



# **Student-Parent Handbook**

*2022-2023*

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*Greenville Classical Academy reserves the right to amend, alter, modify, or add to the policies in this handbook at any time when the GCA Board of Directors deems such change to be in the best interests of the school.*

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## GREENVILLE CLASSICAL ACADEMY FOUNDATIONAL STATEMENTS

### **Mission Statement**

Greenville Classical Academy offers a non-denominational, Christ-centered education that will help students reach their maximum potential by training in Biblical truths, pursuing academic excellence, and embracing aspects of a classical Christian education. Greenville Classical Academy exists to assist Greenville-area Christian parents in their duty to train their children by providing academic instruction that is distinctly Christ-centered, classical, and biblical. In brief,

*The mission of Greenville Classical Academy is to provide a distinctly Christ-centered, biblical, and classical education, producing students who glorify God (Deum Glorificare) in their thoughts, words, and deeds.*

### **Core Values: Why We Do What We Do**

GCA believes that all creation, including education, is under the lordship of Christ. All subjects are taught from a thoroughly Christian worldview. We see no sacred/secular dichotomy and recognize the evident authority of Christ in all subjects. In this respect, we are **Christian**.

GCA believes that when individuals are doing all things to the glory of God, they give their best. We seek to joyfully and creatively challenge every student to perform to his or her God-given potential. GCA desires to have a student culture dedicated to grounding students in the truth of Scripture, encouraging students in their pursuit of excellence, and preparing students for life. In this respect, we are **rigorous**.

GCA believes in the value of the heritage of Western civilization. We seek to cultivate within each student an understanding and appreciation for great literature and the arts throughout history. The curriculum is liberal-arts based, focusing on what the student is becoming, rather than only what he is learning. Through curriculum based on the trivium (taking advantage of the student's natural capacity for certain types of learning at various stages), students learn not only the facts of particular subjects, but are also taught how to think logically and communicate effectively. In this respect, we are **classical**.

GCA believes that all learning is for naught, if not captive in obedience to Christ. We desire to see the thinking and practice of our students harmonized to the mind of Christ through the power and grace of the gospel. Although each student's family and church play primary roles in discipleship, the amount of time spent in school demands that the school share the vision and responsibility of discipleship. GCA seeks to instill a passion for Christ in the student. In this respect, we are **transformative**.

GCA believes that parents ultimately answer to God for their guidance and discipleship of the children He has given them. GCA desires to be used by God as an instrument to assist parents in carrying out the Biblical mandate to bring up their children in the discipline and admonition of the Lord (Ephesians 6:4). In this respect, GCA is a **partnership**.

### **Vision: The End Result of What We Do**

We envision our children bringing light to the darkness. We envision a generation that understands who they are in history and in Christ, who have a purpose for living, and who enjoy interacting with the world in which God has placed them. We envision a society in which believers are bold in engaging the culture with the claims of Christ. We envision our children as people of influence, recognized for their integrity and their wisdom, whether in the pulpit, business and industry, homes and neighborhoods, government, or universities.

We aspire to a future in which each generation of Christians is more prepared than the previous to defend and advance the historic Christian faith taught in the Scriptures. GCA seeks to be a school that is instrumental in developing generations of godly leaders for our homes, our communities, and our world.

## Honor Code

Honor is both a classical and a Christian virtue, foundational to godly character. The biblical emphasis on honor has everything to do with the command to honor God-- we honor and revere Him as Lord and King, and because we honor Him, we also honor the authorities that He has sovereignly placed over us. Additionally, we honor and defer to those who share our community, because they are made in and reflect the image of God.

As we honor God, we live a life of *Coram Deo* (in His presence, under His authority, and for His glory). Biblical teaching on honor transcends time and culture, and, in most Biblical instances, is something that is recognized or bestowed by the community. Gamaliel was held in honor by all people (Acts 5:34). Mordecai was shown honor in a very public way (Esther 6). Ruth, Timothy, and Epaphroditus lived in a manner worthy of honor (Ruth 3:11 and Philippians 2:22, 29). Christians are to think about what is honorable (Philippians 4:8), keep their conduct honorable (Romans 12:17, 1 Peter 2:12), and seek to be "vessels for honorable use" (2 Timothy 2:21). Those who are "wise and righteous will receive honor." (Proverbs 26:1).

As members of the GCA community, we are committed to living individually and communally in ways that honor our Lord and Savior Jesus Christ in every way. We strive to speak the truth in love, to work heartily as for the Lord, to submit to the authorities a Holy God has placed over us, and to worship God in attitude, affection, and action. Whether we are students, teachers, staff members, board members, or parents, our goal as the body of Christ is to honor Him by the way we live and interact with each other.

We will be HONEST: we are committed to speaking the truth in love, even in difficult situations, because our goal is to love our brother or sister in truth, and God is Truth.

We will be DILIGENT: we are committed to working in a way that is reflective of our own abilities, each giving our best effort, because our goal is to honor God in our processes as well as our products.

We will be RESPECTFUL: we are committed to submitting to those authorities placed over us by a Holy God, whether they be teachers, parents, administrators, or board members, because we are called to obedience and not rebellion. We will respect the persons, property, and reputations of others as fellow heirs of Christ.

We will WORSHIP: we are committed to glorifying God with our words, our deeds, and our actions in each situation, and worshiping with thankful hearts, because we have been redeemed and our lives are to be reflections of who our Savior is in us.

## Philosophy of Education

The focal point of all that is, has been, and ever will be is the person of Jesus Christ. A GCA education begins with this reality. We desire that students self-consciously live and move and have their beings in Christ, as the Scriptures teach (Acts 17:28).

We believe God reveals Himself not only in His Word (special revelation), but also in every facet of His creation (Psalm 19:1-11). All knowledge is interrelated and teaches us about God's character, wisdom, and power. Ultimate reality exists only in Him, the Creator and Sustainer of all things, and truth can be understood only as it relates to Him as Sovereign Lord. The Scriptures teach that the fear of the Lord is the beginning of wisdom and knowledge; every aspect of our children's education needs to be intentionally grounded in our historic Christian faith (Proverbs 1:7, 9:10).

GCA believes God has given parents, not the church or the state, the responsibility of educating their children and teaching them to faithfully love and serve Him. We believe our role as educators is to be *in loco parentis* (in the place of the parent). Our board and staff view themselves as servants who assist parents in their Biblical obligation to educate their children in the Lord. Our school administration, academic instruction, and discipline aim to be consistent with and supportive of Biblical teaching concerning the family and the authority of parents. We believe that fathers are the God-ordained heads of their households (Ephesians 6:4). Whenever possible, we desire that each father assume leadership in the education of his children. Our instructional format will endeavor to maximize parental participation in each student's training.

We believe that Biblical discipline (the encouragement of an obedient child and the correction of a disobedient child) is a critical and necessary part of education. Under no circumstances will the misbehavior of one child be permitted to continually hinder the education of other children.

God commands each of us to love Him with all our hearts, souls, strength, and minds (Mark 12:28-31). We believe that all instruction must encourage students to love God through their academic endeavors. Students must be challenged at all levels to do quality academic work because God is worthy of the best. Students must be taught to behave in a godly manner because God is holy and therefore commands that His children be holy (1 Peter 1:15-16). Teachers will teach students to do everything "heartily, as unto the Lord" with the purpose of glorifying Him (Colossians 3:23).

We believe students should be provided a historically substantive and rigorous liberal arts education that draws deeply from the history and culture of Western Civilization. We employ proven classical methods and curriculum that are modeled on the medieval Trivium. The Trivium is understood as an approach to instruction in which the tools of learning are imparted to students in stages that correspond with their natural pattern of cognitive development (grammar - the tool of knowledge; logic - the tool of reasoning; rhetoric - the tool of communication). The goal of the Trivium is to teach students how to think thoroughly, wisely, and Biblically. After students have mastered what Dorothy Sayers refers to as the "The Lost Tools Of Learning" received in a classical education, they will be well-equipped to live to the glory of God with hearts and minds which know and love that which is good, true, and beautiful. The tools of learning, in combination with an active and Biblically-guided exploration of the events, ideas, and people of the past, will equip students to think clearly, reason persuasively, and speak precisely, to evaluate all human knowledge and experience in the light of Truth, and to do so with grace, humility, and wisdom.

We believe that a student's education should affirm and nurture the God-created differences between men and women and their respective God-ordained roles. Biblical masculinity should be cultivated in the lives of male students and Biblical femininity should be cultivated in the lives of female students. Behavioral expectations, classroom instruction, role-modeling, and school culture should encourage growth of the students into Biblical manhood and Biblical womanhood.

### **Strategies: How We Do What We Do**

We...

- Impart to students a Christian worldview by teaching all subjects as parts of an integrated whole, unified by the Word of God.
- Encourage students to honor, glorify, and enjoy God in all they do, to develop a love for life-long learning, and to strive for excellence in all endeavors, as their gifts allow.
- Follow a classical model of instruction by emphasizing grammar, logic, and rhetoric at age-appropriate levels. Cultivate in parents a sense of responsibility for their child's education and a sense of ownership in the mission and vision of the school.
- Embrace and cultivate Biblical principles concerning family, parenting, manhood, womanhood, and relational purity in every aspect of our school culture.
- Present exemplary role models through our staff and board of all the virtues, beliefs, and behaviors we desire in our students.
- Provide an orderly and engaging atmosphere conducive to the attaining of these goals.

### **Statement of Faith**

Greenville Classical Academy is a Protestant (non-Roman Catholic) school which does not teach a specific denominational set of beliefs. The following is the foundation of beliefs on which Greenville Classical Academy is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered primary doctrine at Greenville Classical Academy. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority.

### *Final Authority for Matters of Belief and Conduct*

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. Greenville Classical Academy may rely for interpretation upon past systematic expressions of Biblical truth.

