. When someone is sad, we comfort him.
10. When someone is happy, we rejoice with him.
11. When we have something nice to share, we share it.
12. When we have work to do, we do it without complaining.
13. We take good care of everything God has given us.
14. We do not create unnecessary work for others.
15. When we open something, we close it.
16. When we turn something on, we turn it off.
17. When we take something out, we put it away.
18. When we make a mess, we clean it up.
19. When we do not know what to do, we ask.
20. When we go out, we act just as if we were at this school.
21. When we disobey or forget any of The 21 Rules of This School, we accept the discipline and
22. instruction of the Lord.

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In addition, students should:

- Practice patience by raising hands in class when wishing to speak. Practice respect for elders by standing when adults enter the room, if instructed to do so by the teacher, and responding when greeted. Practice self-control by walking calmly and quietly.
- Treat others with honor by shaking hands and exhibiting appropriate eye contact.
- In the case of boys, practice being gentlemen by opening doors and offering their chairs to ladies and girls.
- Show honor toward all positions and symbols of authority at school and at home, including parents, teachers, God and His Word, and government leaders.
- Show respect, good judgment and propriety toward members of the opposite sex.
- Exercise sexual propriety when relating to other students (see sexuality statement below)
- Dress and use facilities (restrooms, locker rooms, etc.) in accordance with their biological sex.
- Value and safeguard the property of other students.
- Refrain from profanity, obscenity, cheating lying, stealing, smoking, and the use of drugs or alcohol.
- Refrain from buying, selling or trading while at school without written permission.
- Refrain from using electronic games or equipment, including cell phones, at school or on school-related functions and trips. Students found with such equipment will be required to leave them in the office.
- Never bring guns, knives, or weapons of any kind to school or to any school function or trip.

Throughout their enrollment, students are expected to abide by the school's standards of conduct. Students found to be out of harmony with The Academy's ideals of work and life may be required to withdraw whenever the administration determines that it becomes necessary.

View on Human Sexuality

The Academy, being a Christian school, believes that sex is a gift of God to be enjoyed within the bonds of marriage between one man and one woman. Marriage needs diversity (i.e. both male and female) in order to flourish. The uniqueness of each biological sex (male and female) complements (sexually and otherwise) the other.

Discipline

The Word of God as found in the Scriptures of the Old and New Testaments (especially the Ten Commandments) will be the standard used to evaluate conduct. However, because none of us can keep God's law perfectly except for Christ, grace and forgiveness will be an integral part of the discipline of a student, as will biblical principles such as restitution, public and private apologies, and restoration of fellowship. Motivating passages:

"Whoever loves discipline loves knowledge, but he who hates reproof is stupid."—Proverbs 12:1

“For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it.”—Hebrews 12:11

All discipline must be restorative and redemptive. We must avoid easy behaviorism. We must have as our focus the spiritual growth and maturity of students in the gospel. We must exercise discipline in love and as those who image Christ to them. Though perhaps painful to the student, the parents, and us at the time, we must model discipline as producing joy and peace, restoring relationships with God, neighbor, and self as a redeeming, sanctifying work.

Our focus must not be on the rules (law) as rules or on conformity to the rules as the end but only as a means of love. Our focus, then, must be that of Christ:

“And one of them, a lawyer, asked him a question to test him. ‘Teacher, which is the great commandment in the Law?’ And he said to him, ‘You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself. On these two commandments depend all the Law and the Prophets.’”—Matthew 22:35-40

So our framework will be:

- Love God
- Love Neighbor
- Love Self

Loving God—All offenses are ultimately against God and express a lack of trust in His goodness and grace as sufficient, including both avoiding what we ought not do and not doing what we ought. All discussions of discipline must begin in the light of God’s love and end with the goal of loving God in expressions of trusting obedience.

Loving Neighbor—God calls His people into His community and desires His community to show forth His character as a gracious, compassionate, loving, pursuing God. So students should act to both avoid harming other students physically, emotionally, spiritually, in word or deed and protect other students from those harms.

