



# GREENVILLE CLASSICAL ACADEMY

## STUDENT-PARENT HANDBOOK

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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 in the discretion of the Board of Directors, it deems such change to be in the best interests of the school.*

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### Table of Contents

GREENVILLE CLASSICAL ACADEMY FOUNDATIONAL STATEMENTS .....	1
MISSION STATEMENT.....	1
CORE VALUES: WHY WE DO WHAT WE DO .....	1
VISION: THE END RESULT OF WHAT WE DO.....	1
PHILOSOPHY OF EDUCATION .....	2
STRATEGIES: HOW WE DO WHAT WE DO.....	2
STATEMENT OF FAITH .....	3
CURRICULUM.....	5
TRIVIMUM APPLICATION CHART .....	6
LATIN INSTRUCTION.....	7
GRADING SCALE GUIDELINES .....	7
GRADE REPORTING GUIDELINES .....	8
PROMOTION POLICY .....	8
STANDARDIZED TEST ADMINISTRATION .....	9
HONORS AND AWARDS PROGRAM .....	9
ACADEMIC POLICIES.....	10
GRADUATION REQUIREMENTS.....	10
UPPER SCHOOL PART-TIME OR FULL-TIME POLICY.....	10
DUAL-ENROLLMENT COURSES.....	10
VIRTUALSC COURSES.....	11
DROP/ADD POLICY .....	11
LEARNING DISABILITY POLICY .....	11
INCLEMENT WEATHER POLICY .....	11
DRILLS POLICY .....	12
HOLIDAY OBSERVANCE POLICY.....	12
CONTROVERSIAL SUBJECTS POLICY .....	12
FIELD TRIPS .....	13
AUDIO-VISUALS POLICY.....	14
ATTENDANCE POLICY.....	14
ATHLETIC ELIGIBILITY .....	16
PRINTER/COPIER POLICY.....	17
UNIFORM AND DRESS CODE POLICY .....	17
STUDENT HEALTH AND MEDICATION POLICY .....	20
MEDICATION DISTRIBUTION.....	20
STUDENT ACCIDENT INSURANCE .....	21
ADMISSIONS PROCEDURES .....	21
ADMISSIONS PROCEDURES FOR NEW STUDENTS .....	21
TRANSFER CREDIT POLICY.....	22
READMISSION FOR CURRENT STUDENTS.....	22
TUITION AND FEES.....	22
TUITION AND FEE COLLECTION POLICY .....	22
WITHDRAWAL POLICY .....	23
GENERAL INFORMATION .....	23
PARENT INVOLVEMENT .....	23
SCHOOL HOURS .....	23
LATE STAY/AFTERCARE .....	24
VISITATION POLICY .....	24
LUNCHES.....	24
CAR LINE PROCEDURES.....	24
STUDENT DRIVER POLICY.....	24
CELL PHONES AND ELECTRONIC DEVICES.....	25
CODE OF STUDENT CITIZENSHIP .....	25
COMMUNITY SERVICE HOURS.....	26
SERVICE DAYS.....	27
COMMUNICATION AND GRIEVANCES GUIDELINES.....	27
DISCIPLINE GUIDELINES.....	27
STUDENT, STAFF AND VOLUNTEER RELATIONS GUIDELINES .....	30
NONDISCRIMINATION POLICY.....	30
ORGANIZATIONAL STRUCTURE FOR GCA .....	30
GCA BOARD OF DIRECTORS .....	30
ADMINISTRATION.....	30
ACADEMIC AFFILIATIONS .....	31
SUGGESTED READINGS IN CLASSICAL AND CHRISTIAN EDUCATION .....	31
APPENDICES.....	33
APPENDIX A – GRADUATION REQUIREMENTS .....	33
APPENDIX B – FINANCIAL AID PROGRAM .....	35



## **GREENVILLE CLASSICAL ACADEMY FOUNDATIONAL STATEMENTS**

### **MISSION STATEMENT**

Greenville Classical Academy offers a non-denominational Christ-centered education that will help children reach their maximum potential through training in Biblical truths, pursuing academic excellence, and embracing aspects of a classical Christian education. Greenville Classical Academy exists to assist Christian parents in the Greenville area in their duty to train their children by providing academic instruction for their children 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 is under the lordship of Christ, including education. All subjects will be taught with a thoroughly Christian worldview. We see no sacred/secular dichotomy and recognize that the authority of Christ is evident in all subjects. In this respect, we are Christian.
- GCA believes that when doing all things to the glory of God, an individual will give his best. Therefore, we seek to joyfully and creatively challenge academically average and above-average students to perform to their God-given potential. GCA desires to have a student culture where learning is “cool” and “just getting by” is not good enough. Drawing excellence out of all students, GCA intends to prepare its students for admission to colleges of their choice. 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 the great literature and arts throughout history. The curriculum will be modeled after what historically has been called the liberal arts. The focus will be on what the student has become and not what he or she has learned. Basing our curriculum 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 to the obedience of Christ. We desire to see the thinking and practice of our students conformed to the mind of Christ through the power and grace of the gospel. Although the 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 are ultimately responsible to the creator to guide and disciple the children given to their care. We desire to see God use GCA as an instrument to assist parents in carrying out the Biblical mandate to bring up their children in the training and admonition of the Lord.

### **VISION: THE END RESULT OF WHAT WE DO**

Imagine our children bringing light to the darkness. Imagine a generation that understands who they are in history and in Christ, who have a purpose for living, and who enjoy engaging the world God has placed them in. Imagine a society in which believers are bold in engaging the culture with the claims of Christ. Imagine 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.

Envision 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 desires to be a school that is instrumental in developing generations of godly leaders for our homes, our communities, and our world in need of Christ.

## PHILOSOPHY OF EDUCATION

The focal point of all that is, has been, and ever will be is the person of Jesus Christ. We believe that the education of our children begins with this reality. We desire our children to self-consciously live and move and have their being in Christ, as the Scriptures teach.

We believe God reveals Himself not only specially in His Word, but generally in every facet of His creation. All knowledge is therefore 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 therefore truth can be understood ultimately only as it relates to Him as the Sovereign Lord over all. The Scriptures teach that the fear of the Lord is the beginning of wisdom and knowledge. We believe therefore that every aspect of our children's education needs to be intentionally grounded in this, our historic Christian faith.

We believe 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 of parents who assist them 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. Whenever possible, we desire that each father assume leadership in the education of his children. Our instructional format shall endeavor to maximize parental participation in the child's academic 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 continually to hinder the education of other children.

God commands us to love Him with all our heart, soul, strength, and mind. We therefore 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 their best. Students must be taught to behave in a godly manner because God is holy and therefore commands that his children be holy. Parents and teachers should teach the children to do all they do "heartily, as unto the Lord" with the purpose of glorifying Him.

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, and rhetoric –the tool of communication). The goal of the Trivium is to educate students not in what to think primarily, but in how to think thoroughly, maturely and Biblically. After students have recovered 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 child's education should affirm and nurture the God-created differences between men and women and the respective God-ordained roles of men and women. 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

- Impart to students a Christian worldview, by teaching all subjects as parts of an integrated whole, unified by the Word of God.
- Encourage every student 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 his or her gifts allow.
- Follow a classical model of instruction by emphasizing grammar, logic, and rhetoric at age-appropriate

levels.

- Cultivate in our 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.

### **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)

### **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 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: the Holy Spirit 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; that 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 Christo* - 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.

## **CURRICULUM**

### ***Language-focused***

A classical education relies heavily on language, the written and spoken word, as opposed to 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.

We promote the traditional methods of language instruction, namely phonics. With phonics exercise, children are taught to memorize a series of rules and to use those rules to “sound out” words. This knowledge is foundational for success in reading.

### ***Follows the Trivium***

The classical method seeks to equip students with the tools of learning, which they can use to master any subject. These tools include learning the basic parts, or “language,” of any particular subject (grammar); learning how to use this language to reason and make sound judgments (logic); and finally, learning how to communicate this language eloquently and persuasively (rhetoric). In addition, each of these tools is taught to the students during particular developmental stages when their own abilities and desires make them naturally more receptive to the material.

Classical content embraces the liberal and fine arts, particularly the study of such subjects as Latin, formal logic, and rhetoric, which form the skeleton of the method.

## TRIVIUM APPLICATION CHART

The following material is drawn from the essay *The Lost Tools of Learning*, by Dorothy Sayers. It 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 3-6	Grades 7-9	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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The following material is also 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. The cycle, which may be modified depending upon class groupings, is as follows:

- Ancient Times
- New Testament Greece and Rome
- Medieval through Reformation (400-1500)
- Early Modern through Postmodern (1500-Present)

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 provides Latin instruction beginning in the third grade. We believe there are at least five reasons for classical language study in our school.

- A. Latin trains the student in the essentials of analytical and critical thinking. Students of Latin are equipped in the mental disciplines of memorization, logical analysis, and synthesis. Latin trains minds to encounter unfamiliar material in Science and other disciplines.
- B. Latin reveals a great deal about English and greatly enhances the student’s powers of expression in his native language. About 80% of English vocabulary comes from Latin and Greek. English vocabulary tests reveal that students of Latin score higher than those who don’t study Latin.
- C. Latin develops and deepens the student’s understanding of and appreciation for literature. A doorway is opened to great classical literature – Virgil, for example. The student’s appreciation for English literature grows because great English literature is filled with classical allusions.
- D. Latin provides an understanding of the classical impact on our modern culture. This is evident in wedding rings, dollar signs, political structure, architecture, the names of constellations and planets, and more.
- E. Latin provides a wonderful foundation for the study of other languages. Latin is not a “dead language”, but rather a language that lives on in almost all major Western languages, including French, Spanish, Italian, Portuguese, and Romanian. Students gain an understanding of how inflected languages work. This will prepare them to study other languages such as German, Russian, and Greek.

### **Latin Program Objectives**

**Third – Fourth Grade:** Vocabulary acquisition, declensions, memorize beginning paradigms in chants, introductory grammar, memory work on the Lord’s Prayer, quotes, phrases, study of Roman/Classical history.

**Fifth and above:** More vocabulary and derivatives, memory work on paradigms, quotes, and phrases, translation work on more complete sentences, work on more difficult sentences, translate passages from the Vulgate and other sources, continued study of Roman/Classical History.