### *The Bible*

We believe that the original manuscripts of the Old and New Testament comprise the full, word-for-word, truthful, inerrant Word of God, which is the supreme and final authority in doctrine and practice.  
(Isa. 40:8; II Tim. 3:16-17; Heb. 4:12; II Pet. 1:20, 21)

### *The Father*

We believe that as Eternal Father, He is the Father of all men in the non-salvation, Creator-creature sense, the Father of the nation Israel, the Father of the Lord Jesus Christ, and the spiritual Father of all who believe in Christ. He is the author of salvation, the One who sent the Son, and the disciplinarian of His children.  
(Ex. 4:22; Ps. 2:7-9; Jn. 5:37; Acts 17:29; Gal. 3:26; Eph. 1:3-6; Heb. 12:9; I Pet. 1:3)

### *The Person and Work of Jesus Christ*

We believe Jesus Christ is God incarnate, conceived by the Holy Spirit, born of a virgin, completely God and completely man. We believe in His pre-existence, His sinless life, His substitutionary atonement, His bodily resurrection from the grave, His ascension into Heaven, and His bodily return from Heaven.  
(Jn. 1:1,14,18; Lk. 1:35; Rom 3:24-26; 4:25; 1 Pet. 1:3-5; Eph. 4:11-16; I Thess. 4:13-18; Heb. 1:3; 7:23-25; 1 Jn. 2:1-2)

### *The Holy Spirit*

At the time of conversion, we believe that the Holy Spirit regenerates, indwells, baptizes, seals, and bestows spiritual gifts upon all who know Christ as Lord and Savior. Experientially, He fills, teaches, leads, assures, and prays for believers.  
(Jn.14:26; 16:6-15; Acts 1:5; 2:1-4; 11:1-18; Rom. 8:14-16, 26-27; 1 Cor. 6:19; 12:7-11, 13; Eph. 1:13-14; 5:18; 2 Thess. 2:1-10; Titus 3:5).

### *The Trinity*

In the unity of the Godhead there are three persons, of one substance, power, and eternity; God the Father, God the Son, and God the Holy Spirit. The Father is neither begotten, nor proceeding, The Son is eternally begotten of the Father, and the Holy Spirit is eternally proceeding from the Father and the Son.  
(1 John 5:7; Mat. 3:16; Mat. 28:19, 2 Cor.13:14; John 1:14; John 15:26; Gal. 4:6)

### *Man and Sin*

We believe man was created in the image of God; Adam, in his first sin, condemned not only himself, but all mankind to an estate of sin. All of mankind in Adam is now separated from God and in need of a redeemer. (Gen. 1:1,27; 2:17; 3:1-19; Isa. 14:12-14; Lk. 20:36; Heb. 1:13-14; 2:5-8; I Pet. 2:4; Jude 6; Jn. 12:31; Heb. 2:14; Rev. 20:10; Jn. 1:1-3; 8:44; Col. 1:16-17; Rom. 5:12-21; Eph. 2:1-3).

### *Gender*

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen. 1:26-27; Mark 10:6). Rejection of one's biological sex is rebellion against God's created order and intentional design of the individual and leads to spiritual confusion and emotional chaos. (Romans 1:26-32; I Corinthians 6:9-11).

## *Salvation*

“In Him also we have obtained an inheritance, being predestined according to the purpose of Him who works all things according to the counsel of His will, that we who first trusted in Christ should be to the praise of His glory. In Him you also trusted, after you heard the word of truth, the gospel of your salvation; in whom also, having believed, you were sealed with the Holy Spirit of promise, who is the guarantee of our inheritance until the redemption of the purchased possession, to the praise of His glory” (Eph. 1:11-14). We affirm that these believers are eternally secure, have everlasting life, will not come into condemnation, and shall never perish. We believe that assurance comes to the believer from three primary means: trusting the Word of God’s promises, the witness of the Holy Spirit, and a persevering walk with the Lord. (Jn. 1:12; 2:3,16; 2 Cor. 5:17-21; Eph. 2:8-9; Titus 3:4-7; Dan. 12:1-2; Mt. 25:31-46; Jn. 3:16,36; 5:24; 10:28-29; 11:25-26; Rom. 8:28-39; I Jn. 4:11-13; Jude 1; Rev. 20:12-15).

## *Marriage, Chastity, & Family*

We believe that marriage is defined by God as the uniting of one man and one woman in a single, exclusive, covenant union for a lifetime (Gen. 2:18-25). Furthermore, it is God alone who has ultimate authority to prescribe and describe the marital relationship (Matt. 19:1-9, Mark 10:1-12). Marriage is the foundational unit of a stable society.

The marital union provides a framework for intimate companionship, the channel for sexual delight according to Biblical standards, the means for procreation, and the foundation for raising godly children. We believe that God intends sexual intimacy to occur only between a man and a woman in the sacred context of marriage (1 Cor. 6:18; 7:2-5; Hebrews 13:4; Malachi 2:15). Sexual immorality, defined by any sexual activity outside the boundaries of this relationship, is clearly and expressly prohibited by the Lord (Exodus 20:14; Matthew 15:19, 1 Cor. 6:9-11, 1 Thessalonians 4:3, Hebrews 13:4).

Ultimately, this marital covenant is a representation of Christ’s relationship with His church. As such, the husband and wife, though equal in value and worth before God, have been entrusted with complementary roles within the marital relationship. A husband has been entrusted with the responsibility to lead his wife and to love her sacrificially—giving himself up for her, just as Christ loved and sacrificed Himself for the church. A wife is to respect her husband, to be his helper, and to submit herself graciously to the leadership of her husband, just as the church willingly submits to the headship of Christ (Eph. 5:21-33; Col. 3:18-19).

## *The Church*

We believe in the Church, both universally and locally, as the spiritual body, of which Christ is the Head. The church exercises Christ’s authority until His return. We also believe that the church is entrusted with the sacraments of baptism and the Lord’s supper. (Mt. 16:18; cf. Acts 1:5; 11:15; and 1 Cor. 12:13; Eph. 1:22-23; 4:11-16; 5:22-23; Col. 1:18).

## *The Great Commission*

We believe that those whom God has saved are sent into the world by Christ as He was by the Father. Those so sent are ambassadors, commissioned to go make disciples and make Christ known to the whole world. (Mt. 28:18-20; Jn. 15:8; 17:18; 20:21; Acts 1; Rom. 10:14-15; 2 Cor. 5:18-20; Col. 4:2-6; 2 Tim. 2:14-26).

## *Eternity*

We believe in the physical resurrection of the human body (at the second coming of Christ); in the eternal conscious existence of all individuals in either Heaven or Hell; and in the rewards of the saved and the punishment of the lost for eternity.

(I Cor. 15; Luke 16:19-31; 2 Cor. 5:8-10; I Cor. 3:11-15).

Essentially, our Statement of Faith is best summarized in the five *Solas* of the Reformation:

- Sola Fide - By faith alone
- Sola Gratia - By grace alone
- Solo Christus - By Christ alone
- Sola Scriptura - On the Word of God alone
- Soli Deo Gloria - To God alone be the glory

In order to preserve the function, integrity, and purpose of Greenville Classical Academy as a para-church organization within the Body of Christ, and to provide a biblical role model to our students and community, it is imperative that all persons employed by GCA in any capacity or who serve as volunteers, agree to and abide by our Statement of Faith, both in public and in private.

## **Nondiscrimination Policy**

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

## **Glossary**

FACTS SIS (School Information System)—the system GCA uses to facilitate communication and information between GCA administrators, teachers, and parents. FACTS SIS is available online at <https://factsmgt.com/> and through the GCA Family App, which is available as a free download from the Apple or Google Play stores.

FACTS Tuition Management—GCA’s tuition management system used for all tuition and fees.

Grammar—developing an understanding of language; also, the name of GCA’s elementary division, from first through fifth grade.

Logic—developing reasoning skills; also, the name of GCA’s middle school division, from sixth through eighth grades.

Quadrivium—from the Latin meaning “four paths,” the remaining four of the seven liberal arts (the tools of mathematics) including arithmetic, astronomy, geometry, and music.

Rhetoric- articulating and writing with precision, skill, and joy; also, the name of GCA’s high school division, from ninth through twelfth grades. (Logic and Rhetoric may also be referred to collectively as “Upper School.”)

Trivium—from the Latin meaning “three paths,” the three-fold method of teaching grammar, logic, and rhetoric (the first three of the seven liberal arts, and the tools of language) with the goal of teaching the student how to think and to love the process of learning.

Upper School—the combined divisions of Logic and Rhetoric Schools.



## CURRICULUM

### Language-focused

A classical education relies heavily on language (the written and spoken word) instead of images (pictures, television, and video). While image-based methods will be employed as they are necessary and most helpful, language-learning is our focus, requiring the mind to work actively instead of passively. Students are taught how to read, write, and speak effectively and encouraged to develop a passion for reading and life-long learning.

### Trivium Application Chart

The following material is drawn from the essay *The Lost Tools of Learning*, by Dorothy Sayers. This chart illustrates the application of the classical Trivium at GCA.

<b>Beginning Grammar (Pre-Polly)</b>	<b>GRAMMAR (Poll-Parrot)</b>	<b>LOGIC (Pert)</b>	<b>RHETORIC (Poetic)</b>
Grades K-2	Grades 3-5	Grades 6-9	Grades 10-12
Approx. ages 4-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
<b>Student Characteristics</b>	<b>Student Characteristics</b>	<b>Student Characteristics</b>	<b>Student Characteristics</b>
<ol style="list-style-type: none"> <li>1. Obviously excited about learning</li> <li>2. Enjoys games, stories, songs, projects</li> <li>3. Short attention span</li> <li>4. Wants to touch, taste, feel, smell, see</li> <li>5. Imaginative, creative</li> </ol>	<ol style="list-style-type: none"> <li>1. Excited about new, interesting facts</li> <li>2. Likes to explain, figure out, talk</li> <li>3. Wants to relate own experiences to topic, or just to tell a story</li> <li>4. Likes collections, organizing items</li> <li>5. Likes chants, clever, repetitious word sounds</li> <li>6. Easily memorizes</li> <li>7. Can assimilate another language well</li> </ol>	<ol style="list-style-type: none"> <li>1. Still excitable, but needs challenges</li> <li>2. Judges, critiques, debates, critical</li> <li>3. Likes to organize items, others</li> <li>4. Shows off knowledge</li> <li>5. Wants to know "behind the scenes" facts</li> <li>6. Curious about Why? for most things</li> <li>7. Thinks, acts as though more knowledgeable than adults</li> </ol>	<ol style="list-style-type: none"> <li>1. Concerned with present events, especially in own life</li> <li>2. Interested in justice, fairness</li> <li>3. Moving toward special interests, topics</li> <li>4. Can take on responsibility, independent work</li> <li>5. Can do synthesis</li> <li>6. Desires to express feelings, own ideas</li> <li>7. Generally idealistic</li> </ol>
<b>Teaching Methods</b>	<b>Teaching Methods</b>	<b>Teaching Methods</b>	<b>Teaching Methods</b>
<ol style="list-style-type: none"> <li>1. Guide discovering</li> <li>2. Explore, find things</li> <li>3. Use lots of tactile items to illustrate point</li> <li>4. Sing, play games, chant, recite, color, draw, paint, build</li> <li>5. Use body movements</li> <li>6. Short, creative projects</li> <li>7. Show and Tell, drama, hear/read/tell stories</li> <li>8. Field trips</li> </ol>	<ol style="list-style-type: none"> <li>1. Lots of hands-on work, projects</li> <li>2. Field trips, drama</li> <li>3. Make collections, displays, models</li> <li>4. Integrate subjects through above means</li> <li>5. Teach and assign research project</li> <li>6. Recitations, memorizations</li> <li>7. Drills, games</li> <li>8. Oral/written presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Time lines, charts, maps (visual materials)</li> <li>2. Debates, persuasive reports</li> <li>3. Drama, reenactments, role-playing</li> <li>4. Evaluate, critique (with guidelines)</li> <li>5. Formal logic</li> <li>6. Research projects</li> <li>7. Oral/written presentations</li> <li>8. Guest speakers, trips</li> </ol>	<ol style="list-style-type: none"> <li>1. Drama, oral presentations</li> <li>2. Guide research in major areas with goal of synthesis of ideas</li> <li>3. Many papers, speeches, debates</li> <li>4. Give responsibilities, e.g. working with younger students, organize activities</li> <li>5. In-depth field trips, even overnight</li> <li>6. World view discussion/written papers</li> </ol>