Loving Self—The Law commands us to “love [our] neighbor as [ourselves],” so a proper self-love is necessary to loving neighbor and loving God. Self-denigration, self-contempt, self-destruction are all expressions not of contrition or a heart of gentleness but one of rebellion and a self-negation of God’s love and the love of others towards us. Loving self involves a proper understanding and acceptance of oneself as created in God’s image and redeemed in Christ’s image.

The pattern of discipline must include:

- Recognition
- Repentance
- Restoration

Recognition—The student needs to be brought to understand his or her offense, its nature, and its extent in not loving self and/or neighbor and ultimately not loving God.

Repentance—The student needs to repent of his or her offense, confessing what is sin in the light of God's gracious love that pursues sinners and seeks their redemption.

Restoration—The student needs to seek reconciliation and restored relationship with the one (or ones) wronged, confessing and asking forgiveness and receiving forgiveness extended.

The teacher in the classroom will deal with the majority of discipline issues. However, students who are not responsive to teacher correction will be asked to go to the school office where a parent will be contacted. The parent will be given the opportunity to talk to the child on the phone, and the child will then be given the opportunity to return to class and act appropriately. If the child continues to be a disruption to the class, he or she will again be asked to go to the office, where a parent will be contacted to pick up the child. Students will be immediately sent to the office for serious offenses.

Students who commit acts with particularly serious consequences may be suspended or expelled from school immediately at the discretion of the School Board. Examples of such serious misconduct include the following: acts endangering the lives of other students or staff members, large-scale vandalism to school facilities, and other violations of civil law. Parents will be notified of discipline issues as well as any actions taken.

Should disciplinary action be necessary, the following measures may be taken:

- Solitary lunch: Assigned for minor behavior or homework problems; student will eat lunch with an administrator.
- Written assignment/memory work: A written assignment may be given in an academic area, especially if the misconduct has handicapped the student's learning in a class. Alternatively, a student may be asked to copy and/or memorize a portion of scripture, famous quote, poem, etc. which would correspond to the misbehavior or offense.
- Running laps: A student may be asked to run laps for minor breaches of behavior standards (usually of a physical nature).
- Detention: Assigned for more serious behavior offenses or for the accumulation of solitary lunch assignments. May be assigned for lunch or before/after school. A student will be required to report to the supervised detention hall during the first part of his lunch period or before/after school. The faculty will assign detention work. Any missed detention will result in an additional assigned detention.
- Work on campus: A student may be required to do certain manual labor on the school campus, such as picking up trash or washing windows. For serious misconduct a student may be required to work several hours at the school after classes or on the weekend. In such cases the parents will be notified at least one day in advance.
- Disciplinary probation: A student may be placed on disciplinary probation for a serious breach of conduct or for persistent minor breaches. He is released from probation at the discretion of the Assistant Headmaster or Headmaster. A student on disciplinary probation may be denied the right to participate in school activities. Disciplinary

probation is to be interpreted as a warning that any further breach of conduct is reason for dismissal.

- **Suspension:** For serious misconduct, a student may be suspended for one or more days. Suspension is the most serious warning and is intended to demonstrate that by his behavior a student is separating himself from the school community. Suspension will be considered after a third incident of the same or similar offense and after consultation of the Headmaster. During a suspension the student is not to be on campus, or in attendance at any school activity. An offense that would warrant a second suspension during the same school year may result in dismissal.
- **Dismissal:** For serious offenses against civil or moral law, for seriously breaking school rules, or for failure to comply with the terms of probation, a student may be summarily dismissed.

There are five basic behaviors that will automatically necessitate discipline from the Principal and/or Headmaster (as opposed to the teacher.) These behaviors are:

- Disrespect shown to any staff member. (The staff member will be the judge of whether or not disrespect has been shown.)
- Dishonesty in any situation while at school, including lying, cheating, and stealing.
- Rebellion, i.e. outright disobedience in response to instruction.
- Fighting, i.e. striking in anger with the intention to harm the other student(s.)
- Obscene, vulgar, or profane language, as well as taking the name of the Lord in vain

School Uniforms

The Academy is a workplace for students as well as teachers. Therefore, students should dress in a way that demonstrates their respect for the school and its learning environment. This requires that students:

1. Dress neatly—All shirts should be tucked in, shoes should be tied, there should be no holes/tears in clothes, and clothing should be appropriately sized for the wearer.
2. Be well groomed—Hair and body should be clean and presentable.
3. Be modest— avoid excessive, distracting, or otherwise inappropriate appearance.