### **GRADING SCALE GUIDELINES**

GCA shall 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 primarily for most subjects in K4 and K5 and for grade-level character and academic objective evaluations.

- E= Excellent
- S= Satisfactory
- I = Needs improvement
- U= Unsatisfactory
- /= Concept not yet taught

C. Art, Drama, Music, and P.E. shall use a Pass/Fail system in the Lower School.  
Art, Drama, Choir, and P.E. shall use a Pass/Fail system in 7<sup>th</sup> and 8<sup>th</sup> grade classes.

- P = Pass
- F = Fail

D. A minimum of 10 grades per each grading term (including homework, quizzes, tests, projects, etc.) shall be used to determine each subject's grade.

E. All academic/objective grading at GCA will use a criteria-referenced base for evaluations. That is, objective standards will be used to judge student performance. Grading on a "curve" will not be permitted.

F. All assigned work will be assessed either formally or informally by the classroom teacher.

G. Whenever appropriate, teachers must include spelling, neatness and grammar mechanics in the grading of assignments. These elements shall make up a maximum of 10% of the total grade on any given assignment.

## **GRADE REPORTING GUIDELINES**

Report cards shall be posted on RenWeb ParentsWeb at the end of each quarter for K4-6<sup>th</sup> grade and at the end of the each semester for 7<sup>th</sup>-12<sup>th</sup> grade, and a hard copy will be sent home at the end of the school year. Teachers shall communicate regularly with parents about each student's academic performance and work habits in the classroom.

Parents are responsible to attend any Parent/Teacher conferences to become informed of their child's progress.

## **PROMOTION POLICY**

### ***Kindergarten (K5)***

K5 students enrolled in GCA must 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. The child must demonstrate reading readiness for the first grade by achieving 70% of the K5 reading objectives
- C. The child must demonstrate math readiness for the first grade by achieving 80% of the K5 math objectives.

### ***Grammar School (1st – 6th Grade)***

Grammar school students currently enrolled in GCA must meet the following basic criteria for promotion to the next 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).\*

\*Exceptions may be made depending on the circumstances.

### **Upper School (7<sup>th</sup> – 12<sup>th</sup> Grade)**

Students who achieve passing credit in all subject or skills areas are eligible for promotion to the next grade level. Students who fail to achieve passing credit in one or more subject or skills areas may be promoted provisionally, may be subject to retention, or required to attend a summer session with a teacher for remedial work before the next school year. Additionally, the appropriateness of continuation at Greenville Classical Academy will be considered. Final determination of placement for each child will be based upon discussions among the teachers, parents, and the Administration.

### **STANDARDIZED TEST ADMINISTRATION**

GCA shall administer a nationally standardized academic achievement test to all students in grades three through six and to all full-time students in grades seven through nine. A testing fee will be added to the monthly invoice preceding administration of the test. Results will be made available to parents at the end of the year if all other financial commitments to the school are in order.

### **HONORS AND AWARDS PROGRAM**

A. GCA will maintain a system of formal honors and awards for the following reasons:

1. We believe that God is glorified when His people use to the utmost the gifts He has given them. We believe a student will excel at GCA only by faithfully using the academic and intellectual gifts bestowed upon him or her by God, the giver of all good gifts.
2. The recognition of people who are faithful in using the particular gifts given them by God is endorsed in the Scriptures, from the writings of Solomon (Proverbs), to those of Paul (Romans, Ephesians, I Timothy, etc.). We believe that God has established GCA as an academic institution, and therefore it is proper for GCA to recognize those who use their academic gifts God has given them for superior academic achievement. Therefore, we seek to publicly recognize those students who accomplish the necessary prerequisites below.
3. We recognize that the glory for all human achievement goes to God. We therefore seek to teach our students and their families the appropriate way to give glory to God for the accomplishments that He allows them and others in the school to achieve.

B. Because we recognize the propensity of human nature to sin, we will seek through the way we approach our honors and awards program both (a) to teach the students who receive honors or awards to give the glory to God and not become prideful and (b) to teach those who do not receive honors or awards not to covet the gifts God has given to others, but rather to be thankful to God for the particular gifts He has given to them. We recognize that many students who do not meet the necessary prerequisites below are equally faithful in using the academic abilities God has given them.

C. Accomplishments and correlating honors and awards to be given to full-time students in the first grade and above. All subjects that are objectively graded (A-B-C-D-F) will be used in honors determinations. The honors and awards are as follows: (Other awards/honors may be recognized as appropriate.)

#### **ACCOMPLISHMENT**

#### **HONOR/AWARD GIVEN**

All A's in a grading term

Placement on A Honor Roll

All A's and B's

Placement on A-B Honor Roll

All A's for the final grades on the year-end report card

Certificate/Award received at year-end Awards Ceremony

All A's and B's for the final grades on the year-end report card

Certificate/Award received at year-end Awards Ceremony

## **ACADEMIC POLICIES**

### **GRADUATION REQUIREMENTS**

See Appendix A.

### **UPPER SCHOOL PART-TIME OR FULL-TIME POLICY**

A 7<sup>th</sup> grade student at Greenville Classical Academy (GCA) is considered to be a full-time student if (s)he is following the Transition A Schedule. If a 7<sup>th</sup> grade student is not following the Transition A Schedule, (s)he is considered a part-time student and must follow SC statutes for homeschooling. Here is a link to the requirements: <https://ed.sc.gov/districts-schools/state-accountability/home-schooling/>

An 8<sup>th</sup> grade student at Greenville Classical Academy (GCA) is considered to be a full-time student if (s)he is following the Transition A Schedule or the Transition B Schedule. If a 8<sup>th</sup> grade student is not following the Transition A Schedule or Transition B Schedule, (s)he is considered a part-time student and must follow SC statutes for homeschooling. Here is a link to the requirements: <https://ed.sc.gov/districts-schools/state-accountability/home-schooling/>

A 9th-12th grade student at Greenville Classical Academy (GCA) is considered to be a full-time student if both of the following are true:

1. The student is taking at least six (6) core academic classes (Study Hall, Math Lab, Choir, Art, Drama, Computer, and Physical Education are not considered core classes at GCA and do not count toward the six core class minimum.)
2. The student is planning on graduating from GCA and not as a homeschooler as indicated upon enrollment/re-enrollment.

Exceptions:

1. Dual-enrollment classes\* (classes taken at colleges where the student gets a high-school credit and a college credit) taken by juniors or seniors count toward the six-core-class minimum. Dual-enrollment classes are sometimes called dual-credit classes.
2. VirtualSC classes\* may count toward the six-core-class minimum
3. If a senior is taking all the classes (s)he needs to graduate in May of the current school year, (s)he is considered full-time.

\*Dual-enrollment and VirtualSC classes must be pre-approved by GCA's Guidance Counselor.

### **DUAL-ENROLLMENT COURSES**

Dual Enrollment (DE) programs allow students to be enrolled in two separate school programs at the same time. In GCA's case, it refers to 11th and 12th grade students taking college courses and getting high school credit at GCA for that course. In the past, students have taken dual-enrollment courses at Bob Jones University, Greenville Technical College, Liberty University, and North Greenville University. Some colleges call their program *Dual Credit*.

GCA will accept dual-enrollment courses if they meet the following criteria:

1. The course must be pre-approved by GCA's Guidance Counselor.
2. The dual-enrollment course must be something that is not offered for high school credit by GCA (i.e. English 102 would not be accepted because we offer English courses at GCA)
3. Students/Parents must provide a final grade report to GCA's Guidance Counselor at the completion of the course.

## VIRTUALSC COURSES

VirtualSC is a free state-sponsored program serving students currently attending public, private and home schools in grade 6 - 12.

GCA will accept VirtualSC courses and add them to the GCA transcript if they meet the following criteria:

1. The course must be pre-approved by GCA's Guidance Counselor
2. The VirtualSC course must be something that is not offered for high school credit by GCA unless there is a conflict with the student's schedule and it is something the student needs to meet graduation requirements.
3. Before registering, consult GCA's Guidance Counselor to determine who to list as the counselor for the course.
4. Students/Parents must provide a final grade report to GCA's Guidance Counselor at the completion of the course.

## DROP/ADD POLICY

All class schedule changes must be completed within the first two weeks of class. (Six class days for MWF classes or 4 days for TTh classes). This includes making a change from CP to Honors.

## LEARNING DISABILITY POLICY

This policy applies to all students in all the classrooms of GCA.

### ***Definitions:***

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, special program, or specialized staff in order to provide the educational services desired by the parents, e.g. Down's syndrome, deaf/mute, blind, etc.

Learning Disability: Any condition in a potential student which does **NOT** require a separate classroom, special program, or specialized staff in order to provide the education services desired by the parents and meet the regular academic requirements of GCA, e.g. hyperactivity, attention deficit disorder, dyslexia, etc.

### **Policy:**

- A. Children with a severe learning disability will not be admitted to GCA due to the lack of adequate staff, resources, and facilities.
- B. Children with learning disabilities may be admitted to GCA provided they meet all regular admissions requirements and are capable of functioning successfully in a "traditional classroom" setting.
- C. Children with learning disabilities (diagnosed or undiagnosed) will be required to meet the same academic and behavioral standards as all other children in their grade level.
- D. Children with learning disabilities (diagnosed or undiagnosed) will be given as much individual instruction and encouragement as their classmates – no more and no less.
- E. GCA may make minor classroom accommodations (seating location, allowing use of voice recorders or laptop computers, etc.) to assist students with learning disabilities. Accommodations will be made only for students with learning disabilities that have been clearly diagnosed by a licensed and certified educational diagnostician. Securing a diagnosis of a learning disability will be the responsibility of the parent(s) of the student. The parent(s) of the student will also be responsible, financially and otherwise, for providing any and all special equipment, supplies and tutors needed to accommodate the student.
- F. GCA reserves the right to decline any accommodation to a student with a learning disability, if it deems the accommodation to be a hindrance to the learning experience of other students in the school or if it deems that the accommodation may compromise the school's academic standards.