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### *Follows the Trivium*

The classical method equips students with the tools of learning, which they can use to master any subject. These tools include learning the elements of any particular subject (grammar); learning how to use these elements to reason and make sound judgments (logic); and finally, learning how to communicate these elements eloquently and persuasively (rhetoric). Each of these tools is taught to the students from a specific developmental stage that correlates to the cognitive ability of the student.

The following material is drawn from the essay *The Lost Tools of Learning*, by Dorothy Sayers:

### *Centrality of History*

History is the organizing framework for the classical curriculum. It ties together the subjects of literature, art, music, and science in an orderly way. History is taught chronologically and through the stories of real people in a repeating cycle. In the course of grades two to twelve, students repeat this cycle twice, with constant review during the grammar stage, studying material appropriate for each particular grade level. In addition, particular attention is given to the culture and heritage of the West. As C. S. Lewis has written, “The educated man habitually, almost without noticing it, sees the present as something that grows out of a long perspective of centuries.” By teaching students the history and literature of the Western civilization that has shaped them, they will be able to see and understand themselves and their own culture more clearly.

### **Latin Instruction**

GCA begins Latin instruction in the third grade. Learning Latin trains the mind to think more carefully. Studying individual words and forms trains students in analysis, and forming meaningful translations develops habits of synthesis. Also, a large percentage of English vocabulary comes from Latin, and, more importantly, much of this Latin-derived vocabulary is technical. Learning Latin helps students learn other new concepts efficiently. The close relationship between Latin and English often enables students who have taken Latin to perform better on standardized tests than they would have otherwise.

Additionally, learning Latin often increases students’ appreciation for excellent literature. The authors of many great works wrote in Latin, and many important English authors like Chaucer, Shakespeare, and Milton received an education that was primarily in Latin. Finally, knowing Latin benefits students who attempt learning various modern languages. Since Latin is an ancestor to Spanish, French, Italian, Portuguese, and Romanian, students who have taken Latin are able to more easily become proficient in these languages.

## Grading Scale Guidelines

GCA will measure the academic and objective progress of its students using the following criteria:

A. Percentages and Grade Equivalents based on the South Carolina Uniform Grading Scale:

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

B. Other evaluation designations to be used for most subjects in K4 and K5 and for skill-set evaluations in K4 through fifth grade:

E= Excellent

S= Satisfactory

I = Needs improvement

U= Unsatisfactory

/= Concept not yet taught

C. Art, Drama, Music, and P.E. will use a Pass/Fail system in the Grammar School, and may use a Pass/Fail system in the Logic School.

P = Pass

F = Fail

## Grade Reporting Guidelines

Report cards will be posted to the FACTS Family App at the end of each quarter for K4-5th grades and at the end of each semester for 6th-12th grades. Digital copies will be emailed to parents at the end of the school year. Teachers will communicate with parents about each student's academic performance and classroom work habits.

Progress reports will be posted on the FACTS Family App at mid-semester for Logic and Rhetoric Students.

Parents are responsible to attend any parent/teacher conferences to remain informed of their child's progress.

## Promotion Policy

### *Kindergarten (K5)*

K5 students enrolled in GCA are to meet the following basic criteria for promotion to the first grade:

- A. Behavioral maturity for the first grade as defined by consistent ability to follow classroom routines, obey teacher instructions, handle conflict appropriately, and stay on task during academic work.
- B. Score at least 75% on GCA's first grade entrance test.

### *Grammar School (1st – 5th Grade)*

Grammar school students currently enrolled in GCA are to meet the following basic criteria for promotion to each successive grade:

- A. Earn a passing grade (at least 70% avg. for the year) in reading, math, and English grammar.
- B. Earn a passing grade (at least 70% avg. for the year) in at least three of the other six academic subjects (Latin, Bible, science, writing, spelling, and history).

### *Logic School (6th – 8th Grade) and Rhetoric School (9th – 12th Grade)*

Students who achieve passing credit in all subject areas are eligible for promotion to the next grade level. Students who fail to achieve passing credit in one or more subjects may be subject to retention, or required to attend a summer session (and/or tutoring) with a teacher for remedial work before the next school year. The appropriateness of continuation at Greenville Classical Academy will also be considered.

### **Standardized Test Administration**

GCA will utilize various nationally standardized academic ability and achievement tests, and the PSAT/NMSQT.

Academic achievement tests will be administered to students in third through ninth grades. Academic ability tests will be administered in third, fifth, seventh, and ninth grades. The PSAT/NMSQT, used for students in tenth and eleventh grades, prepares students to take college entrance exams, and is the qualifying test for the National Merit Scholarship and other scholarships as well.

### **Honors and Awards Program**

**Accomplishments and correlating honors and awards to be given to full-time students in the first grade and above. Awards include, but are not limited to, A Honor Roll, Junior Scholars Awards, Senior Awards, Palmetto Fellows Scholarship Achievers, and Distinguished Christian High School Students.**

### **ACADEMIC POLICIES**

#### **Homework Philosophy**

At GCA, homework is defined as either written, drill, or project-based work assigned by teachers as an integral extension of a classroom lesson. Homework is important and is designed to provide students opportunity for review, for independent application and practice, and for successful implementation of their teachers' direct instruction.

As a classical, Christian school, GCA recognizes the importance of family, church, and outside interests, and will endeavor to balance homework expectations with other aspects of students' lives. The GCA faculty has been instructed that homework should neither be busy work nor require self-teaching nor additional adult help. Teachers have also been instructed to design homework so that a typical student can complete it in a reasonable amount of time (recognizing that the actual time frame is dependent on each student's ability, aptitude, attitude, and attention) and position students to successfully complete homework as an integral part of a Greenville Classical Academy education.

#### **Reading Philosophy**

C.S. Lewis wrote that "Literature exists to teach what is useful, to honor what deserves honor, to appreciate what is delightful." Lewis's words should remind us that words have meaning and importance and are the basis of the education that we provide our students. It is GCA's belief that students properly taught will grow in their love for great literature.

A classical education is an opportunity to instill a love of great literature in students, but this opportunity should be cautiously addressed. GCA asks its faculty to approach reading from two perspectives: to instill a lifelong love of reading and to present great examples of literature. Teachers in grades K-12 are asked to encourage their students to choose and read, on their own, quality literature throughout the school year. GCA encourages teachers to:

1. Guide students in grades 2-12 to choose one book per quarter.
2. Encourage students to read books on each grade-level reading list, which will be comprised of quality, age-appropriate literature that is in addition to regular classroom reading.

## Drop/Add Policy

Courses may only be added or dropped with the permission of the parent, teacher, and the GCA Administration. The last day to add or drop a class will be communicated at the beginning of each school year. Any course dropped after the Drop/Add date will be recorded as WP (Withdraw Passing) or WF (Withdraw Failing). Parents remain responsible for tuition payments for a class dropped after the Drop/Add Date.

## Learning Differences and Accommodations

Parameters: Students diagnosed by a state-approved psychologist or physician with a specific learning disorder, processing deficit, or ADHD may qualify to receive NILD (National Institute for Learning Development) Educational Therapy provided by educational specialists. These students may also qualify to receive certain classroom accommodations and assistance by the Academic Center for Excellence to support their academic success.

- Students (K5-1st) identified by a parent and teacher-requested SEARCH scan, given by Academic Center for Excellence staff, as having possible perceptual weaknesses may qualify to receive TEACH Therapy to support their ability to learn to read.
- Students needing academic accountability, study skills enrichment, executive function development, and/or personalized instruction in a particular subject area may receive one-on-one Individualized Academic Support.
- **GCA Administration will limit the number of accommodated students to no more than 10 percent of each classroom's population.**
- Any interventions are designed to address the underlying causes of a student's learning challenges and are designed to help the student to become an independent learner within two to three years of beginning therapy. **Students with diagnosed accommodations may receive them from kindergarten through the eighth grade.** Upper School students will be expected to fully participate in their classes.

**Contact the GCA Administration for further information regarding learning differences and accommodations.**

## **Inclement Weather Policy**

- A. Parents (or their designated representatives) are responsible for students' transportation. Parents are expected to discern if road conditions during inclement weather or other emergencies allow for safe travel.
- B. In the event of inclement weather, even if GCA is officially open for classes, parents who do not believe road conditions in their area permit safe travel should keep their children at home and notify GCA by emailing [attendance@greenvilleclassical.com](mailto:attendance@greenvilleclassical.com).
- C. During times of inclement weather or other school closing emergencies, GCA may follow the Greenville County public school system regarding delays, early dismissals, and cancellations. Parents should monitor the GCA Families page for announcements about GCA delays, early dismissals, and cancellations. An email regarding any cancellations or delays will be sent from the office.
- D. Announcements regarding changes to school schedules will be made by the following times or earlier if possible:
  - Delays or Cancellations: 6:00 am
  - Early dismissal: 11:30 am
- E. Decisions regarding delays, cancellations, and early dismissals are subject to change based on changing weather conditions.