All Academy students are required to wear the school uniform. The school asks that parents comply with the specifics of the outlined dress code so school officials do not have to take school time to monitor appropriateness of student dress.

The specific approved uniform components for both traditional and blended model students will remain updated on the school website and through our uniform vendors, Parker Uniforms and Land's End.

Dress Code

While The Academy has a uniform dress code, additional items must also be addressed. The following dress code will be strictly enforced:

- Hair must be neat and clean, avoiding any type of excess (i.e. unnatural hair color or cut). Boys' hair must be cut above the ears and collar. All students need to maintain a hairstyle that keeps the hair out of the eyes.
- Students should dress in accordance with the norms of their biological sex.
- The length of dresses and skirts should be no higher than the top of the knee.
- Girls in grades PK3-6 must wear shorts under their skirts for purposes of modesty during play.
- Modest jewelry may be worn. Modest earrings and single ear piercings are permitted for girls. Boys may not wear earrings.
- All accessories such as jewelry and hair bows, ribbons, or headbands should be color coordinated to match the school uniform.
- Visible tattoos, body piercing, or other markings must be covered in their entirety during school hours.
- Backpacks, lunch bags, and jackets should be of a solid color or simple pattern. No characters (super- heroes, cartoon characters, singers, etc.) are allowed on anything.)
- All non-Academy outerwear including hats, visors, sunglasses, and coats must be removed inside buildings.

School staff will correct a student dressed inappropriately and a notice will be sent home. Repeated episodes will result in a referral to the Principal. The Principal will determine if a student's attire is not appropriate and to take whatever action is required to remedy the problem. Parents are also encouraged to promote modesty in their own attire when on campus and during school activities.

School Property

School property should be respected. Any loss, damage, breakage, or theft by a student must be replaced, and/or paid for by the student. Students will exercise utmost care and stewardship of the school building, grounds and rented facilities. Any loss, damage, breakage, or theft must be made right according to Matthew 18:15-17, James 5:16, and I John 1:9, as a condition for continued enrollment.

VII. PARENT RESPONSIBILITY

Parents at The Academy are to understand that sending their children to school does not release them from the responsibility of educating their children. While the school desires to assist parents in their life-long duty of instruction, the role of a parent requires the time-consuming daily, diligent, and caring interaction that results in a lasting influence.

What is the best way for parents to support their child's education? First, parents need to ask the right questions. Find out what subjects your child was involved in during the day. Know their world at school, their classmates, and their teachers.

Second, help guide your child with homework. Offer support and answer questions. Also, teach good habits of diligence and thinking. The parent who does the child's homework hinders the

child's learning. Designate a quiet place in your home for homework. Remove distractions provided by such things as televisions, iPods, radios, etc.

Third, display a love of learning. Tell your child how you learn new information and how you process your thinking and memorize items and details. Limit your own television viewing, encourage family story time, reading, devotions, etc. Nothing is more important than your enthusiastic encouragement. The road through school is long, especially to a young child. Your perspective can help a child see how important learning is and what a difference it makes.

Specifically for Blended model families the role of parents becomes even more essential given the home school component that each family has agreed to manage. Blended model parents should oversee student work on home days. Teachers rely heavily on parental involvement to partner with them by closely supervising the home component of the program. Parents also are asked to grade homework for those assignments for which they have a grading key. The classroom teacher will outline specific parental responsibilities for each class usually during the WISE Parent Conference.

For all Academy families, The WISE Council is another venue for helping with school-related activities. Details and contact information for the Council are available on our website.

Financial Responsibility

After a signed Enrollment Agreement is submitted and all deadlines are in effect, it is the parents' responsibility to fulfill all financial arrangements with the school per the agreement. Any change to payment schedule or banking information should be communicated to the school financial office immediately. Any change such as loss of job, move out of the area, or other withdrawal requests that would effect the financial agreement must be put in writing to the Admissions Director and respective campus Principal. Any alternative arrangements that are made will be finalized in writing between the family and school administration and should under no circumstances be assumed by the involved family prior to written approval.