## INCLEMENT WEATHER POLICY

- A. Because GCA does not provide transportation service, the responsibility for getting children safely to and

from school rests on parents and their designated representatives. Parents are therefore responsible for discerning 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 not attempt to get their children to school. They should keep their children at home and notify the school that they are doing so.
- C. During times of inclement weather (or other school closing emergencies), GCA will generally follow area Greenville County public school system regarding starting delays, early dismissals and cancellations. Parents should monitor FOX CAROLINA Channel 21 or WYFF Channel 4 television stations for announcements about GCA starting delays, early dismissals, and cancellations. An e-mail about a cancelation or delay will be sent from the office. Information will also be available online at the Announcements section at the top of the GCA website and on the Greenville Classical Academy Facebook page.
- D. **Announcements regarding changes to school schedules will be made by the following times:**
  - **Delays: 7:00 a.m. (or earlier, if possible)**
  - **Cancellations: 7:00 a.m. (or earlier, if possible)**
  - **Early dismissal: 11:30 a.m.**
- E. **Decisions regarding delays, cancellations, and early dismissals are subject to change based on changing weather conditions.**
- F. **If the notice is given that school will be delayed two hours, Lower School will start at 10:25 a.m. (doors open at 10:00 a.m.). There is no K4 or K5 on a two-hour delay. Lower School lunch will be start 30 minutes later than normal. All Upper School classes will meet. Upper School students and teachers will adhere to a modified class schedule.**

## **DRILLS POLICY**

There will be monthly fire, tornado and lock-down drills throughout the year for all students.

## **HOLIDAY OBSERVANCE POLICY**

Observances of holidays at GCA shall be conducted according to the following guidelines:

- A. GCA recognizes the necessity of joy and thankfulness in the Christian life. The school will seek to provide students with opportunities for joyous celebration and thankful recognition of God's providence and blessing in their individual lives (e.g. birthdays and personal accomplishments) and in history (Columbus Day and Memorial Day).
- B. The school will emphasize the scriptural and spiritual elements of holidays such as Easter (the cross and resurrection) and Christmas (the incarnation of Christ), rather than the secular elements (Santa and the Easter Bunny).
- C. The school is not "against" secular images and symbols. These are matters of personal conscience and Christian freedom for each family. The school simply chooses, as a Christian school, to de-emphasize secular elements in its recognition of holidays.
- D. Many believers view "Easter Week" as an especially holy season—a season for sober contemplation on the significance of Christ's death and resurrection. The school will observe the deep significance of the season in classroom devotions, assembly services, and classroom discussions, but will not encourage parties and celebrations.
- E. Halloween will be ignored at GCA. Other holidays (President's Day, Valentine's Day, etc.) shall be observed when their recognition is deemed spiritually and/or academically beneficial to the students and consistent with the GCA philosophy of education.
- F. Interpretation and application these holiday observance guidelines shall be the responsibility of the Principal.

## **CONTROVERSIAL SUBJECTS POLICY**

The purpose of this guideline is to help GCA to respect the convictions of parents and teachers in various academic and/or sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview. A controversial subject is a subject which Christian families and churches commonly consider divisive or very sensitive, whether the introduction of the topic was planned



by the teacher or brought up by a student. Examples: environmentalism, partisan politics, etc.

- A. If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will *not* help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all. When appropriate, as it benefits the students, the teacher may explain to the students the reasons for not discussing the topic.
- B. If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic *will* help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
  - 1. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
  - 2. Instruct the students on their responsibility to honor the teaching they have received from their parents on this subject.
  - 3. As appropriate (i.e. pertinent to the stated objectives of the class), direct the students' attention to original writings, historical source documents, and other informed sources on each side of the subject concerned. This may done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.
  - 4. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling or poor teaching of controversial subjects.
- C. Due to the extremely sensitive and intimate nature of human sexual relations, instruction on this topic generally will be limited to human reproduction in biology, and as the subject arises in Bible and literature contexts. Whenever the subject arises, as part of the curriculum or as a statement made by a student, GCA will teach in accord with our Statement of Faith on gender and marriage. Whenever possible, GCA will endeavor to direct students to their parents for age-appropriate instruction regarding human sexual relations, but such effort will by no means require any contradiction of or silence regarding our statement of faith.
- D. The teacher is to remember that according to Scripture and the goals of GCA, he is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy, and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

## FIELD TRIPS

Fields trips are to enhance the class curriculum or to contribute to the broader mission of the school (such as service opportunities, competitions, and class presentations).

In the Lower School, the teacher is responsible for planning a field trip and should enlist the help of the Room Mom for assistance with the planning. After the Field Trip Request form is approved, it is the teacher's responsibility to communicate with the parents and to distribute the Field Trip Participation Request/*Parent Volunteer Form*. It is beneficial to return these forms as soon as possible to provide ample time for coordination of the field trip. If money is needed, it can be paid in the form of cash or check payable to GCA. Drivers will need to fill out a *Parent Volunteer Form* to maintain on file in case of an accident or other emergency, and should keep the office apprised of any changes in the required information.

In the Upper School, the Event Coordinator (with input from teachers) is responsible for planning field trips involving multiple classes and/or overnight trips. Teachers may take the lead in planning more basic, local field trips (with input from the Event Coordinator). Permission to attend the field trip is communicated by email. If money is needed, it can be paid in the form of cash or check payable to GCA or billed. Drivers will need to fill out a *Parent Volunteer Form* to maintain on file in case of an accident or other emergency, and should keep the office apprised of any changes in the required information.

## AUDIO-VISUALS POLICY

Audio-visual materials are to be an extension of the class curriculum and therefore enhance the educational experience of the student. Audio-visual materials should have direct correlation to the curriculum of the classroom for that year.

Teachers will follow the following guidelines when using audio visual materials:

1. All audio-visual materials must be approved by the Principal before they are viewed in the classroom. The Principal may consider both the relation to the curriculum and the quantity of audio-visual materials used.
2. The day and time of viewing audio-visuals must be approved by the Principal.
3. All audio-visuals should have a “G” or “PG” rating. This rating system, however, does not guarantee approval. An audio-visual that is not rated should be viewed in its entirety by the teacher before submission to the Principal for approval. All materials should be “age appropriate.” For Grades 7 and above, audio-visual materials with a different rating may be used provided the Principal approved the materials and parental consent is obtained.
4. Audio-visuals should not be used as classroom “time fillers.” If a teacher is aware of a planned teacher absence and has audio-visual materials he wishes to use in the classroom around this time period, he should attempt to schedule the viewing during the planned absence, with follow-up discussion when he returns.
5. Audio-visuals should be used sparingly in the classroom.

If a parent has concerns regarding audio visual materials, he should follow the communication guidelines and address his concerns first to the teacher.

## ATTENDANCE POLICY

Students enrolled at GCA are expected to be present and on time every day school is in session.

Attendance records for the students are reported on each student’s report card each grading term. The report card will report absences and tardies. In order to keep accurate records and to emphasize the importance of school attendance, the following guidelines have been adopted:

Parents should send an email to [attendance@greenvilleclassical.com](mailto:attendance@greenvilleclassical.com) if their child will be

- late to school
  - absent due to vacation/sickness/other
  - leaving early for an appointment
- or
- to request an absence to be excused

### Absences

- Parents should contact the office by calling 864-329-9884 or sending an email to [attendance@greenvilleclassical.com](mailto:attendance@greenvilleclassical.com) by 9:00 a.m. if a student will be absent.
- Please include teachers on the notification to the office.
- Missing a field trip will be counted as an absence.
- Parents should attempt to arrange medical appointments for after-school hours whenever possible.

Examples of **excused absences** include:

1. Illness or serious injury or a family emergency
  2. Death of a family member or close relative
  3. Medical or dental appointments
  4. A planned absence that has been approved by the Principal upon request of the parent at least two days in advance.
- Permission may be refused because of academic standing, inappropriate behavior, excessive tardies or absences, or scheduled activities and programs.
  - Truancy is considered to be an unexcused absence and will not be tolerated. Truancy will be dealt with by detention or a more serious action, as determined by the Principal.

**K4 and K5:** Students arriving at school after 9:45 a.m. or departing prior to 10:45 a.m. will be counted as “absent” for the day. Students are allowed ten days of absences per year. Additional absences are excused only with a note from a physician. The Principal reserves the right to approve additional days of absence.

**1st – 6th Grade:** Students arriving after 11:30 a.m. or departing prior to 11:30 a.m. will be counted as “absent” for the day. Students are allowed ten days of absences per year. Additional absences are excused only with a note from a physician. The Principal reserves the right to approve additional days of absence.

**7th – 12th Grade:** Attendance is taken during each class period. Missing a whole day would result in up to seven absences. A student is considered absent from 1st hour class if she/he arrives after 8:45 a.m. A student will be counted absent from later classes if she/he arrives fifteen minutes after the class starts. If a student misses a three-day-a-week class more than six times, a two-day-a-week class more than four times, or a one-day-a-week class more than two times in a school year, a conference will be required with the student, his parents, and the Principal. The Principal reserves the right to approve additional class absences. A student absent from school will not be allowed to participate in any after-school activity that day, unless his absence during the day was for a doctor’s appointment or was pre-arranged with the Principal.

### **Tardies**

Parents and students should recognize that one student’s tardiness affects an entire class. Therefore, out of Christian charity and consideration for other students and the teachers, please make every effort to be punctual. To be counted as “on time,” the student must be in the room and prepared for class to begin. Students arriving after 8:30 a.m. must report to the school office with his parent or with a note from the parent explaining the tardiness. Parents of student drivers who arrive late will be notified by the office, and may request an excused tardy by notifying the school office within two school days; a parental request does not automatically excuse a tardy. Parental excuses are not acceptable if the student is late after first hour. Tardies will be excused only for emergency situations, such as illness, legitimate car trouble, and pre-arranged medical or dental appointments. Other types of excused tardies must be approved by the Principal. Road construction and traffic will generally not be considered an excused tardy.

### **Consequences for unexcused tardies to school (per quarter or semester)**

- 1<sup>st</sup> – 3<sup>rd</sup> Tardy - Grace period
- 4<sup>th</sup> Tardy – Note home which must be signed by a parent and returned the next school day
- 5<sup>th</sup> Tardy – Phone call from the teacher or the Principal or Dean of Students and Families to the parents
- 6<sup>th</sup> Tardy – Parental conference with the Principal or Dean of Students and Families with the goal of the conference to develop a plan for punctuality
- 7<sup>th</sup> Tardy and above – A fee of \$5 per family tardy will be added to the tuition statement

### **7<sup>th</sup> – 12<sup>th</sup> Grade**

#### **Consequences for unexcused tardies to the same class other than 1st hour (per semester)**

- 1<sup>st</sup> Tardy – Verbal reminder to the student and note sent home which must be signed by a parent and returned the next school day
- 2<sup>nd</sup> Tardy – Phone call from the Principal or Dean of Students and Families to a parent
- 3<sup>rd</sup> Tardy – Parental conference with the Principal or Dean of Students and Families with the goal of the conference being to develop a plan for punctuality

### **Missed Schoolwork Pick-up**

Work missed due to an absence will generally be available for pick up no earlier than 8:30 a.m. the following school day. The work to be made up will be sent home with the student or may be picked up by the parent if the child is still absent from school. Work is generally not available to send home the same day because of the teacher’s other classroom responsibilities.