## **Drills Policy**

In accordance with the SC Department of Education, GCA will conduct at least two fire drills, two active shooter/intruder drills, and two severe weather/earthquake drills, with at least one of each drill conducted each semester.

## **Holiday Observance Policy**

GCA observes the following holidays: Easter, Christmas, and Thanksgiving. Additional public holidays observed are listed in the GCA calendar.

## **Controversial Topics**

In the course of any type of education, topics arise that provoke disagreement. Handling controversial topics appropriately is particularly important to GCA. As a Christian school, we seek to teach all subjects in the light of a comprehensive Christian worldview. While certain topics are inappropriate for classroom discussion, a wide variety of topics may nevertheless arise over which families and churches disagree. Additionally, as a classical school, debate and discussion are essential in forming students who seek, love, and defend truth. Teachers encourage students to respond with charity and respect to those with whom they disagree. **Part** of the classical tradition students learn at GCA includes the study of pre-Christian cultures like those of Greece and Rome. While we do not condone many of the values found in the myths of these cultures, understanding the primary sources of these strands of western civilization is essential to a classical education.

If situations arise in which families have difficulties with subject matter, the teacher is always to be the first point of contact. If parents do not believe that they have achieved a satisfactory compromise with their child's teacher, they can contact the administration.

## **Audio-Visual Policy**

As a classical, Christian school, GCA's curriculum focuses on excellent literature designed to produce strong, discerning readers. Audio-visual resources are to be used selectively and require administrative approval before they are used in class or as part of any GCA function, including field trips. Any audio-visual submitted for approval should be God-glorifying, age-appropriate, and well-crafted.

## **Field Trips**

Field trips enhance the class curriculum or contribute to the broader mission of the school (via service opportunities, competitions, and class presentations).

Information regarding field trips will be communicated by email and the teacher will also distribute the Field Trip Participation Request/Parent Volunteer Form. Each volunteer attending the field trip must have a current background check on file (processed by GCA) in order to attend. Any fees associated with the field trip will be billed through FACTS.

All field trip volunteers are expected to adhere to all policies outlined in this handbook. Parent drivers are expected to follow school policies regarding music and videos, and are asked to request prior approval for their use.

## **Attendance Policy**

GCA students are expected to be present, to be on time, and to complete all requirements for each of their enrolled courses. Student attendance records are maintained in FACTS SIS, viewable in the GCA Families App, and are a part of each student's report card.

### **Planned Absences**

Planned absences are any foreseeable absences resulting from a parent's decision to excuse a child from school. Examples include absences due to family events, medical or dental appointments, etc. Requests for planned absences should be submitted to the administration at least a week in advance, and GCA reserves the right to consider any absence unexcused. Truancy will be considered an unexcused absence, and GCA is required to report truancy to the state of South Carolina.

GCA allows students five excused planned absences per semester. However, following the sixth planned absence, the student's grades for the classes missed may be dropped one letter grade, and parents will be asked to meet with the Head of School.

The Head of School is authorized to consider waiving requirements set by the attendance policy. In doing so, he will take into account the following: student's mastery of all subjects, attitude toward school, work, and study, and disciplinary record.

Early dismissals for planned absences must be completed before the last half-hour of the school day; we ask that parents plan to go through car line instead of signing a student out when fewer than 30 minutes of the school day remain.

### **Unplanned Absences**

The GCA Administration recognizes that there are emergent absences, defined as any unforeseeable absences. Specific examples include illnesses or family emergencies, and the appropriate division principal will work with individual families in these situations. GCA asks that students missing more than 3 consecutive school days due to illness provide the office a physician's note upon their return to school.

### **Punctuality**

Students arriving after the start of class are considered tardy, and students who are consistently tardy will be considered truant. The fifth tardy (for any reason) in any given semester will result in an unexcused absence. Each subsequent tardy within the same semester will also be considered an unexcused absence. Parents will be notified via email that the fifth tardy will result in an absence applied to a student's record and will need to schedule a conference with the Head of School or division principal.

### **Participation**

A student who is absent from school more than one half-day may not participate in extracurricular activities that day, including practices or games, unless the Head of School gives permission to do so. Any student leaving for a medical appointment and returning within a reasonable time will be eligible for practices or games.

A Logic or Rhetoric student missing more than half a class due to a late arrival or early departure will be counted absent from class. Such cases will be excused or not excused based on the circumstances at the discretion of the Administration.

K4 – 5<sup>th</sup> grade students must be in attendance by or until 11 am to be considered present for the school day. Students in grades 6-12 must be in attendance at least 50 percent of the day to be considered present for the school day.

## Make-Up Work In the Event of an Absence

In the case of an unplanned absence, school policy is that a student may have one day for each day absent plus one additional class day to turn in the missed work. For example, if a student misses three days unexpectedly (e.g., illness, family emergency) then they may have four days to make up the missed assignments.

In the case of a planned absence, a student must receive approval from the Head of School (using an Excused Absence Form) and notify the teacher at least one week in advance. All make up work will be due the first day the student returns following the absence. We recommend that prior to any planned absence, the student work ahead as much as possible, eliminating both the need to work during the absence or the need to complete a significant amount of make-up work. It is the student's responsibility to complete any work as outlined or prescribed by the teacher. Parents should not expect teachers to pre-plan or prepare handouts, tests, or worksheets prior to any extended absences unless they have already been in communication with the Administration and extenuating circumstances exist.

## Communication Regarding Absences

Parents are to email the GCA Office ([attendance@greenvilleclassical.com](mailto:attendance@greenvilleclassical.com)) by 9 am the day of a student's absence, and should copy the student's teachers. Parents of students arriving late or departing early for any reason are to sign their students both in and out at the front office.

## Graduation Requirements

English	4 credits	Must include American Literature and British Literature
Mathematics	4 credits	Must include Algebra I, Geometry, Algebra II
Science	3 credits	Must include Biology and Chemistry
History/Social Studies	3 credits	Must include American History, and Government and Economics
Foreign Language*	2 credits	Must include Latin I, II
Bible	4 credits*	Hermeneutics, Systematic Theology, Philosophy and Christian Worldview, and Apologetics
Rhetoric	3 credits	Rhetoric - Composition , Rhetoric - Public Speaking, and Senior Capstone
Electives*	2 credits	Must include PE, Logic, and Computer. Courses may include Drama, Music, Art, etc.
Total Credits	<b>25 credits</b>	

## Other Requirements

In order to graduate from GCA, a student must complete 25 hours of community service each year from 9th-12th grades for a total of 100 community service hours. NOTE: In addition to what is listed above, some colleges require 3 credits of Foreign Language, and/or 1 credit of Fine Arts for admission. \*Transfer students must satisfy residency requirements.



## **Athletic Policy**

Greenville Classical Academy athletes strive for success in the classroom as well as on the playing field. Participation on an athletic team does not lessen a student's academic responsibility. Part of being an athlete at GCA is learning to balance the load between academics and athletics. Students must learn to budget their time, plan ahead, and fulfill responsibilities to their team as well as academic responsibilities.

The following eligibility requirements also apply to all students:

- Any student on academic probation is ineligible to participate in GCA's competitive athletic programs.
- Logic and Rhetoric students must have at least a 2.0 cumulative grade point average (GPA) to be eligible to play sports on a GCA team.
- If a student has at least a 2.0 GPA, but has a failing grade (below 60) in one course, the Athletic Director and the Upper School Principal will determine the eligibility of that student.
- Any student having a cumulative GPA below a 2.0, or failing more than one class at the end of a quarter, will be considered ineligible.
- Any student on academic probation is permitted to practice with the team (with the Athletic Director's approval) but is not allowed to dress out or participate at games or rallies.
- Any student under disciplinary action will be eligible to participate in athletic events at the discretion of the Upper School Principal.
- Occasionally athletic teams are required to miss academic time due to out of town tournaments.
- The Athletic Director and Upper School Principal reserve the right to exclude any student who is experiencing academic difficulties in any class from GCA Athletics.

## **Music Policy**

Music is a means of communication. At Greenville Classical Academy, every effort will be made to be sensitive to the varying convictions of the families who choose to partner with the school in the education of their children. As a result, GCA will allow only Christian or classical music to be played during activities, events, assemblies, rallies, athletic practices/competitions, or any school-sponsored function. Other music may be approved as a special theme to an event.

## **UNIFORM AND DRESS CODE POLICY**

### **Dress Code Rationale**

The purpose of the dress code at GCA is to provide students with guidance regarding their appearance. The dress code at GCA serves several purposes. First, since the Apostle Paul commanded the church in Corinth to pursue decency and order (1 Corinthians 14:40), our dress code is an instrument through which we seek to reflect the order with which God has created the world. Second, students show unity in their appearance by wearing colors that were carefully selected and intentional in meaning. Third, a uniform often conveys the fact that someone is set apart for a task, and we believe that learning is a calling. Fourth, a dress code is a means to avoid drawing attention to any one individual. Therefore, GCA seeks order, unity, purpose, and modesty in our dress and uniform policies.

We do not claim that our dress code draws us closer to God or that it is godlier than any other. GCA's dress expectations flow out of the vision and mission of the school and have been implemented since its inception as a means of emphasizing the value of a classical, Christian education and the work associated with it. The policies provide clear expectations for those who are employed and educated here. They are, like other policies and procedures, a filter to each human heart, and meant to be a proactive means of communicating our expectations. You will find the dress and uniform policies below; should you have any questions, contact the administration.