Legal Issues Regarding Homeschooling

Families who are part of the Blended model at The Academy are considered homeschool families. Though the State of Oklahoma provides extensive liberty to homeschool families, Academy parents are responsible to be familiar and act in accordance with the laws of the State, including but not limited to attendance records, state graduation requirements, etc.

Computers

All parents should have available at home an up-to-date computer and printer with adequate software and Internet access. Parents should plan to check for email communications from teachers or the school at least every home day for blended families, and several times a week for traditional families. Valuable information may also be found on The Academy website, through RenWeb, and from the weekly 'Nuntius' electronic newsletter. Teachers and staff expect that email is a reliable form of communication to all parents unless told otherwise. The school strongly encourages the use of filtering software (Net Mop, Net Nanny, etc.) and consistent parental supervision when students are online.

RenWeb

RenWeb is the administrative, homework and grade book software used by the school. Every parent is expected to utilize this software to update their family demographics, emergency contacts, or any other changes to their records. Assignments, home day work (if applicable), as well as grades, are posted through this program. Announcements from the school and individual teachers are also communicated here. Parents should plan to check RenWeb several times a week.

Daily Schedule

The daily schedule for Grammar classes will be available through each classroom teacher during the WISE Parent Conference. The schedule for Dialectic and Rhetoric students will also be available at the WISE Parent Conference.

Arrival & Drop-Off Procedures

The start time of the school day along with specific drop-off instructions for each campus will be posted to the school website before the start of school in August.

Dismissal & Pick-Up Procedures

Likewise, the end time and specific pick-up carline procedures will be posted to the school website in August. No student will be allowed to leave with anyone other than an approved person. Parents will complete a form as part of the Re-enrollment/ Enrollment process to indicate who is authorized to pick up their child. If a parent wishes for their child to be picked up by someone from their list, the office must be notified in advanced.

Leaving School During Class Hours

Students are expected to remain on campus from the beginning of the school day until class activities conclude for the day. If it is necessary for a student to leave during the school day, parents are to notify the student's teacher stating the time and reason the student should be dismissed from class. Parents must come to the school office and wait for the child to arrive there and then sign the student out. Upon returning to school, he/she is to be returned to the school office by the parent and signed back in.

Tardiness

Children are dependent on parents for arriving at school on time. Please practice punctuality. This sets a good example for your child and demonstrates to your child the importance of education in your family schedule. The Academy views tardiness as a serious hindrance to the education of not only your child but also the entire class, as tardiness is a disruption.

Students arriving after the stated start time are tardy and should report directly to the office for a late slip. A note from the parent will be required to explain the reason for the tardiness.

Discipline policies for tardiness are provided in order to discourage tardiness and provide incentive for punctuality. Three unexcused tardy notices per quarter will prompt a call from the campus Principal. Continued tardiness may result in disciplinary measures deemed appropriate by the Principal.

Excused reasons for tardiness include unsafe travel conditions, vehicle malfunction, medical emergencies, and a limited number of scheduled medical/dental appointments. Attempts should be made to schedule appointments outside of school hours.

Absences

Regular school attendance is necessary to a child's progress in school. Unnecessary absences are strongly discouraged. Each subject contributes to the curriculum objectives of The Academy, and the instructional program is progressive and sequential. Irregular attendance prevents students from mastering and practicing the skills necessary for independent success. Because of the importance of regular attendance, the following guidelines have been set:

1. Two tardies equal an absence. A student is considered tardy if he or she is late for Matins. For Grammar, tardies will be recorded for the first of the day. For Dialectic and Rhetoric, tardies will mainly be recorded for the start of the day, but if a pattern of tardiness is evident, class teachers may begin to track tardies as a measure of student attendance and in consideration of the guidelines for class progress and possible removal outlined below.
2. If a student is absent, parents must contact the office to inform the administration of the student's absence.
3. If the student is capable of doing the work on the day of his/her absence, the daily work assignments and books will be prepared for parents to pick up. If a parent requests homework on the day of the absence, the parent must bear in mind that the work will be due upon the return of the child to school. Otherwise, students are granted as many make-up days for their work as the number of days they were absent plus one.
4. Please take account of these guidelines in considering absences related to family travel:
 - a. Students can rarely be absent without a negative effect on their progress.
 - b. A request by the parent of the teacher to help a student catch up on missed work can only be accommodated to a limited degree and creates a burden on teachers.
 - c. If a family trip is planned, please notify the school office and the teacher at least one week in advance in writing. Some work may be assigned early and other work will be held for the return of the child. Parents are responsible for ensuring that all class work and homework is completed within the time frame set by the teacher.
 - d. Parents asking that children miss an unusual amount of school for family travel will be requested to counsel with the campus Principal about corrective measures.
 - e. Disregard for the importance of attendance may result in disciplinary action to include expulsion in extreme cases.
5. If a student misses 10% of their enrolled class hours (a particular class or full school day equivalent) for any reason, a conference between the Campus Principal and parents will be set up to discuss the reasons for the absences. Using a 16 week semester as a guide, 10% of enrolled class hours are 3 days (Blended Grammar), 5 days (Converged 3-day), and 8 days (Traditional Grammar and Converged 5-day). If a student misses 20% of their enrolled class hours, the student will be withdrawn from

the school with financial penalty per the Enrollment Agreement unless other arrangements have been agreed upon in writing between the Campus Principal and parents, with final approval by the administration. Using a 16 week semester as a guide, 20% of enrolled class hours are 6 days (Blended Grammar), 10 days (Converged 3-day), and 16 days (Traditional Grammar and Converged 5-day).

Contacting the School

During the school year, all campus offices will typically be open from 7:45am to 3:45pm on the days school is in session. Specific times may differ slightly per campus. At other times, those calling the school will be connected to a voice mail system, which will take messages. Parents wishing to talk to individual teachers may leave messages with the school office or voice mail, and the teacher will return the phone call as soon as their schedule permits. Teachers may also be contacted via email or by phone during hours in which the teacher has specified.

Transportation

Parents are responsible for the transportation of their children to and from school. Parents are asked to use extreme caution when entering the school campus with their vehicle. Every attempt is made to provide protection for all children; however, an excited child may dash into a driveway or parking area unattended.

Students who drive themselves to campus must check in and out with the campus office and register their vehicle in their student file on RenWeb.

Conferences

Parent-Teacher conferences are scheduled near the end of the first quarter. Additional conferences may be scheduled as deemed appropriate by either the teacher or the parents. Both parents are strongly encouraged to attend any and all conferences.

Volunteering

Volunteer efforts are an essential part of school life. Active volunteerism promotes clear communication, pleasant fellowship, and Christ-like servanthood. Parents are encouraged to participate in a variety of on-going areas that would be beneficial to The Academy and its teachers (e.g., recess duty, lunch duty, teacher preparation tasks, special events and programs, etc.). Information about volunteer opportunities and participation can be discussed with the campus WISE representative, Community Coordinator or the campus Principal.

Visiting Campus

It is the desire of the administration and faculty to be of service to parents, students, and the community. Each teacher welcomes visitors and observers. We do urge, however, that any visit to a classroom be made by appointment with the office, as frequent classroom interruptions can be a deterrent to a productive day.

Unaccompanied student visitors are not permitted. If a prospective student desires to visit the school, arrangements must be made with the administration at least a day in advance, and a parent must accompany the student-visitor. If you wish to be involved in the classroom on a

regular basis, please consult with your child's teacher. Parents will be encouraged to read books during class time as well as be involved in other regular classroom activities.

Ongoing Communication

A student's successful experience at The Academy depends upon open communication between the family and the school. This requires persistent effort on both sides, combined with mutual trust and respect. When a problem or question relating to your child arises, always attempt to discuss it first with the teacher (Matthew 18), then with the teacher and Principal, and finally with the teacher, Principal, and Headmaster. Parents are fully expected to follow this chain of action.

If you have other concerns related to curriculum, policies, or procedures, please contact the Academic Dean.