### **Make-up Work for Excused Absences**

- It is the responsibility of the student to work with the teacher to complete work as close to the due date as possible.
- The student will have no more than twice the number of school days he missed for an excused

absence to make up the work in order to avoid a letter grade reduction penalty.

- The parent should arrange with the teacher a time outside of regular school hours for the student to make up any missed tests. Any missed tests must be made up within the time given for make-up homework, or will be subject to a letter grade reduction penalty.

### **Make-up Work for Excused Planned Absences**

- It is the responsibility of the student to work with the teacher to complete work on or before the due date.
- The teacher may require the student to do class work prior to the absence for planned absences such as a family vacation or educational trip.
- The teacher may expect any assignments/tests that are scheduled the day of return to class to be completed/submitted upon return to class.

### **Make-up Work for Unexcused Absences**

Any work, including tests, missed due to an unexcused absence must be made up the next day the student is at school and is subject to a letter grade reduction penalty. The time and place of taking a make-up test is at the teacher's discretion. Failure to do so will result in a zero for the assignment or test.

### **Guidelines for Releasing Students from a Classroom**

Teachers have the responsibility and custody of all the children while they are in school. Teachers are not permitted to release a student to anyone before first checking with the office. The office should be made aware of any instance of a parent or legal guardian removing a child during regular school hours. A child is never to be released to a stranger until the office and parent(s) have been contacted and explicit permission has been received.

Parents coming during school to pick up students for dental appointments, medical appointments or other excused absences are asked to come to the school office and not to the student's classroom. The parent must sign the official Sign-in/Sign-out register located in the school office.

## **ATHLETIC ELIGIBILITY**

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 home school students who are taking classes at GCA.

- 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. A home school student who is taking classes at GCA must have at least a 2.0 cumulative GPA based on all classes the student is taking: GCA classes and home school classes.
- 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 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.
- Athletic eligibility is re-evaluated at every two weeks.
- Any student on academic probation is permitted to practice with the team (with the coach's approval) but is not allowed to dress-out or participate at games or rallies.
- Any student under disciplinary action from the Principal will be eligible to participate in athletic events at the discretion of the Principal.
- Occasionally athletic teams are required to miss academic time due to out of town tournaments. The Athletic Director and Principal reserve the right to exclude any student who is experiencing academic difficulties in any class.

## PRINTER/COPIER POLICY

All students should have access to a non-school printer/copier. If an emergency arises and the student's work cannot be printed on a non-school printer/copier and is printed on a school printer/copier, there will be charge of \$5 added to the family's school bill.

## UNIFORM AND DRESS CODE POLICY

### *Rationale for a Dress Code*

1. Being overly concerned with clothing and outward appearances is contrary to God's will for us as revealed in Scripture (1 Sam. 16:7; Matt. 6:19-21; James 4:4; 1 John 2:15-17).
2. Pressures felt by children to compete in areas of dress are destructive to the unity of the school and the body of Christ.
3. Everything in our lives, including our clothing, should reflect the order of the Godhead and the order He has created in the world (1 Corinthians 14:40).
4. Clothing should be modest and not draw attention to the individual (1 Timothy 2:9) and should reflect differences in the sexes, including the male and female distinction as laid out in scripture. (Deuteronomy 22:5) (See statement on gender in Statement of Faith.)
5. Our children are serving as witnesses and ambassadors both for the Lord Jesus Christ and the school. Student appearance is a reflection of both.
6. A dress code is a positive discipline in the school, and GCA emphasizes the value of a disciplined learning environment. Requiring a specific dress code for school is a signal to the child that it is a time for hard work and studious activity.
7. A dress code prevents problems associated with the subjective interpretation of the school's policy. The outlined dress code serves to eliminate confusion about what is acceptable, modest and appropriate by the school's standards.
8. A dress code tends to decrease the cost of student clothing. Our vendors provide economical and durable items. Often parents need only purchase two or three sets of items to last throughout the school year and often these items can be handed down to other children.

The purpose of our dress code is to provide an appearance that is modest, neat, clean and appropriate. The daily dress code reflects GCA's school colors. In addition to the daily dress code, a dress uniform will be worn for occasional specified special events. Listed below are our designated suppliers for GCA. If using another supplier, please refrain from visible logos or brand labels other than those representing GCA. Additionally, dress code items purchased from other suppliers must match the items from our designated suppliers in color and style. We recognize differences in fit and cost but want to maintain a consistent, classic design in our uniforms.

**DRESS CODE SUPPLIERS:** The designated suppliers for Greenville Classical Academy are as follows:

- **Read's** Uniforms: 30 Orchard Park Dr, Greenville, SC 29615 864-283-6119 For online orders go to <https://shop.readsuniforms.net/education>. Look for the apple and enter GCA's school code which is "GCA-SC". If you have your online orders delivered to the store, the shipping is free! You also get free shipping to your home if your total is over \$100.
- **Lands' End** Uniforms: 800-469-2222 or visit [www.landsend.com/school](http://www.landsend.com/school) (When ordering please use GCA's school ID number--**900097809**—and a percentage of the sales will go to GCA. Item numbers given for dress uniforms may vary depending upon the size of the clothing.
- **School Uniforms by Tommy Hilfiger:** Go to [www.globalschoolwear.com](http://www.globalschoolwear.com) On the *Find Your School* page, please enter either GCA's Partner School Code (GREE02) or search by school name and location. Please also select your student's grade, gender and program type.
- **French Toast** School Uniforms: visit [www.frenchtoast.com](http://www.frenchtoast.com) or 800-373-6248. Our French Toast School Source Code # is **QS5NMNR**.
- **JC Penney** School Uniforms (by **IZOD**): visit [www.icpenney.com](http://www.icpenney.com) or 800-322-1189 or visit their retail store at 700 Haywood Road, Greenville.

- Daily dress code items may be purchased from other suppliers provided they match the items from designated suppliers in color and style.

**DRESS UNIFORM:** The Dress Uniform is required for special events as designated by the Principal. All dress uniform clothes in “italic” MUST be purchased from a designated supplier.

### General Uniform and Dress Code Guidelines

1. No visible logos or brand labels other than those representing GCA are permitted. (Exceptions are socks and shoes)
2. A coordinating belt must be worn with looped items of clothing for students in 2<sup>nd</sup> grade and up.
3. A simple watch may be worn.
4. **Sweatshirts, sweaters, dresses and jumpers without a collar must be worn with a collared shirt underneath.** (Exception for casual dress days)
5. Shirts are to be tucked in at all times, with two exceptions: 1) young ladies wearing skirts may leave a straight-hemmed shirt or blouse untucked on Daily dress days, and 2) T-shirts worn on casual days may be untucked.
6. All pants, shorts, and capris should have a “slacks” fit and be worn at or near the waist. Low-rise pants are not acceptable.
7. Clothing may be selected to permit reasonable growing room, but unreasonable over-sizing or baggy clothing is not acceptable. In addition, clothing should not be tight, revealing, have frays or holes.
8. Light-weight jackets or vests in solid colors of navy, burgundy, khaki, or white may be worn in the classroom. Students may wear jackets, sweaters, and coats of non-school colors to and from school, but will be asked to **remove them in buildings.**
9. Shoes must be closed toe and closed heel and predominantly white, gray, navy, burgundy, tan, brown, or black. In the case of inclement weather, boots may be worn to school, but may not be worn during the school day.
10. School gear (e.g. backpacks, notebooks, and the like) shall not display any offensive pictures/cartoons, commercial characters, or advertisement.
11. Khaki items must be basic khaki in color, with no lighter or darker variations, e.g., no “stone” color.
12. Scarves are not considered appropriate.
13. HAIR
  - a. All students must keep their hair tidy, neatly washed and groomed; stringy hair is not acceptable.
  - b. Hair is to be of natural, human color
  - c. Young ladies’ hair must not cover eyes nor hang loose in front of face. Hair should be kept off face with accessories.
  - d. Hair bows and accessories must be metallic or in school colors of navy, white, burgundy, or khaki.
  - e. Young men’s hair is to be neatly trimmed. The top of the eyebrows, top of the collar, and lower half of the ear must be visible.
14. The teacher organizing a field trip will designate “Daily dress”, “Dress uniform”, or “Casual dress”.

### YOUNG LADIES DAILY DRESS CODE

- Jumpers, dresses, slacks, skirts, skorts, shorts, and capris in solid colors of navy or khaki (no burgundy), *French Toast burgundy plaid or burgundy/gray plaid or classic navy/white plaid.* (The burgundy/gray plaid may only be worn through the end of the 2018-2019 school year.) Fabric may be twill, corduroy, or chino--no denim. **Slacks may not be riveted, knit or cargo-style or have patch pockets.**
- Skirts, shorts, skorts, jumpers and dresses must be worn no shorter than the top of the knee.
- Dress shirts (button-up with collar), polo shirts, mock turtlenecks or turtlenecks, cardigans, pull-over sweaters or vests in solid colors of khaki, white, navy, or burgundy. **(No patterns)** A camisole or tank top worn under a white shirt or blouse should be white or flesh colored.
- Knee, crew, bobby socks, tights or leggings should be navy, white, gray, burgundy, tan, khaki, brown or black.

- Athletic shoes or other closed toe, closed heel shoes in predominantly white, gray, burgundy, tan, brown, black or navy--no boots.
- Young ladies may wear simple, non-distracting small earrings, rings, bracelets and necklaces. Jewelry must be metallic or in school colors of khaki, navy, white or burgundy.