<b>Grammar Uniform Policy (K4-5th Grade)</b>	
<b>K4 – 5th Grade Girls</b>	<b>K4 – 5th Grade Boys</b>
<i>Daily Uniform</i>	<i>Daily Uniform</i>
Jumpers, dresses, pants, skirts, skorts, shorts, and capris in solid colors of navy, khaki, or classic navy/white plaid	Pants or shorts in solid colors of navy or khaki
White dress shirts or polos in solid colors of white, navy, burgundy, or gray	White dress shirts or polos in solid colors of white, navy, burgundy, or gray
Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts	Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts
Knee, crew, bobby socks, or tights should be navy, white, or black; white or navy leggings may be worn under skirts	Crew, quarter, or ankle socks should be navy, white, gray, or black
<b>Athletic (white, gray, navy blue, tan, brown, or black.) or dress shoes (black, brown or navy blue)</b>	<b>Athletic ( white, gray, navy blue, tan, brown, or black.) or dress shoes (black or brown).</b>
<i>Dress Uniform for K4 &amp; K5 Girls</i>	<i>Dress Uniform for K4 &amp; K5 Boys</i>
Navy jumper	Navy flat front or pleated pants with a brown or black leather belt
Short sleeve white polo	Short sleeve white polo
Black, brown, or navy dress shoes with white knee socks or tights	Black or brown dress shoes with dark dress socks
<i>Dress Uniform for 1st – 5th Grade Girls</i>	<i>Dress Uniform for 1st – 5th Grade Boys</i>
Classic navy/white plaid skirt (see Lands’ End and Tommy Hilfiger links below)	Navy flat front or pleated pants with a brown or black leather belt
Long sleeve pinpoint Oxford white dress shirt	Long-sleeve pinpoint Oxford white dress shirt with white undershirt
White knee socks or tights are to be worn	
Black, brown, or navy dress shoes (two-inch heel or lower)	Classic navy/white plaid bow tie (purchased from the GCA Office)
Round neck, fine-gauge cardigan in classic navy	Black or brown dress shoes with dark dress socks
<i>PE Uniform (not applicable)</i>	<i>PE Uniform (not applicable)</i>
<i>Activity Uniform</i>	<i>Activity Uniform</i>
An official short-sleeve or long-sleeve GCA T-shirt	An official short-sleeve or long-sleeve GCA T-shirt
Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts	Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts
Blue jeans or blue jean shorts	Blue jeans or blue jean shorts
<b>Athletic (white, gray, navy blue, tan, brown, or black.) or dress shoes (black, brown or navy blue)</b>	<b>Athletic (white, gray, navy blue, tan, brown, or black.) or dress shoes (black, brown or navy blue)</b>

Logic and Rhetoric School Uniform Policy (6th-12th Grade)	
6th-12th Grade Girls	6th-12th Grade Boys
<i>Daily Uniform</i>	<i>Daily Uniform</i>
Jumpers, dresses, pants, skirts, skorts, shorts, and capris in solid colors of navy or khaki; skirt in classic navy/white plaid	Pants or shorts in solid colors of navy or khaki
White dress shirts or polos in solid colors of white, navy, burgundy, or gray	White dress shirts or polos in solid colors of white, navy, burgundy, or gray
Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts	Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts
Knee, crew, bobby socks, or tights should be navy, white, or black; white or navy leggings may be worn under skirts	Crew, quarter, or ankle socks should be navy, white, gray, or black
<b>Athletic shoes or ankle boots ( white, gray, navy blue, tan, brown, or black.). or dress shoes (black, brown or navy blue)</b>	<b>Athletic (white, gray, navy blue, tan, brown, or black.) or dress shoes (black or brown)</b>
<i>Dress Uniform</i>	<i>Dress Uniform</i>
Classic navy/white plaid skirt (see Lands' End and Tommy Hilfiger links below)	Navy flat front or pleated pants with a brown or black leather belt (Khaki for 9 <sup>th</sup> -12 <sup>th</sup> )
Long-sleeve pinpoint Oxford white blouse	Long-sleeve pinpoint Oxford white dress shirt with white undershirt
Flesh-colored nylons or no-show socks	Classic navy/white plaid bow tie (purchased from the GCA Office)
<b>Black, brown, or navy dress shoes (two-inch heel or lower; ankle boots are not dress-uniform appropriate.)</b>	Black or brown dress shoes with dark dress socks
Round neck, fine-gauge cardigan in classic navy	9th-12th Grade only: navy hopsack blazer (see Lands' End and Tommy Hilfiger links below)
<i>PE Uniform</i>	<i>PE Uniform</i>
Gray GCA T-shirt (see GCA online store)	Gray GCA T-shirt (see GCA online store)
Navy GCA PE shorts (see Land's End link below)	Navy GCA PE shorts (see Land's End link below)
<b>Athletic shoes (white, gray, navy blue, tan, brown, or black.)</b>	<b>Athletic shoes (white, gray, navy blue, tan, brown, or black.)</b>
<i>Activity Uniform</i>	<i>Activity Uniform</i>
An official short-sleeve or long-sleeve GCA or GCA House t-shirt	An official short-sleeve or long-sleeve GCA or GCA House t-shirt
Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts	Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts
Blue jeans or blue jean shorts	Blue jeans or blue jean shorts
<b>Athletic shoes (white, gray, navy blue, tan, brown, or black.)</b>	<b>Athletic shoes (white, gray, navy blue, tan, brown, or black.)</b>

## Suppliers

- GCA Online Store (managed by Instant Imprints)  
<https://www.promoplace.com/instantimprintsgreenville/stores/GCA>
- Tommy Hilfiger [www.globalschoolwear.com](http://www.globalschoolwear.com) Partner School Code GREE02 or search by school name and location. Select your student's grade, gender and program type: i.e., Daily Uniform or Dress Uniform.
- Lands' End Uniforms: [www.landsend.com/school](http://www.landsend.com/school) GCA's school ID number is 900097809.
- Unless specified, uniforms may be purchased from other suppliers provided they meet all uniform expectations.

## General Guidelines

1. No visible logos or brand labels other than those representing GCA are acceptable, with the exception of shoes.
2. A neutral belt is to be worn with looped items of clothing for students in 3rd grade and above.
3. A simple watch may be worn. Smart watches are not acceptable.
4. Sweatshirts, sweaters, dresses, and jumpers without a collar are to be worn with a collared shirt underneath.
5. Shirts are to be tucked in at all times, with two exceptions: young ladies wearing skirts may leave a straight-hemmed shirt or blouse untucked on daily uniform days, and t-shirts worn on activity uniform days and during PE may be untucked.
6. All pants, shorts, and capris should be worn at or near the waist. Fabric is to be twill, corduroy, or chino, and may not be riveted, knit, cargo-style, or have patch pockets.
7. Skirts, shorts, skorts, jumpers, and dresses are to be worn no shorter than the top of the knee.
8. Clothing should fit appropriately and be clean, without holes, tears, or frays.
9. A camisole, tank top, undershirt, or turtleneck worn under a white shirt or blouse should be white or flesh colored. Long-sleeve undershirts may be worn in solid colors of white, navy, or gray.
- 10. All shoes, including athletic shoes, are to be closed toe, closed heel, and predominantly white, gray, navy blue, tan, brown, or black. Low-heeled ankle booties are appropriate for daily dress wear only. Shoes should not light up. Rain or snow boots may be worn if inclement weather is expected.**
11. Jackets, rain coats, or winter coats may be worn outside but should not be worn in classrooms. Outerwear items should follow the general dress code policy regarding logos, branding, licensed characters, etc.
12. School gear and supplies should not display any offensive pictures/cartoons, commercial characters, or advertisements.
13. Hair should be neat and clean. The student's eyes and face are to be visible at all times. If hair is dyed, it should be a natural color.
  - a. Girls: hair bows and accessories are to be metallic or in school colors of navy, white, burgundy, gray, or khaki.
  - b. Boys: The top of the eyebrows, top of the collar, and lower half of the ear is to be visible. Hair may not be pulled back in a ponytail or bun.
  - c. Boys are to be clean-shaven.
14. Young ladies may wear simple, non-distracting small earrings, rings, bracelets and necklaces. Jewelry is to be metallic or in school colors of khaki, navy, white, or burgundy. Young men may wear jewelry for medical identification purposes only.
15. The Principal or Head of School is the final arbiter of uniform policy. GCA Faculty and Staff will communicate uniform expectations for specific days in advance.

## Dress Code Corrective Action

Should a student's clothing fall outside of the parameters of the GCA dress expectations, GCA will contact the student's parents, note the issue in FACTS, and expect the student to rectify the issue. If a student displays a pattern of disregard for GCA's uniform expectations, that student will not be able to attend class until their appearance is consistent with GCA's dress expectations, and the student and parents will be asked to meet with the administration.

## **STUDENT HEALTH AND MEDICATION POLICY**

All students attending GCA must have on file with the school office all medical reporting forms required by South Carolina state law. Families seeking exemption from state immunization requirements must complete and submit an official copy of the exemption documents for the state of South Carolina. Both of these forms may be obtained from your family doctor or SC DHEC (South Carolina Department of Health and Environmental Control.) A South Carolina Certificate of Immunization (DHEC form 1148) or the Religious Exemption (DHEC form 1126) must be on file in the school office before a student will be allowed to attend class at GCA.

It is expected that students are sent to school healthy, well-rested, and ready for class. Students with fevers over 100°F, upset stomachs (vomiting or diarrhea), contagious viruses, severe colds, and the like will be sent home to avoid infecting others. Please keep your child home until they are symptom-free for a minimum of 24 hours and at least 24 hours after first dose of antibiotics.

Students who are lethargic, tired, and unable to do their schoolwork will be sent home for needed rest and recuperation. GCA does not operate a health suite, and students who are not able to do their schoolwork will be sent home.

Parents are to provide the school with emergency numbers of friends and/or family who can pick up their sick child from school if the child becomes ill.