Formal communication from the School will come weekly in the form of The Nuntius email on Fridays from the Headmaster. The Nuntius will also include weekly notes and reminders from each campus Principal.

Other formal communication may come in the form of email or written notes from administration or teachers.

RenWeb, Facebook, Twitter, and the school website will also list calendar events and reminders of important activities and news.

VIII. STUDENT SAFETY

Guidelines for Divorced Parents

We understand that the family situations of students vary. For the safety of students, the policy for The Academy for children of divorced parents will be as follows:

Divorced parents of students enrolled at The Academy shall provide the school with specific information regarding custody or visitation rights. Such information shall be maintained in a confidential manner by the school in the student's file for reference by the school administration only as is necessary.

Communication will be sent to both custodial parents, if applicable, unless otherwise arranged with the campus Principal.

Immunizations

All students must have a copy of their immunization records on file in the school office showing that all required immunizations are up-to-date. Students without complete immunization records will not be permitted to attend class. Families who have delayed or chosen to not immunize must file an Oklahoma Immunization Exemption Form with the Health Department and a copy will be kept in the students' file.

Illness or Accident

A child who becomes ill or is injured at school will be sent to the office where the decision will be made whether to call home. Calls will be placed by staff. Sick students will remain in the office or an assigned room until a parent or authorized person can pick them up from school.

For a serious illness or accident requiring a trip to the hospital, parents or guardians will be notified immediately. A school staff member or volunteer parent will accompany the child to the hospital.

A child who has had fever, vomiting, or diarrhea within the 24-hour period prior to the school day should not be sent to school. Should a student contract a contagious illness, timely notification to the school is necessary so that the parents of other students who may have been exposed may be contacted.

Medication

A note from the parent or a doctor must accompany all prescription medication. In addition, all medication must be in its original container, clearly labeled with the student's name and instructions for correct dosage, and must be kept secured in the school office.

The school must be informed in writing of any medication used by any student intended for the purpose of, or typically resulting in any behavioral changes (e.g. anti-depressants, Ritalin, etc.); this includes the name of the medication, the dosage and the name and number of the prescribing physician. In addition, if use of such prescribed medication is ceased, or altered in anyway, the school must be notified in writing immediately.

Before school staff will administer any medication, prescription or over-the-counter (e.g. Tylenol, Advil, cough drops, etc.) parents must give written or oral permission (via RenWeb Permission to Treat Form, handwritten note, phone call). School staff will not administer any medication without parental permission and instructions.

Safety Drills

In accordance with state regulations and safety precautions, the school will conduct several tornado, fire, and disaster drills on a regular basis during the year. Upon hearing the emergency signals, everyone in the building will meet at a designated location and each teacher will take roll. Every student and faculty/staff member must be accounted for.

School Closings

In the event of a school closing due to inclement weather, cancellations will be listed on the local news stations' website closure listings and through The Academy's social media outlets (Twitter and Facebook). Please do not call or email staff at home for information regarding potential closings.

Student Protection Program

In an effort to protect Academy students and staff, the following principles have been established:

1. We check references for all paid staff that has contact with students.

2. We check references of all regular volunteers who will work with students.
3. We conduct criminal background checks of all paid staff and regular volunteers who work with students.
4. We train all regular volunteers and paid staff that work with students to understand the nature of child abuse and methods of abuse prevention.
5. We train all regular volunteers and paid staff that work with students in how to carry out our
6. policies to prevent child abuse.
7. Our paid staff and regular volunteers are informed of state law requirements regarding child abuse and our responsibility for reporting incidents.
8. We have a reporting procedure for a suspected incident of child abuse that follows the requirements of our state law.
9. We have insurance coverage available in case a child abuse complaint occurs.
10. We have a defined response plan to be implemented in case an allegation of child abuse is made against someone in our organization.
11. We take our policies to prevent child abuse seriously, and we are committed to their enforcement for the safety and security of all of our children.

Students and families must acknowledge and not deny, dispute, or undermine The Academy's positions taken in the Parent-Student Handbook.

**THE ACADEMY OF
CLASSICAL CHRISTIAN STUDIES**

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