#### **K4-4<sup>th</sup> Grade YOUNG LADIES DRESS UNIFORM (New for 2018-2019)**

- *White Long Sleeve Peter Pan Blouse ELD-5430 Read's Uniforms or Lands' End #350071*
- *Classic navy/white plaid Jumper Lands' End #41492 (Little Girl) or #414943 (Girl)*
- Jumper must come to the top of the knee or below.
- White knee socks or tights must be worn. (These are available at Read's Uniforms or Lands' End.)
- Black, brown or navy dress shoes. Athletic shoes are not permitted.

#### **5<sup>th</sup>-12<sup>th</sup> Grade YOUNG LADIES DRESS UNIFORM (New for 2018-2019)**

- *Woven stretch blouse in white (in any sleeve length – short-sleeve, long-sleeve or three-quarter sleeve -- your choice) Lands' End #445903 or 445897 or 458438 (Girl) or #445904 or 445898 or 458439 (Women) Blouse must be tucked in.*
- *Box pleat skirt in classic navy/white plaid Lands' End #423761(Girl) or #423762 (Women)*
- *Fine-gauge cardigan in classic navy with GCA logo (cotton or performance – your choice) Lands' End #430835 or #092807 (Girl) or #430836 or #092807 (Women)*
- In order to maintain a uniform appearance, young ladies in 5<sup>th</sup>-12<sup>th</sup> grade must wear no socks or wear flesh-colored nylons.
- Black, brown or navy closed toe, closed heel dress shoes. Athletic shoes are not permitted.

#### **YOUNG MEN DAILY DRESS CODE**

- Slacks or Shorts in solid colors of navy or khaki (no burgundy.) Fabric may be twill, corduroy, or chino - no denim. No riveted or cargo-style bottoms or patch pockets.
- Dress shirts (button-up with collar), Polo shirts, mock turtlenecks or turtlenecks, cardigans, pull-over sweaters or vests in solid colors of white, navy, or burgundy. **(No patterns) T-shirts worn under a polo shirt should be white or the same color as the shirt.**
- Socks should be navy, white, burgundy, tan, khaki, brown or black.
- Athletic shoes or other closed toe, closed heel shoes in predominantly white, gray, tan, brown, black or navy--no boots.
- Young men may wear jewelry for medical identification purposes only.

**YOUNG MEN DRESS UNIFORM** All dress uniform clothes in *“italic”* MUST be purchased from a designated supplier.

- Navy chino pants (plain or pleated, no cargo) with a brown or black leather belt
- Long-sleeve Oxford in white
- White undershirt
- *Classic navy/dark crimson stripe tie* Lands' End Item #426748 (youth size), # 426733 (adult size) or # 082220 (pre-tied)
- **Black or dark brown dress shoes with dark dress socks.** Athletic shoes are not permitted.

**CASUAL DRESS CODE** Casual dress code will be followed for all Service Days, half-day Fridays, most field trips and Lower School Field Day, unless administration directs differently.

- *An official short-sleeve or long-sleeve GCA T-shirt* purchased at the Read's Uniform store or Read's online store <https://shop.readsuniforms.net/education> GCA's school code is "GCA-SC". Students in K4-6<sup>th</sup> grade should wear the burgundy T-shirt and students in 7<sup>th</sup>-12<sup>th</sup> grade should wear the navy T-shirt.
- A GCA sweatshirt or a plain non-hooded sweatshirt in navy or burgundy may be worn if desired. (Casual dress code does not require a collared shirt underneath the sweatshirt.)
- Blue jeans or blue jean shorts that come to the top of the knee that comply with the fit, cleanliness, and neatness requirements of the general uniform guidelines, or any dress code pant, skirt or short.
- Athletic shoes or other closed toe, closed heel shoes in predominantly white, gray, tan, brown, black or navy--no boots.



**PHYSICAL EDUCATION DRESS CODE** Students in 7<sup>th</sup> -12<sup>th</sup> grades will wear the official P.E. uniform when taking a Physical Education (P.E.) class at GCA.

- Navy GCA T-shirt – *Read's Uniforms*
- Burgundy shorts with "GCA" – *Read's Uniforms*

#### **ENFORCEMENT:**

The School Staff will enforce the Uniform and Dress Code Policy. Interpretation and application of the Uniform and Dress Code Policy will be the responsibility of the Principal. Students not complying with the Uniform and Dress Code Policy will be asked to rectify their appearance. Cheerful, consistent compliance is expected. Students who violate the Uniform and Dress Code Policy, either by action or by challenging and rebellious attitudes, will be subject to disciplinary actions.

#### **Corrective action for dress code violations:**

- 1<sup>st</sup> violation – Communication to parent identifying violation. At the discretion of the administration, the student will be required to rectify their appearance.
- 2<sup>nd</sup> violation – Prompt verbal communication to parent by phone and student will be required to rectify their appearance.
- 3<sup>rd</sup> violation – Parental conference with the Principal or Dean of Students and Families and student will be required to rectify their appearance. The student will not be allowed to attend class until the uniform violation is rectified. The Principal or Dean of Students and Families will seek disciplinary action as deemed necessary, which may include detention during recess for lower school students or suspension of privilege of participating in extracurricular events.

Greenville Classical Academy maintains a Clothes Closet to give students an opportunity to allow others to benefit from the clothing they have outgrown and which meets our dress code. Please make an appointment with the Office Manager if you would like to shop in the Clothes Closet. Donations of outgrown clothing may be brought to the office. Our goal is to assist parents and students in providing an appearance that is modest, neat, clean and appropriate to enhance our learning environment.

#### **STUDENT HEALTH AND MEDICATION POLICY**

1. 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.*
2. It is expected that students are sent to school healthy, well-rested, and ready for class. Students with fevers, 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 24 hours.
3. 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.
4. Parents must 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.
5. Other forms necessary for student health records can be obtained from the school office. They are:
  - a. Emergency Form: Lists the emergency contact names and phone numbers of people who may need notification in a medical emergency.
  - b. Medication Administration Form: see below.

#### **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 person designated by the Principal.
- b. Parent(s) of the student.

*No student will be permitted to administer any form (prescription or over-the-counter) of medication to himself/herself or any other student except as indicated below.*

2. Students who require medication on an as needed basis through the use of an inhaler or Epi-Pen will be permitted to self-medicate if the following conditions have been met.
  - a. A physician has determined that the student should carry the medical inhaler or Epi-Pen 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 and has been trained in its use."
3. Prescription and over-the-counter medication will be administered to students only at the written request of the parent. Parents must give permission through RenWeb ParentsWeb before over-the-counter medication will be administered to a student. Parents must complete a Medication Administration Form before prescription medication can be administered to a student. 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 medications, prescription and over-the-counter, must be in the original pharmaceutical container labeled with the student's name and dosage directions.
4. Over-the-counter cough drops and throat lozenges may be carried and taken by students with a hand-written note from their parents or with verbal permission from the parents to the student's teacher. Over-the-counter cough drops and throat lozenges do not require completion of a Medication Administration Form.

## **STUDENT ACCIDENT INSURANCE**

The school 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 PROCEDURES FOR NEW STUDENTS**

1. Complete the Online Application for Admission, and pay a non-refundable application fee. Application fees will not be applied towards tuition. If applicable, also complete and submit an Application for Financial Assistance through FAST.
2. Math, reading, and writing entrance assessments will be administered as part of the admissions process to determine placement.
3. Upon receipt of your completed Online Application, Pastor Reference Form, other required documents, and fee (and financial assistance application, if applicable), a family interview will be scheduled.
4. At the interview, the family's questions about GCA will be answered, and the school's expectations will be clarified. Each parent and applying student must participate in the family interview.
5. *The family should turn in the South Carolina Certificate of Immunization (DHEC Form 1148) or the Religious Exemption (DHEC Form 1126) before or at the time of the family interview.*
6. The school will contact the parents with the decision regarding acceptance. If accepted, the family will receive an email invitation to complete the Online Enrollment within 10 days.
7. The school will notify parents with respect to decisions regarding any requests for financial assistance. (See Appendix B for more information on the Financial Aid Program.)
8. All financial arrangements between the family and the school must be clearly understood before the admissions process is considered final. Placement tests and assessments (as needed) will be administered to assist in determining that the student is on grade level in basic academic skills.

### **Admission Requirements for Students**

1. Generally, a child should reach the age of four (4) for K4 and the age of five (5) for K5 by September 1 of the year in which he enrolls at GCA.
2. Generally, a child who has not completed kindergarten at GCA should reach the age of six (6) years by

- September 1 of the year in which he enrolls in first grade at GCA.
3. If a child has successfully completed the previous school year, he will generally proceed to the next grade level. New students will be assessed individually so that they can be challenged with curricula appropriate to their needs and abilities.
  4. The child should understand that his parents have delegated their authority to GCA while the child is in school. He is therefore subject to instruction and discipline of the teachers and staff while at school.

### **Admission Requirements for Parents**

1. During the family interview at least one parent must be willing and able to clearly articulate a saving relationship with Jesus Christ. Both parents should have a clear understanding of the Biblical philosophy and functioning of GCA. Both parents must read the “Statement of Faith” and accept that it constitutes the doctrinal beliefs of the school and that its truths will be purposefully and clearly taught to their children who are enrolled at GCA. These matters will be reviewed in the personal interview.
2. The parents must be willing to cooperate with the policies of the GCA Board and must agree to support, uplift, and encourage their children in the things taught at GCA. This is most important in the areas of discipline and schoolwork.
3. Parents must understand the school’s commitment to parental responsibility for their child’s education. GCA exists to assist parents in the task of educating their children, not to take over responsibility for the education of their children.
4. Prior to final admission of the student(s), both parties should clearly understand the financial arrangements between the school and the parents.
5. Families are expected to attend the orientation meeting held at the beginning of the new school year.
6. Parents are expected to attend parent meetings that are scheduled during the school year.

### **TRANSFER CREDIT POLICY**

While continuing to honor our obligation to maintain academic quality and integrity, all transfer credit requests will be analyzed in terms of level, content, quality, comparability, and program relevance. Proof of course completion may be a transcript from an institution and/or samples of work completed. 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. **There will be a charge of \$50 for each course transferred from an accredited school and \$100 for each course transferred from an unaccredited school.**

### **READMISSION FOR CURRENT STUDENTS**

Online Enrollment emails are sent in January of each year for current students and submission of the Online Enrollment and enrollment fee before January 31 will reserve the student’s space in class, subject to GCA’s Promotion Policy. GCA reserves the right to refuse reenrollment if we believe GCA is not meeting the student’s academic needs, if the student presents an ongoing discipline problem, if there are excessive late payments, or if there is blatant lack of support for GCA’s academic and spiritual goals.