### **Medication Distribution**

1. All medication (prescription and over-the-counter) taken by students must be administered by one of the following:
  - a. A GCA staff member designated by the Head of School
  - b. Parent(s) of the student

*No student will be permitted to administer any form (prescription or over-the-counter) to themselves or any other student, except as indicated below:*

2. Students who require medication on an as needed basis through the use of an inhaler, Epi-pen, insulin, and/or diabetic testing supplies will be permitted to self-medicate if the following conditions have been met:
  - a. A physician has determined that the student should carry the medication/supplies on his or her person and self-administer the medication. Physician's orders need to be on file with the school office.
  - b. Parents must complete the prescription medication administration form and indicate that: "the student is able to self-administer and carry the inhaler/Epi-pen/insulin and diabetic testing supplies and has been trained in its use."
3. Rescue and Emergency medications to remain in the GCA office such as Epi-pens, inhalers, seizure medications (Diatat), diabetic medications (Insulin/Glucagon) and/or testing supplies require a physician's order AND an emergency action plan provided by the physician.
4. All controlled medications such as ADD/ADHD medications and seizure medications (Diatat) require a physician's order and will be kept locked in the office.
5. Prescription and over-the-counter medications, including cough drops, will be administered to students only at the written request of the parent in one of the following ways:
  - a. Parents must give permission through FACTS before over-the-counter medications kept in stock at GCA (such as Tylenol, Ibuprofen, etc.) will be administered to the student. The specific strength of the medication (such as Children's vs. Adults) AND the dose must be indicated by the parent. No over-the-counter medications can be given in an off-label manner without a physician's order.
  - b. Parents may choose to bring in other non-controlled, non-emergency prescription or over-the-counter medications and fill out the Medication Administration Form for them to be given. Any request for administration of medicine must include the student's name, description/type of medication, dosage of medication, and the time(s) it is to be given. All prescription medications must be in the original pharmaceutical container labeled with the student's name and pharmacy printed dosage directions. All over-the-counter medications must also be in the original pharmaceutical container (unopened) and labeled with the student's name and dosage directions.
6. Parents are responsible for making sure medications left in the GCA office are up-to-date and not expired.

## **Student Accident Insurance**

GCA provides student accident insurance to cover all school sponsored and supervised activities, including athletics. This insurance is a secondary carrier for families who have other insurance policies and a primary carrier for families without insurance.

## **ADMISSIONS PROCEDURES**

### **Admissions Expectations for Parents**

1. As a classical, Christian school, GCA asks that all parents read and understand GCA's *Statement of Faith*, acknowledge that it constitutes the doctrinal beliefs of the school, and accept that its truths will be purposefully and clearly taught to all enrolled GCA students.
2. As a part of the family/partnership conference, at least one parent will be asked to clearly articulate his/her beliefs and relationship with Jesus Christ.
3. Parents are to understand that GCA exists to support them in their children's education and will not assume a primary role.
4. Parents are asked to cooperate with all policies in this handbook.
5. Parents are expected to attend all scheduled meetings throughout the school year.
6. **Parents are expected to be active members of a local, Bible-believing church.**

### **Admissions Expectations for Students**

1. Students applying for K4 are to be four years old by September 1 of the applied year.
2. Students applying for kindergarten are to be five years old by September 1 of the applied year.
3. Students applying for first grade who have not completed kindergarten at GCA are to be 6 years old by September 1 of the applied year.

### **Admissions Procedures for New Students**

1. Contact the GCA Enrollment Office to arrange a tour or attend an Open House.
2. Complete and submit the online *Application for Admission*, and pay the non-refundable application fee. If applicable, also complete and submit an *Application for Tuition Assistance* through FACTS.
3. Contact the Enrollment Office to schedule math, reading, composition, and Latin entrance assessments. Entrance assessments are offered at no charge to applied students and assist the administration in determining appropriate placement.
4. Upon receipt of all *Application for Admission* documents, including pastor and teacher referrals, previous school records, achievement test scores, South Carolina Certificate of Immunization (DHEC Form 1126) or exemption form, birth certificate, and any other documents necessary, the GCA Enrollment Office will schedule a family interview.
  - a. At the family interview, GCA Administration and Board representatives will discuss the school's philosophy and expectations, as well as answer any of the family's remaining questions.
  - b. Each parent and each student applying should be present for the family interview.
5. Following the family interview, the GCA Admissions Office will contact the family regarding GCA's decision regarding an offer of enrollment. If GCA extends an offer of enrollment, the family will have ten days to complete and submit each applied student's online enrollment form.
6. If applicable, GCA will notify the family of any tuition assistance award.

## Reenrollment Procedures for Current Students

1. Reenrollment information for each student is sent in December of each year for current students.
2. Submission of the online enrollment information and non-refundable enrollment fee will reserve a student's place in class, subject to GCA's promotion policy.
3. **GCA evaluates family church attendance as part of the reenrollment process.**
4. GCA reserves the right to refuse reenrollment to any current student.

## Transfer Credit Policy

1. All transfer credit requests will be evaluated in terms of level, content, quality, comparability, and program relevance.
2. Proof of course completion may be a transcript from an institution and/or samples of completed work.
3. Students will be expected to demonstrate competence in the subject matter transferred by either testing or performance in other enrolled classes to validate credit grants.
4. GCA will bill families through their FACTS account for each course evaluated as possible transfer credit.
5. **Courses will be listed as transfer credit on a GCA Transcript.**

## Tuition and Fee Information

1. All tuition and fees are non-refundable and all parties should clearly understand the financial arrangements between the school and parents before enrollment is complete.
2. GCA has partnered with FACTS Tuition Management to collect tuition from families. During the enrollment/reenrollment process families are to register with FACTS Tuition Management and choose either the 5<sup>th</sup>, 15<sup>th</sup>, or 25<sup>th</sup> of each month (of the 10-month billing cycle) as their billing due date; late tuition and fees are those not paid by each family's chosen monthly due date.
3. In the event that tuition and/or fees are not paid by a family's chosen due date, FACTS will send a payment reminder via e-mail and will assess a \$25 late payment fee.
4. If the tuition and/or fees are not made current, or arrangements made to do so within the following 15 days, the GCA Board or its delegate will personally contact the family to arrange payment, and the agreement made at that time will be recorded and filed.
5. If an agreement is not made or is not kept, and payment is not received within 60 days, GCA may choose to suspend enrollment and withhold grades until the account is in good standing.
6. GCA will assess a \$35 fee for any check returned due to insufficient funds.
7. The above process exists to ensure the timely collection of tuition and fees and must be followed unless specific other arrangements have been made between the GCA Board or its delegate and the family involved. Good faith will be presumed on the part of both parties unless subsequent circumstances indicated that no positive action can be expected.
8. The GCA Board will have the responsibility and authority to monitor and modify the discounts and discount policy at its sole discretion.

## Withdrawal Policy

Enrollment at GCA is for the duration of the school year and is a commitment to pay the entire year's tuition. If extenuating circumstances make withdrawal necessary, complete the withdrawal process below to formally withdraw a student.

1. Contact the Admissions Office.
2. Complete and submit the *Greenville Classical Academy Withdrawal Form*.
3. Attend an exit interview.
4. Return all school-owned materials.
5. Pay all charges through the calendar month in which the withdrawal is made.
6. Student records may be transferred to another school upon completion of the withdrawal process.

## Tuition Assistance

### *Tuition Assistance Program Mission*

Our purpose is to facilitate the continued growth of GCA by enabling families from all income levels to have the opportunity to enroll their children.

### *Financial Aid Committee*

The Financial Aid Committee members are appointed annually by the GCA Board of Directors and will remain anonymous.

### *Qualifications for Assistance*

Any student whose family demonstrates a need and applies for tuition assistance will be considered. Tuition assistance will be offered on the assumption and assurance that the family is allocating the maximum amount of resources within its capacity to the educational costs of its children, and it is expected that each family has prioritized educational costs after necessary living expenses.

If a family qualifies for financial aid from other scholarship sources or financial aid funds (other than GCA), these funds should be used to reduce the amount of aid taken directly from GCA and will not necessarily reduce the family's tuition obligation to the school.

### *Tuition Assistance Timetable*

- GCA uses the services of FACTS in assessing a family's eligibility for tuition assistance. **The fee for this service is \$40.** Priority will be given to those who complete the required online forms by January 15 for re-enrolling families, and those who complete them by March 31 for new families.
- Families will be notified via email of their tuition assistance offer, and must accept or decline it within 10 days of receipt.
- Acceptance of new Financial Aid applications may be closed without prior notice for individual classes or for all applications at any time after May 31.

### *Tuition Assistance Policies*

- Tuition assistance will not exceed fifty percent of a family's total yearly tuition. Any exceptions are subject to GCA Board approval.
- Each family receiving tuition assistance will be required to pay the remaining portion of their educational expenses; all additional fees may be found on the tuition schedule.
- Families are to refrain from discussing their tuition assistance offer with others. Choosing to discuss the offer may terminate their tuition assistance agreement.
- Students receiving tuition assistance are expected to maintain a good academic record, consistent with their abilities, and to demonstrate commendable behavior, effort, and citizenship, which will be considered as factors in the award of future tuition assistance.
- Families are expected to demonstrate Christian values in their behavior in all school-related functions and activities, and to be positive in communications about school-related activities at all times.
- Students who are placed on disciplinary probation risk their tuition assistance for the current year and future school years.
- All families are encouraged to participate in the various fundraising activities to benefit the school; those receiving assistance are especially encouraged to do so.
- Financial aid applicants must pay the enrollment fee when submitting an enrollment or re-enrollment application. This fee is refunded upon request if the financial aid award is insufficient to meet the family's need, and if the family submits a formal request to withdraw the student from the school within two weeks of notification of the financial aid decision.
- Families may appeal a financial aid decision or award amount in writing if they can provide supplemental information pertinent to the award computation.



## Hardship Contingency

If a family experiences an extenuating circumstance resulting in an unexpected need for tuition assistance, even after the application deadline has passed, the GCA Board of Directors has the authority to address such extenuating circumstances. Examples may include a death in the immediate family, unexpected loss of employment, or serious or sudden illness. The hardship contingency may consist of either tuition assistance or deferred tuition payments.

## **GENERAL INFORMATION**

### **Parent Involvement Philosophy**

As a support and extension of the family unit, GCA considers the family to be of first importance to a child. GCA strives to support and respect parental authority and responsibility in all that it does. Our education philosophy recognizes parents as the ultimate authority and responsible party for the education of their children. Therefore, GCA strongly encourages and welcomes parent, grandparent, and sibling involvement in the school.

### **Volunteer Policy**

At the core of our school's community and culture are our parents, students, faculty and staff. Together we work to better our program, promote our school, and serve our greater community. Since the school's inception, Community Service Hours and Service Days have provided our students these opportunities. Along with our students, we ask our parents, faculty, and staff to likewise partner with us in various volunteer opportunities.