### **TUITION AND FEES**

**All tuition and fees are non-refundable.**

### **TUITION AND FEE COLLECTION POLICY**

The objective of this policy is to ensure that tuition and fees are collected in a timely manner and to establish a process whereby unpaid tuition and fees can be collected as early as possible. This process must be followed unless specific other arrangements have been made between the Board or its delegate and the family involved. Good faith will be presumed on the part of the families unless subsequent circumstances indicate no positive action can be expected. Late tuition and fees are defined as tuition and/or fees not paid by the tenth of each month.

The following process is to be followed in the collection of late tuition & fees:

1. In the event that tuition and/or fees are not paid within the first 10 days of the month, a payment reminder via email will be sent to all applicable families. A \$10 late fee will be assessed to all accounts past due on the tenth of each month.
2. If tuition and/or fees are still not paid, or arrangements made within the following 15 days, the Board or its

delegate will personally contact the family. The essential elements or agreements made at that time will be recorded and filed.

3. If an agreement is not made or adhered to, and payment is not received after 60 days, students will be suspended or potentially expelled and grades withheld until payment is received.
4. A \$30 fee will be charged for a check returned for insufficient funds.

### **WITHDRAWAL POLICY**

By enrolling your child at Greenville Classical Academy, you are committing to pay the entire school year's tuition. If extenuating circumstances demand it, you must complete the withdrawal process to formally withdraw your child from Greenville Classical Academy by contacting the school, completing and submitting the "Greenville Classical Academy Withdrawal Form", attending an Exit Interview, returning all school-owned materials, and paying all charges through the calendar month in which the withdrawal is made. Records can be transferred to another school upon completion of the withdrawal process.

### **FINANCIAL AID PROGRAM**

See Appendix B

## **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. God, through His Word, the Bible, indicates that the family is the most important human institution He designed. We strive to support the family and respect parental authority and responsibility in all we do. GCA believes in the concept of "in loco parentis" - in the place of the parent. At the core of our philosophy of education is the conviction that parents are ultimately responsible for the education of their children. We see ourselves as "subcontractors" of the parents. The parents are *the* contractors –the ones who are responsible for getting the job done. Our authority and our task are delegated to us from the parents. Therefore, we strongly encourage parental involvement in the education of their children and have formatted our program to foster such involvement.

Additionally, parents are encouraged to be actively involved in the school in the following ways:

1. Visit the school or classroom at any time. Please follow the Visitation Policy Guidelines.
2. Assist in the classroom, regularly or periodically. Arrangements should be made with the teacher concerned.
3. Act as driver and/or chaperone on field trips or as a host for class parties.
4. Share your 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 held anytime at the parent's request.
6. Closely monitor and praise your child's progress by reading all teacher emails, notes and papers sent home.
7. Communicate your 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 (Student Life and School Enrichment [SLiC] or Fall Festival and Holiday Market or Silent Auction committee).
9. Serve as a Room Mom.
10. Assist in the office.
11. Closely monitor school emails such as the Weekly Announcements email sent out every Tuesday from [office@greenvilleclassical.com](mailto:office@greenvilleclassical.com).
12. Take the annual online school survey.
13. Monitor the school's Facebook and/or Instagram pages.

### **SCHOOL HOURS**

The School office is open from 8:00 a.m. – 3:30 p.m. Monday through Friday during the school year and 9:00 a.m. – 2:00 p.m. in the summer. Office hours will vary over school breaks (like Thanksgiving and Christmas),

so please call the office before stopping by.

- K4 MWF operates from 8:30–12:00 Monday, Wednesday, and Friday.
- K4 TTh operates from 8:30–12:00 Tuesday and Thursday.
- K5 operates from 8:30–12:00 Monday through Friday.
- 1<sup>st</sup> grade through 6<sup>th</sup> grade operates from 8:30–3:00 Monday through Friday.
- 5-day 7<sup>th</sup> grade operates from 8:30 – 3:30 on Monday, Wednesday, and Friday and 8:30 – 3:00 on Tuesday and Thursday.
- 5-day 8<sup>th</sup> grade operates from 8:30 – 2:35 on Monday, Wednesday, and Friday and 8:30 – 3:00 on Tuesday and Thursday.

7<sup>th</sup> – 12<sup>th</sup> grade students in GCA's University-Model® School have a college-style schedule with 50-minute classes or Study Hall from 8:30-3:30 on Monday, Wednesday, and Friday or classes ranging from 30 minutes to 75 minutes between 8:30 – 3:00 on Tuesday and Thursday.

### **LATE STAY/AFTERCARE**

Late Stay is available for K4 and K5 students Monday through Friday from 12:00-3:00 p.m. The cost of Late Stay is \$5 per hour if the parent lets the office know in advance. If they parent lets the office know the day of Late Stay, the charge is \$6 per hour.

Aftercare is available at no charge for K4-6<sup>th</sup> grade students on Monday, Wednesday, and Friday from 3:00-3:30 p.m. if they have an older sibling in 7<sup>th</sup>-12<sup>th</sup> grade who has a class until 3:30 p.m.

### **VISITATION POLICY**

We encourage visitors at the school at all times. However, to make visits an orderly and safe experience for all involved, the following guidelines have been set in place.

1. Visit the office at the beginning of any visit to the school and sign in to receive a visitor badge/lanyard.
2. Let the office assistant know generally where you intend to visit (i.e. classroom, lunch room)
3. Sign out and return your badge/lanyard when you leave.

### **LUNCHES**

GCA has partnered with [BOONLI.COM](https://www.boonli.com) to provide a secure, fast and easy-to use online ordering system that allows parents to view our lunch menu, order, prepare and manage student lunches on the web. GCA's code is **GCA384**.

If you do not wish to order lunches through BOONLI, parents should send lunches to school with their children. **Refrigeration and microwaves are not available. Parents should provide students will their own eating utensils (forks, spoons, etc.)**

### **CAR LINE PROCEDURES**

Students may be dropped off at their classrooms beginning at 8:10 in the morning. **Please do not drop off your children before 8:10 a.m.** When dropping off your child be sure to watch him/her enter the building (doors will be open at 8:10). **Parents should stay in their cars when dropping off. If you have to get out, please park in the parking lot.** If you are coming late (after 8:30), please come in the school office, and sign your child in.

### **Child Pick up**

Please be prompt in picking up your child(ren) from school. Students left longer than 15 minutes will be taken to Late Stay/Aftercare. You will need to come to the office to get them, and a \$5 late fee will be assessed. 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.

### **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**
- are to obey the traffic directions of any teacher, safety patrol, or staff member.
- should be courteous at all times.
- obey the speed limit of 5 mph.
- should not drive recklessly on Greenville Classical Academy's campus. This includes, but is not limited to, "Jack-rabbit" starts and spinning of wheels. It is at the discretion of the Principal 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.
- may not drive on school field trips.
- who arrive at or leave campus at some time other than their scheduled arrival or departure time must have parental permission and must sign in/out at the school office.
- understand that Greenville Classical Academy has the right to require the removal of any license plates, bumper stickers, decals, emblems, and/or items affixed to the car that reflect an inappropriate message.
- acknowledge that Greenville Classical Academy reserves the right to conduct routine searches of students' vehicles without necessary or probable cause to insure adherence to school policies.

In order for 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 will be cause for revoking the driving privilege at the discretion of the Principal.

#### **CELL PHONES AND ELECTRONIC DEVICES**

**Cell Phones and Electronic Devices:** Students may not use or carry cell phones, cameras, iPads, Kindles, iPods or other electronic devices during school hours without authorization. Cell phones should be turned off from time of arrival until time of departure unless express permission has been granted by a GCA faculty or staff member. After the first offense the cell phone can be picked up in the office and the student pays a \$5 fee. After the second offense, a parent will be required to pick up the cell phone from the office after a \$10 fine is paid. The third offense will incur a \$30 fine and will require the parent to pick up the phone and will result in forfeiting phone privileges for the remainder of the school year.

**Educational Electronic Devices:** PDA's and Laptops are considered educational electronic devices. While we encourage the use of these devices for educational purposes we realize that they may be used in the same way as other prohibited electronic devices (e.g. audio and video). No student electronic device may connect to any network of any type. They also may not transfer disks or any data from their personal systems into school systems without the teacher's expressed permission. This presents security and virus risks as well as consuming our limited resources. Absolutely no pictures may appear on the screen (e.g. desktop images) unless they are directly related to the school. Having these devices is a privilege that may be suspended or revoked if improper use becomes a habit. Penalties for abuse will follow the same as with other electronic devices.

7<sup>th</sup> – 12<sup>th</sup> grade students are expected to have access to a computer outside of school. We recommend that the computer have Microsoft Word and Microsoft PowerPoint (or similar programs) software. Students may be asked to type their papers or prepare presentations for class.

#### **CODE OF STUDENT CITIZENSHIP**

GCA has developed a Code of Student Citizenship based on a practical mixture of 1) the ethical and moral principles of Scripture, 2) institutional preferences which foster an environment conducive to achieve the

school's goals, and 3) expectations for a climate of mutual respect, love and encouragement among students, faculty, and staff. All students are expected to abide by the Code of Student Citizenship. Each teacher will use a system of classroom management to encourage compliance with the school code. Students who do not follow the code will be subject to disciplinary action.