Parents are encouraged to be actively involved in the school in the following ways:

1. Visit the school or classroom at any time, following the Visitation Policy Guidelines.
2. Assist in the classroom, regularly or periodically. Arrangements should be made with the classroom teacher.
3. Act as driver and/or chaperone on field trips or as a host for class parties.
4. Share expertise, experience, and travels as they may relate to an area of study in a class.
5. Attend all parent-teacher conferences. Informal conferences may be scheduled and held anytime at the parent's request.
6. Closely monitor and praise progress by reading all teacher emails, notes, and papers sent home.
7. Communicate ideas for school improvement and comments regarding the school program to the Administration. We want to hear from you.
8. Serve on one of the school committees. (Contact the office for more information.)
9. Serve as a room parent.
10. Closely monitor school emails such as the Weekly Announcements email sent out every week from [office@greenvilleclassical.com](mailto:office@greenvilleclassical.com).
11. Monitor the school's social media pages.
12. *Volunteer for GCA's Fall Festival and Holiday Market\**

\* *GCA's Fall Festival and Holiday Market* is our largest community event and major fundraiser. As such, it is important for reaching our annual financial goals. At least one adult from each family is expected to volunteer for a 2-hour shift at the event. Those unable to serve should discuss alternative arrangements with the Festival Event Coordinator.

### **School Hours**

The School Office is open from 7:30 am – 4:00 pm Monday through Friday, and summer hours will be communicated. Office hours will vary over school breaks, i.e. Thanksgiving and Christmas, so call the office before stopping by.

#### ***Grammar School Hours (Grades K4 - 5)***

##### **Part-Time K4:**

- Tuesday and Thursday – 8:30 am - 12:00 pm
- Monday, Wednesday, and Friday – 8:30 am - 12:00 pm
- 5-day – 8:30 am - 12:00 pm

#### Full-Time K4

- Tuesday and Thursday – 8:30 am - 12:00 pm
- Monday, Wednesday, and Friday – 8:30 am - 12:00 pm
- 5 day – 8:30 am - 12:00 pm

#### Kindergarten (Monday – Friday)

- Half day – 8:30 am - 12:00 pm
- Full day – 8:30 am - 3:00 pm

#### Grades 1-5 – 8:30 am – 3:00 pm

#### *Logic School Hours (Grades 6 – 8)*

#### *Rhetoric School Hours (Grades 9 – 12)*

### Afterschool Care

Afterschool care is a complimentary service available only for K4-5th grade students on Monday, Wednesday, and Friday from 3:00 - 3:45 pm if they have an older sibling in 6th-12th grade who has a class until 3:45 pm.

### Visitation Policy

GCA encourages parent visits. Follow the procedure below for general or lunch visits:

1. Make prior arrangements with your child's teacher.
2. Visit the office first and sign in to visitor management.
3. Let the office assistant know where you intend to visit (i.e. classroom, lunch room, etc.).
4. Sign out at the office before you leave.

### Lunches

Parents should utilize Boonli , found in the GCA Families App, to order lunch for their students. Parents who choose not to order lunches through Boonli should send lunches to school with their children. **Refrigerators and microwaves are not available for any student; microwaves are available for students in the Logic and Rhetoric Schools.** Parents should provide students with their own eating utensils (forks, spoons, etc.).

### Car Line Procedures

Students may be dropped off at their classrooms beginning at 8:00 am for Logic & Rhetoric School and 8:10 am for Grammar School. Please do not drop off your children before these times. **Parents should stay in their cars when dropping off; if it is necessary for a parent to get out, the parent should first park in the parking lot. Parents arriving after 8:15 am for Upper School or 8:30 am for Grammar School are to park and come to the school office with their students to sign the student in and to enable the student to attain a tardy slip.**

Be prompt in picking up your student(s) from school. Students left longer than 15 minutes will be taken to the office, and parents will need to come to the office to get them. A \$5 fee will be charged for every 5 minutes students are not picked up. If anyone other than a parent or legal guardian is to pick up a child from school, a parent or legal guardian must email the GCA office giving explicit permission **and is responsible to make sure that the individual picking up has the student's car line number.**

## **Student Driver Policy**

Driving a vehicle to and parking at Greenville Classical Academy is both a responsibility and a privilege granted to licensed drivers.

### **Student drivers**

- must have a current Student Driver Form on file in the office. A new form must be completed annually.
- must sign in and out in the office or gym each day.
- must obey the traffic directions of any teacher or staff member.
- obey the speed limit of 5 mph.
- must drive cautiously and carefully on GCA's campus. It is at the discretion of the Head of School whether or not a driving behavior is considered a violation.
- must come on campus and immediately park. No unnecessary driving around the campus should occur.
- may not congregate or loiter in the parking lot or in the cars and must come immediately into the building upon arrival.
- may not drive on school field trips.
- must sign in/out at the school office and have parental permission if they arrive or leave campus at some time other than their scheduled arrival or departure time.
- must understand that GCA has the right to request the removal of any license plates, bumper stickers, decals, emblems, and/or items affixed to the car that reflect an inappropriate message.
- must acknowledge that GCA reserves the right to conduct routine searches of students' vehicles.

GCA Administration reserves the right to revoke student driver privileges.

In order for other students to ride with student drivers they must do the following:

1. The student driver must have written parental notification in the office verifying that he/she has permission to have the student passengers.
2. The student passenger must have written parental notification in the office verifying that he/she has permission to ride with that particular student driver.

Violations of any of the above may, at the discretion of the Head of School, result in the revocation of driving privileges.

## **Device Policy**

### *Educational Computer Use*

GCA desires that students learn to use technology appropriately; at school, technology is meant to assist in a student's education, not to master it, and should be used primarily as a tool to improve the student's study and research skills. At GCA, laptop computer use is a privilege; laptops may be used in typing and computer classes and in additional Logic and Rhetoric school classes at the discretion of the teacher. Access to the internet is also a privilege; access is permitted only through the GCA network, and should be used only for academic purposes directly related to school assignments. Students may only use their own devices, and GCA reserves the right to inspect any device and its contents.

Rhetoric and Logic School students are expected to have access to a computer with word-processing and presentation software, along with the internet. Additionally, GCA teachers may use Google Classroom to communicate with students and to enable students to submit assignments electronically.

### *Cell phone and Electronic Devices*

Students are not to use or carry electronic devices (excluding laptop computers used for academic purposes) including but not limited to cell phones, cameras, tablets, or wearable tech. Cell phones may be brought to school but are to remain off and stored with a student's belongings from the time of the student's arrival through departure unless the student has received special permission from a GCA staff member. If a student chooses to carry or use a device, or a device sounds in class, the device will be turned in to the office, the student's account will be assessed a \$5 fine, and the student will be able to retrieve it at the end of the school day. Subsequent instances will require a parental pick-up of the device from the GCA office, increased fines, and the loss of device privileges for the remainder of the school year.

## **Printer Policy**

All students should have access to a non-school printer/copier. Should a student need to utilize a printer on campus, there will be charge of \$5 billed through FACTS.

## **House System**

GCA's Upper School operates a House System. The mission of the House System is to further enhance the mission of the school by producing students who glorify God in their thoughts, words, and deeds, thereby strengthening the school community.

All full-time students in 6<sup>th</sup> – 12<sup>th</sup> grades are inducted into one of four houses. Students will remain in their assigned houses for the extent of their time at GCA.

All part-time students in 6<sup>th</sup>-12<sup>th</sup> grades will be invited to participate in the House System and be inducted into a House upon completion of a participation agreement form.

The House System is one of the ways GCA cultivates student leaders. Each house is governed by a faculty member and four student leaders (two student captains, one student chaplain, and one student records keeper). The student leaders will bear the responsibility of leading their house while receiving oversight and mentoring from the house governor.

## **Community Service Hours**

It is GCA's goal to provide students with an education that promotes spiritual growth through academics and citizenship. As part of this mission, GCA celebrates opportunities to serve in our community. Each full-time 9th-12th grade student is required to complete 25 community service hours each school year. Types of service that qualify as community service: service for non-profit organizations (Humane Society, etc.), GCA service (child care during required parent meetings, official GCA service days such as GCA's Fall Festival & Holiday Market, Grammar School help days, etc.) and/or church service (nursery, VBS, etc.). Students are also allowed to count hours from the summer toward the required service hours.

1. The hours should be recorded on the Community Service Log.
2. The Community Service Log should be turned into the GCA office by the last day of the school year.

## **Service Days**

Twice a year, all part-time and full-time 6th-12th grade students are expected to participate in official GCA Service Days. The first of these is the GCA Fall Festival & Holiday Market. Students are expected to volunteer for at least one 1.5 - 2.5-hour shift. The second is held during a school day second semester and is usually held at or in partnership with a community center, enabling GCA students to serve our community while fulfilling an aspect of GCA's mission.

Participation for both service days is expected, and permission to miss an official service day must be pre-approved by the Head of School. While hours worked during an official service day will count toward a Rhetoric School student's annual 25 community service hours, each student is responsible to independently complete the expected hours.

## Communication and Grievances Guidelines

As a school, we consider it a great privilege to partner with families in the education of their children. We approach education from two perspectives: Christian and classical. We have gone to great lengths to ensure that the education we deliver is thoroughly classical in nature, as well as foundationally and fundamentally Christian. As a Christian school, it is imperative that we are committed to upholding and supporting each family's authority in the lives of their children. This partnership, to work well, requires clear Biblical communication. We do not possess the ability to communicate clearly or resolve conflicts biblically outside of Scripture and our Lord Jesus Christ. In these matters, we will root ourselves in God's Word.

We have outlined the proper lines of communication in regard to grievances and conflict and adhere to the Biblical process of resolution found in Matthew 18 and James 3. We believe God's Word teaches us that all conflicts should be handled discreetly and carefully with respect and concern for our brothers and sisters in Christ. While believing we should always assume the best and speak highly of our brothers and sisters in Christ, even in conflict, GCA still holds to the principle that we are people of truth and should speak the truth in love, even in difficult situations. In these matters, the following guidelines will be followed:

### *Parents Communicating to Teachers:*

If an issue arises regarding a teacher's behavior, the parent should seek out the teacher and speak directly to him or her about the issue. It is perfectly acceptable to ask the teacher a question about the issue while assuming the best. Please do your best to respect the teacher's time and class preparation and not raise serious issues at inopportune times that would detrimentally affect the class as a whole.

### *Parents Communicating to GCA:*

If an issue arises regarding policy, procedure, curriculum, program, or disciplinary measure, concerns about the issue should be brought to the Head of School.

### *Parents Communicating to the GCA Board:*

If an issue regarding policy, school rules, procedures, or disciplinary measures has not been resolved with a meeting with the particular individual or the Head of School, then parents may submit their concerns in writing to the GCA Board of Directors. The GCA Board will review and address the concerns, if necessary, and file the concern properly.

## Discipline Guidelines

All school discipline is based on Biblical principles and aimed at the heart of each student. Misbehavior will be viewed as the manifestation of the heart and interpreted from the perspective of Scripture, with the goal being to shepherd the child's heart towards a God-honoring life. As a school, we recognize that it is ultimately the parents who are responsible for their child's behavior, even when the child is at school.

As a school, we seek to have our teachers handle the vast majority of discipline issues in the classroom. We encourage all of our teachers to have in place a classroom discipline system that is simple, loving, and consistent. Each teacher is given the freedom to create a classroom discipline system that fits their classroom. The administration works with each teacher to ensure that each classroom discipline system is an extension of the vision and mission of the school.

As a school, it is imperative that we maintain order and have structure, as both contribute to academic success. At the same time, we want to provide our students with some freedom in order to own their education. GCA provides an honor code which outlines the expectations for behavior of those who are part of GCA. GCA does not believe or condone the use of corporal punishment, but instead roots its discipline system in love and forgiveness. We seek to clearly communicate our expectations and the consequences for failing to meet those expectations in order to provide students with the means of success here at GCA.

As a school we strive to meet the following expectations:

1. Respect: We ask everyone to respect GCA's leadership, faculty, fellow classmates, and him- or herself.
2. Honesty: We ask everyone to be rooted in the truth and to always speak truth.
3. Obedience: We ask everyone to obey all instructions, policies, and procedures.
4. Unity: We ask that everyone seek to be a good neighbor.
5. Godliness: We ask that everyone seek to glorify God in action, word, and deed.

Whenever the need for correction arises - as it will, since we are sinners - we, as a school, are committed to following the discipline system as presented below:

1. The first indiscretion will result in correction rooted in grace that outlines the proper response for the issue and the situation. The issue will be addressed by the teacher in the classroom.
2. The second indiscretion will result in the prescribed consequence for the indiscretion as documented by the classroom teacher, according to the teacher's own classroom discipline system.
3. Should a third incident arise, the student will be directed by the teacher to the office to meet with the relevant Principal. The Principal, along with the teacher, will go over the indiscretion with the student and prescribe a consequence in addition to the classroom consequence. The student's parents will be informed of the issue, the consequences for the issue, and of all future consequences should the issue arise again.
4. Should a fourth incident arise, the student, the student's parents, and the relevant Principal will meet to discuss the incident. The student will be suspended for one day, and the student will be required to make up all missed work during the one-day suspension. The student may be placed on a behavior contract.
5. Should a fifth incident arise, the student may be subject to expulsion from GCA due to a pattern of disobedience. The Head of School, along with the relevant Principal, will meet with the student and the student's parents to determine the consequences to the student's actions. The consequences will range from a multiple day suspension to expulsion.

There are indiscretions that warrant more severe consequences. **These indiscretions include, but are not limited to, fighting, threats, drug use, inappropriate internet use, stealing, and destruction of property.** In each case, the Head of School reserves the right, in conjunction with the Board of Directors, to suspend, expel, or charge restitution if the situation warrants.

### **Anti-Harassment Policy**

GCA will endeavor to provide an academic environment where individuals treat one another with the dignity and respect befitting a fellow image-bearer of God. This environment should be free from harassment, intimidation, exploitation, or bullying of any kind, including actions or statements based on sex (gender), race, color, national or ethnic origin, age, or disability, and includes, but is not limited to, physical, sexual, verbal, and electronic means.

Harassment of any type, including bullying, will not be tolerated at GCA. Bullying is defined as intentional hurtful behavior, perpetuated over a period of time, in a relationship characterized by an imbalance of power. This applies to the actions of campus guests, coaches, faculty, parents, staff, students, and volunteers. Those who choose to violate this policy are subject to discipline, up to and including termination, expulsion, or banishment from GCA facilities.

Anyone who believes that he or she has been harassed, intimidated, exploited, or bullied is encouraged to report the matter to a teacher or to the GCA Administration. All complaints will be promptly investigated and every effort will be made to reasonably protect the dignity and privacy of all involved; however, GCA reserves the right to notify a student's parent or guardian, whether the student is the actor or receiver, and the appropriate authorities, and to determine appropriate disciplinary consequences.

## Academic Dishonesty Policy

Academic dishonesty is defined as the following, and is not permitted at GCA.

Cheating	<p>Gaining answers for an assignment or test in a dishonest way.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"><li>• <i>Copying another student's homework, quiz, test, or project</i></li><li>• <i>Allowing another student to copy homework, quiz or test answers, or a project</i></li><li>• <i>Obtaining or providing test, quiz, or homework questions, or answer key</i></li><li>• <i>Obtaining or providing answers from answer keys or online sources such as SparkNotes, Schmoop, etcct</i></li><li>• <i>Posting or copying homework, test, or quiz answers on Quizlet</i></li><li>• <i>Using unauthorized materials during a quiz or test, such as using notes or looking up information on a phone</i></li><li>• <i>Altering answers while grading your own or another student's paper</i></li></ul>
Intentional Plagiarism	<p>Knowingly submitting work as yours when in actuality it was either fully or partially produced by another source, including individuals, the Internet, books, or any verbal or printed word, and failing to reference that work appropriately.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"><li>• <i>Copying the entirety or portions of a paper found on the Internet</i></li><li>• <i>Copying the entirety or portions of another student's paper</i></li><li>• <i>Copying information from a website, book, or other source without proper documentation</i></li><li>• <i>Changing a few words from a source but not fully paraphrasing it, whether or not that source is documented</i></li><li>• <i>Reusing a paper or portions of a paper for more than one assignment when expected to do new work</i></li><li>• </li></ul>
Unintentional Plagiarism	<p>Failing to give proper credit to sources, even though the intention was not to present them as your own. Even if your intent was not to plagiarize, it still qualifies as plagiarism.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"><li>• <i>Documenting sources incorrectly</i></li><li>• <i>Paraphrasing a source incompletely</i></li></ul> <p><i>Providing documentation for quotes, but not for paraphrases</i></p>

### Consequences

- Because cheating and plagiarism are both behavioral and academic problems, both academic and behavioral penalties apply. ***If a student has cheated or intentionally plagiarized, he or she should receive a zero on the assignment, in addition to any other consequences.*** A teacher may also require a replacement assignment for no credit.
- Because cheating and intentional plagiarism qualify as blatant misbehavior, the Misconduct and Discipline policy applies.
- All instances of intentional plagiarism will be documented in FACTS SIS, as with all other behavior issues.
- If a teacher deems an instance of plagiarism as unintentional, then only academic penalties should apply. Academic penalties should depend on the student's age and level of experience with correct citations. For example, a middle school student who is just learning how to paraphrase may be asked to rewrite a paper to correct unintentional plagiarism for full or partial credit rather than receiving an automatic zero.

## *Collaboration Defined*

Working together, with a teacher's permission to create something. To qualify as collaboration, all students must contribute equally.

Examples:

- A group project assigned by the teacher.
- Explaining to another student how to do something.

## **Serious Misconduct Policy**

If a student should commit an act with such serious consequences that the school deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any flagrant act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours or when school is not in session.

## **Threat Policy**

Step 1: If a student makes a threat (oral or written, including electronic communications) to inflict physical harm on someone or someone's property involved at the school, that student will immediately be suspended for the remaining portion of the school day. (GCA will contact the student's parents to arrange to have the student picked up/removed from the school campus.)

Step 2: GCA Administration will investigate the seriousness and credibility of the threat and determine what further action needs to take place. Possible actions include:

1. Administration may suspend the student for a set period of time, and may require counseling prior to a return to school and set other conditions for school attendance.
2. Administration may expel the student from school for the rest of the school year, and may require a satisfactory report from a Biblical or licensed counselor prior to readmission. This action will require the student and the guardian to waive privacy rights so that the report can be issued.
3. Law enforcement may be called at the discretion of administration.
4. Any threat will require a conference with the student's parents, after which the student may be allowed to return to class as soon as the day after the incident, but not before administration is satisfied it has had adequate time to evaluate the situation.

## **Expulsion Policy**

The GCA Board realizes that expelling a student from school is a very serious matter and should be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate the behavioral problems the student is having, the Head of School is empowered to expel the student. The procedure will be as follows:

1. Parents will be notified immediately after the decision for expulsion.
2. The student will turn in all school texts/materials, clear out his/her desk and locker, and be picked up by his/her parents the same day.
3. Transfer of school records will be arranged within a week following expulsion.
4. Appeals may be made first to the Head of School ([headofschool@greenvilleclassical.com](mailto:headofschool@greenvilleclassical.com)), and then to the GCA Board ([board@greenvilleclassical.com](mailto:board@greenvilleclassical.com)), as noted in the Communication and Grievance Guidelines in this handbook.

Should the expelled student desire to be readmitted to GCA at a later date, the GCA Board will make a decision based on the student's attitude and circumstances at the time of reapplication.



## **ORGANIZATIONAL STRUCTURE**

### **GCA Board of Directors**

The Board of Directors is responsible for casting vision and making policy in accordance with Scripture, GCA's bylaws, foundational documents, Statement of Faith, and Mission. The Board of Directors has one employee, the Head of School.

### **Administration**

The Head of School reports directly to the GCA Board of Directors, and is responsible for overseeing the affairs and operation of the school in accordance with the Board of Directors' Vision, Mission, and policies.

### **Academic Affiliations**

Greenville Classical Academy is fully accredited by the Association of Christian School International (ACSI) K--12; Christian Schools International (CSI), K-12; and by Cognia (AdvancEd) K-12, the public accreditation agencies for colleges and schools.

GCA is a member of the Association of Classical and Christian Schools (ACCS). ACCS is an association of Christian schools whose primary mission is to "promote, establish, and equip schools committed to a classical approach to education in the light of a Christian worldview grounded in the Old and New Testament Scriptures. The mission of the association is both to promote the classical approach, and to provide accountability for member schools to ensure that our cultural heritage is not lost again. The ACCS seeks to set an educational standard for a unified and directed approach to classical and Christian learning".

GCA is also a member of SCACS- South Carolina Association of Christian Schools and follows protocol as prescribed for its athletic programs.

GCA is a member of the National Honor Society as governed by the National Association of Secondary School Principals.