1. Since God is holy and since His name is to be revered, students are expected to treat worship, prayer and class discussion with proper reverence. Jokes, songs, conversation or behavior that treat the Lord's name, character, or institutions with triviality are not permitted.
2. Since appropriate response to authority is Biblically mandated and critical to the shaping of a child's life, students must obey their parents, school policy and all instructions from the GCA staff and its supporting adults, promptly, willingly, completely and cheerfully. Talking back, arguing and undue familiarity with GCA staff will not be tolerated. An atmosphere of mutual respect and courtesy will be maintained between students and staff.
3. Since fidelity to the truth is commanded by God and is the core of all meaningful relationships, students will demonstrate honesty in all their dealings with one another and the staff. Students will respect the property and belongings of others.
4. Since whatever we do, we are to do it heartily, as to the Lord, and not unto men, students will work diligently on all of their school work, striving to do their best at all times.
5. Since working with others involves self-discipline and gratitude, students will be prompt in their arrival to class and school activities. Students will refrain from actions that distract others from their academic pursuits and refrain from harmful and rough physical contact with other students such as hitting, punching, tripping, wrestling, and the like.
6. Since GCA cares about the health and well-being of its students and staff, the possession and use of drugs, alcohol, tobacco or weapons of any sort is strictly forbidden on school grounds.
7. Since words have a power and integrity of their own and since God expects man to be stewards of thoughts and expressions, students will refrain from language and actions which are vulgar, inappropriate and demeaning to either God or mankind. Teasing, criticizing, put-downs, insults and name-calling are not permitted.
8. Since our physical facilities and school materials exist as God's provision and since some activities are inconsistent with responsible stewardship, students are expected to treat all school materials (e.g. textbooks) and facilities with respect and care. Students are expected to be aware of and avoid the off-limits areas of the building and grounds. Students are expected to keep the school's campus neat and clean. Chewing gum is prohibited on school grounds.
9. Since some forms of recreation can distract students from their educational pursuits, personal electronic musical devices, games, toys, roller skates, wheelies, skateboards, and the like are not permitted on school grounds.
10. Since students are to conduct themselves in a manner consistent with Biblical principles of purity and holiness, students shall refrain from all forms of inappropriate sexual behavior. All sexual activity, including fornication, viewing of pornography, immodest dress, and homosexuality, is forbidden among GCA students. Public displays of affection in the context of boy-girl relationships (e.g. holding hands, kissing, etc.) are not permitted on school grounds.
11. Since spiritual disciplines (e.g. prayer, worship, Bible study, and fellowship) are essential to Christian growth and discipleship, all students will strive to maintain a faithful daily walk with Christ and be active in a local evangelical church.
12. Since our students serve as ambassadors for Christ and representatives of the school, it is expected that students will conduct themselves accordingly at all times, whether they are at school or away from school.

## **COMMUNITY SERVICE HOURS**

Here at GCA, it is our mission to provide students with an education that promotes spiritual growth through academics and citizenship. As part of this mission, we celebrate opportunities to serve in our community. Each full-time 9<sup>th</sup>-12<sup>th</sup> 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: *GCA's Fall Festival & Holiday Market*, Lower School help days, etc.) 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 office by the last day of the school year.



## SERVICE DAYS

Twice a year, all part-time and full-time, 7<sup>th</sup>-12<sup>th</sup> grade students are required to participate in official GCA Service Days. The first Service Day is *GCA's Fall Festival & Holiday Market* event. This event impacts thousands in our community while existing as GCA's most major fundraiser of the year. Students are required to volunteer for at least one volunteer shift (1 ½ -2 ½ hours) at the festival.

The second official Service Day of the year will be held at a local community organization during second semester. This second Service Day is the perfect opportunity for students to join with our community in service while exhibiting our school's mission. This Service Day is an all-day event.

Participation is required for both official Service Days. Permission to miss an official Service Day must be pre-approved by the Principal. Hours gained working an official Service Day may count towards the 25 Community Service hours that are required for all full-time 9<sup>th</sup>-12<sup>th</sup> grade students. While official Service Day hours may be used as Community Service hours, these days exist separately and are not synonymous with Community Service hours.

## COMMUNICATION AND GRIEVANCES GUIDELINES

We consider it a great privilege to serve families in educating their children from a classical and Christian perspective. We are committed to upholding and supporting each family's authority in the lives of their children. This kind of relationship requires clear communication. We recognize that in this relationship there lies a great temptation to talk to others (gossip) about a specific issue or person rather than take direct action to resolve conflicts in a manner consistent with Scripture. We have outlined the proper lines of communication and dealing with grievances according to the Biblical principles found in Matthew 18 and James 3. We believe Scripture teaches that conflicts should be handled discreetly and carefully, while believing and speaking the best about each individual involved. GCA staff and Administration will abide by these same principles in communicating with parents and students.

**Parents to Teacher:** If an issue should arise regarding an individual teacher's behavior, rules or procedures, or the child's behavior or achievement in the classroom, the parents should speak directly to the teacher. Please respect a teacher's schedule and preparation time for class and do not raise a serious issue before the start of the school day, but make an appointment with the teacher to discuss the matter either in person or by telephone.

**Parents to School:** If an issue should arise regarding school rules, procedures or disciplinary measures, concerns about a teacher, or curriculum, the parent should communicate with the Principal. If any issue is not satisfactorily resolved, the matter may be taken before the GCA Board.

**Parents to Board:** If an issue regarding any policy, curriculum, program or staff member has not been satisfactorily resolved with the individual or Principal, the parents may present their concerns in writing to the Board of Directors. The Board of Directors will review the concerns with the appropriate individual(s) and file the writing.

While clear communications between the school and families can break down with negative issues, they can break down with positive issues as well. Often parents will have an idea on how to improve the school, but are not sure how to share it. In this case the same principles should be applied. If a parent has an idea about how to improve a classroom, he or she should talk to the teacher. If a parent has an idea about how to improve the school in general, he or she should talk to the administration. It is always best to communicate directly with the person primarily in authority over the issue at hand. No individual Board member may speak on behalf of the Board unless specifically authorized by the Board to do so on a specific issue.

## DISCIPLINE GUIDELINES

### **General**

All discipline will be based on Biblical principles (e.g. confession, repentance, reconciliation, restitution, forgiveness, etc.). Misbehavior shall be viewed from a spiritual and Scriptural perspective with the goal of shepherding the child's heart toward a God-pleasing life. It is also understood that parents are ultimately

responsible for their child's behavior even while the child is at school. These discipline procedures shall have the function of placing the responsibility of discipline on the parent. The parents shall be responsible for administering all forms of corporal punishment.

Practically, the vast majority of real and potential discipline problems will be dealt with at the classroom level. The kind and amount of discipline (within these stated guidelines) will be determined by the teachers and Principal. The specifics and nature of each discipline incident and the individual personality of the student involved will be considered in the administration of discipline.

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process; therefore, the principles set forth in the Code of Student Citizenship must be adhered to. Students will not be subject to corporal punishment at GCA. As in all other areas of the education at GCA, love and forgiveness will be an integral part of the discipline of a child. It is because we love that we discipline.

### **Misconduct and Discipline**

The following behaviors necessitate corrective discipline. Teachers may handle corrective discipline at the classroom level, but will involve the Principal in the discipline process for repeated or blatant misbehavior or strong attitudes. Those behaviors are:

1. **Disrespect** shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
2. **Dishonesty** in any situation while at school, including lying, cheating, stealing.
3. **Rebellion** e.g., outright disobedience in response to instructions.
4. **Fighting** e.g., striking in anger with the intention to harm another student.
5. **Unkind, obscene or profane language**, including taking the Lord's name in vain.

If for any of the above behaviors, or other reasons, a teacher deems it necessary for a student to receive discipline from the Principal, the following accounting will be observed. Within the entire school year:

1. The **first** time a student is sent to the Principal for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be expected.
2. The **second** incident will be followed by a meeting with the student, student's parents, Principal and teacher.
3. Should a **third** incident arise, a **two-day suspension** will be imposed on the student. The student will be required to make-up all classroom assignments and tests missed during the suspension period.
4. Should a **fourth** incident arise, the student may be subject to expulsion from the school.
5. The Principal may, at his discretion, accelerate the above process and administer discipline due to a student's misbehavior or violation of the Code of Student Citizenship. For example, a student may not be allowed to participate in that day's athletic event should the Principal deem that appropriate.
6. The Principal may, at his discretion, bypass the above office-visit process and impose an immediate suspension or expulsion on a student who is not making progress in correcting serious misbehavior.

### **Bullying/harassment/intimidation Policy**

**Bullying/harassment/intimidation**, as defined by law, is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order for a behavior to be considered bullying/harassment/intimidation, it must be aggressive and be repetitive or have the potential to be. Examples are verbal, social, and physical.

**Verbal** can include but not limited to teasing, name-calling, inappropriate sexual comments, taunting, and threatening to cause harm.

**Social** can include but not limited to leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, and embarrassing someone in public.

**Physical** can include but not limited to hitting/kicking/pinching, spitting, tripping/pushing, taking or breaking someone's things, and making mean or rude hand gestures.



**Cyber** can include but not limited to sending, posting, or sharing negative, harmful, false, or mean content about someone else through digital mediums. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

If a student is accused of bullying/harassment/intimidation, the administration will investigate the seriousness and credibility of the accusation and determine what further action needs to take place. Further actions will include a meeting with the student, student's parents, and the Dean of Students and Families to discuss the behavior and additional actions if the behavior persists. Additional actions include a meeting with the Principal who will determine whether or not the student should receive a **two-day suspension or be expelled**.

### **Academic Dishonesty**

Academic Dishonesty is defined as the following and is without permission from the teacher:

- Using another student's homework, test, quiz, project, or workbook
- Altering or filling in information during the grading process to make corrections whether it concerns the student's own paper or someone else's
- Obtaining or providing test or quiz questions or information in advance through unauthorized means
- Giving information either orally, electronically, or by intentionally allowing another student to copy them
- Receiving answers either audibly, by copying from another student, by looking at any source containing information, or by any other means
- Possession of any unauthorized materials during an assessment or assignment
- Plagiarism: submitting a work as yours that in actuality was either fully or partially produced by another source, including individuals, Internet, books, or any verbal or printed word
- For guidance on how to cite a source, the student should refer to the required MLA Handbook.

### **Serious Misconduct**

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.

### **GCA's 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. (We will contact the student's parents to arrange to have the student picked up/removed from the school campus.)

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

1. A noncredible threat will require a conference with the student's parents, after which we may allow the student 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.
2. 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.
3. 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.

4. Law enforcement may be called at the discretion of administration.

### **Expulsion**

The GCA Board realizes that expelling a student from school is a very serious matter and should always 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 Principal 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 Principal and then to the GCA Board.

### **Re-admittance**

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.

## **STUDENT, STAFF AND VOLUNTEER RELATIONS GUIDELINES**

To facilitate professional, friendly, and Biblical relationships between staff, volunteers and students, the following guidelines shall be observed.

1. Staff members and volunteers are to remember that they serve as professional, adult role models before the students (Titus 2:7, 8). Relationships among staff members and volunteers and between staff members, volunteers and students are to be friendly and courteous, not familial or intimate.
2. Staff members and volunteers are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (I Peter 2:12).
3. Flirtation, sexual innuendoes, casual disrespect toward authority, excessive familiarity, etc. are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.
4. If it is necessary for a staff member or volunteer to spend time alone with a student or other staff member, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.)
5. Staff members and volunteers shall not travel alone in a car with one student.

## **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.

## **ORGANIZATIONAL STRUCTURE FOR GCA**

### **GCA BOARD OF DIRECTORS**

The Board of Directors is responsible for overseeing the affairs and operation of the school in accordance with Scripture, the school's Bylaws, foundational documents, and Statement of Faith. The Board is comprised of at least three members. The Board regularly examines the school's policies, programs, and curricula to insure their consistency with the school's mission and philosophy, and the Board relies on the administration of the school for implementation of these policies. Because of the corporate nature of the Board, any single member, as an individual, has no authority over the school in any capacity.

### **ADMINISTRATION**

The school Principal reports to the Board and is responsible day-to-day administrative matters, including insuring the classical mission and high academic standards, didactic and corrective discipline of the students, monitoring the shepherding of their hearts, for interaction with parents on student issues and the SLiC committee, and overseeing the professional development and classroom performance of our teachers.

## **ACADEMIC AFFILIATIONS**

### **The Association of Classical and Christian Schools**

GCA is a member of the Association of Classical and Christian Schools (ACCS). The 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.

Requirements for membership in the ACCS are as follows:

- A. Demonstrated conformity to the curriculum of the Trivium as set forth in the ACCS Mission Statement
- B. Demonstrated commitment to furthering the work of the ACCS, its goals, purposes, mission and objectives
- C. A commitment to a full K – 12 program
- D. A commitment to a minimum of two years of Latin or ancient Greek required for each student
- E. A commitment to a minimum of one year of formal logic required in the secondary program (grades 7 – 12)
- F. A commitment to a minimum of one year of rhetoric required in the secondary program (grades 7 – 12)
- G. Approval for membership must be by a four-fifths vote of the ACCS Board of Directors.

### **The Association of Christian Schools International**

Greenville Classical Academy is a member of the Association of Christian School International (ACSI).

### **University Model Schools International/National Association of University-Model Schools®**

Greenville Classical Academy is a member of University Model School International/National Association of University-Model Schools® (UMSI/NAUMS).

### **Christian Schools International**

Greenville Classical Academy is a member of Christian Schools International (CSI).

## **SUGGESTED READINGS IN CLASSICAL AND CHRISTIAN EDUCATION**

*The Case for Classical Christian Education*, by Douglas Wilson

*Recovering the Lost Tools of Learning*, by Douglas Wilson

*The Lost Tools of Learning* (essay), by Dorothy Sayers

*Classical Education: The Movement Sweeping America*, by Gene Edward Veith and Andrew Kern

*On Secular Education*, by R. L. Dabney

*The Well-Trained Mind*, by Jessie Wise and Susan Wise Bauer

*Repairing the Ruins*, edited by Douglas Wilson

*The Seven Laws of Teaching*, by John Gregory

*Why Johnny Can't Read (or Why Johnny Still Can't Read)*, by Rudolf Flesch

*Ideas Have Consequences*, by Richard M. Weaver

*Education, Christianity and the State*, by J. Gresham Machen

Foundation of Christian Education, by Louis Berkhof and Cornelius Van Til  
The Paideia of God, by Douglas Wilson

On Christian Doctrine, by Augustine

Association of Classical and Christian Schools ([www.accsedu.org](http://www.accsedu.org))

Veritas Press ([www.veritaspress.com](http://www.veritaspress.com))

## APPENDICES

### APPENDIX A – GRADUATION REQUIREMENTS

## Graduation Requirements for the Distinguished Diploma

The **Distinguished Diploma** will prepare students for entry into more competitive four-year colleges and universities.

English	4 credits	Must include American Literature and British Literature
Mathematics	4 credits	Must include Algebra I, Geometry, Algebra II, and Pre-Calculus
Science	4 credits	Must include Biology and Chemistry
History/Social Studies	4 credits	Must include American History, Economics and Government
Foreign Language	3 credits	Must include Latin I. Must include Level 1, 2 and 3 in the same language (Latin or Spanish.)
Bible	3 credits	
Rhetoric	3 credits	Must include Rhetoric - Composition, Rhetoric - Public Speaking and Senior Thesis
Electives*	2 credits	Must include Logic. Courses may include Computer, Choir, P.E., Art, etc.
Total Credits	<b>27 credits</b>	

#### **Other Requirements**

Must maintain a GPA of 3.5 or higher.

In order to graduate from GCA, a student must have completed 25 hours each year of Community Service during the 9<sup>th</sup> – 12<sup>th</sup> grade years

\* **NOTE:** In addition to what is listed above, some college admission requirements require 1 credit of P.E. or ROTC and 1 credit of Fine Arts.

## Graduation Requirements for the Standard Diploma

The **Standard Diploma** will prepare students for entry into junior college and somewhat less competitive four-year colleges.

English	4 credits	Must include American Literature and British Literature
Mathematics*	3 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
Foreign Language*	2 credits	Must include Latin 1. Must include Level 1 and 2 in the same language (Latin or Spanish.)
Bible	2 credits	
Rhetoric	1 credit	Rhetoric - Composition or Rhetoric - Public Speaking or Senior Thesis
Electives*	6 credits	Must include Logic. Courses may include Computer, Choir, P.E., Art, etc.
<b>Total Credits</b>	<b>24 credits</b>	

### Other Requirements

In order to graduate from GCA, a student must have completed 25 hours each year of Community Service during the 9<sup>th</sup> – 12<sup>th</sup> grade years

**\* NOTE:** In addition to what is listed above, some college admission requirements require 4 credits of Math, 3 credits of Foreign Language, 1 credit of P.E. or ROTC, 1 credit of Fine Arts, 1/2 credit of Government and 1/2 credit of Economics.

## APPENDIX B – FINANCIAL AID PROGRAM

### Greenville Classical Academy Financial Aid Program

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#### **Financial Aid Program Mission**

To facilitate the continued growth of GCA by enabling families from all income levels to have the potential opportunity to enroll their children

#### **Financial Aid Committee**

The Financial Aid Committee members will be appointed annually by the Board of Directors and may consist of members of the Board of Directors and other appointees at the discretion of the Board.

#### **Financial Aid and/or Discount Maximum**

Discounts shall not exceed fifty percent of total yearly tuition for a family. All exceptions are subject to approval by the GCA Board. Each family receiving financial aid will be required to pay the remaining portion of the educational expenses, including but not limited to: Application fees, enrollment fees, materials fees, consumable books, textbook rentals, testing, field trip costs, student activity fees, lunch/snack expenses, and any other non-tuition costs.

#### **Need-Based Tuition Assistance Program**

The criteria used to determine aid and/ or discounts will be based upon the inability of a worthy student and his or her family to pay the necessary tuition to attend GCA. The program may include deferrals and modified payment schedules.

#### **Qualifications for Assistance**

Students whose families clearly demonstrate a financial need for assistance will be considered for financial aid in the form of a tuition discount or grant. Financial aid will be made 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. It is expected that each family has prioritized educational costs after necessary living expenses. Assistance is intended to enable students to attend GCA who otherwise would not have the opportunity due to the inability to manage the tuition expense.

The purpose of tuition assistance is to provide financial aid to families who have demonstrated legitimate financial need. Those families receiving tuition assistance will be encouraged to gradually reduce their dependence on financial aid from the school.

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.

The Financial Aid Program will be publicized among all current students and others who contact the school or request a tour. The policy and additional information will be posted on GCA's website.

#### **Tuition Discounts**

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The Board will have the responsibility and authority to monitor and modify the discounts and discount policy at its sole discretion.

#### **Financial Aid Timetable:**

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- Returning families must complete the FAST financial aid online application on or before **March 31**.
- Priority will be given to those who complete the application process by March 31. Beginning April 1 awards will be given on a case by case basis determined by the discretion of the Financial Aid Committee for new and returning families.

- In April, returning families will be notified with the amount of their financial aid award. Families must accept or decline the award within 10 days of the notification of the award.
- The Financial Aid Committee may accept and approve applications for newly enrolled students at its sole discretion up to the beginning of the school year based on enrollment and class capacities.
- Acceptance of new Financial Aid applications may be closed without prior notice for either individual classes or for all applications at any time after May 31.

### **Approval Process for Assistance**

The Financial Aid Committee will review the applications for financial aid submitted through the Financial Aid for School Tuition (FAST) need-based financial analysis system, and will make awards subject to the final approval by the Board. The Financial Aid Committee and the Board reserves the right to review extenuating circumstances on a case-by-case basis.

### **Discussions and financial statements held by the Financial Aid Committee are strictly confidential.**

Families are required to refrain from discussing their results with others and violations may result in immediate termination of their financial assistance.

### **Conditions of Continued Assistance**

Students receiving financial aid 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 financial aid. Parents 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 financial aid award for the current school year and future school years.

All families are encouraged to participate in the various fundraising activities to benefit the school. Non-participation may be considered as a failure to support the purpose and mission of the school.

Awards will not be automatically renewed for subsequent years. Families must complete the required forms and provide the needed documentation to be considered for tuition assistance each and every year.

### **How to Apply for Financial Aid**

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Families applying for Financial Aid must first complete an on-line application for enrollment. Applications for financial aid must be made via the FAST Website:



### **Hardship Contingency**

A family may experience an extenuating circumstance resulting in an unexpected need for financial assistance. These issues may arise after the application deadline has passed. The GCA Board of Directors has the authority to address such extenuating circumstances if they should occur. 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.



### **Notification and Acceptance**

Limited resources may prevent the committee from offering assistance to all who qualify. Families who are notified of a financial aid award must accept or decline the award within 10 days of notification. If the family fails to comply with this and other reasonable requirements, the committee reserves the right to withdraw the award.

Families will be notified of their awards for the next academic year only if their current tuition balance is clear and enrollment deposit is received. **Aid cannot be applied toward any tuition or fee balances from prior years.**

Financial aid applicants must pay the enrollment deposit when submitting an enrollment or re-enrollment application. This deposit is to be refunded upon request if the financial aid award is not sufficient 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.

**NOTES:**