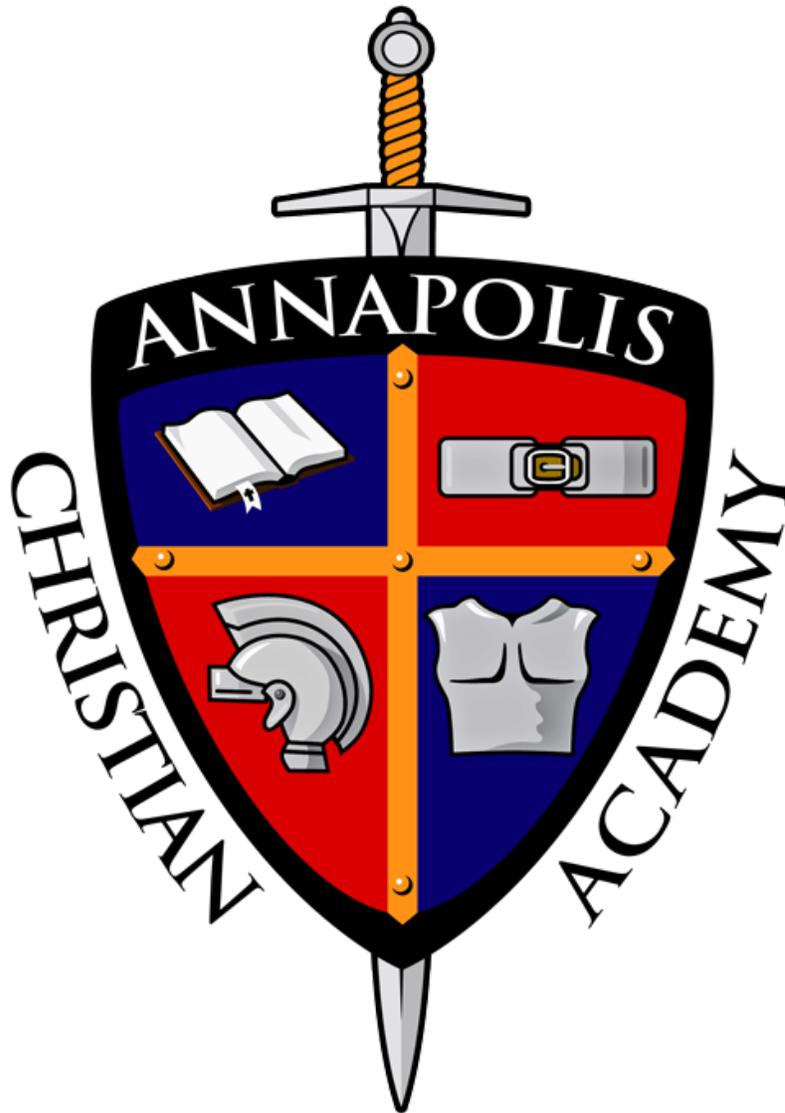


# Warrior Handbook

## 2019-2020



3875 S. Staples  
Corpus Christi, TX 78411  
(361) 991-6004  
[academy@aca-cc.org](mailto:academy@aca-cc.org)  
[www.annapolischristianacademy.com](http://www.annapolischristianacademy.com)

## The Mission

Annapolis Christian Academy exists to glorify God by providing an educational community committed to the classical and Christian ideals of truth, goodness and beauty, the cultivation of wisdom and virtue, and the integration of faith and learning with all of life.

## The Vision

Annapolis Christian Academy aims to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason precisely and articulate persuasively; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be unswayed towards evil by the former. We aim to find them well prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding and wisdom, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude toward God.

| School Hours         |   |
|----------------------|---|
| Drop Off             | 7:45 – 8:20 am  |
| Grammar              | 8:20 - 3:30 pm  |
| SoLaR                | 8:20 - 3:40 pm  |
| Lunch                | 11:00 – 11:30 (PK – 2 <sup>nd</sup> )<br>11:30 – 12:00 (3 <sup>rd</sup> – 6 <sup>th</sup> )<br>7 <sup>th</sup> -8 <sup>th</sup><br>M/W/F: 12:25 – 1:00<br>T/Th: 12:40 – 1:10<br>9 <sup>th</sup> -12 <sup>th</sup><br>M/W/F: 12:30 – 1:00<br>T/Th: 12:00 – 12:30 |
| Chapel               | 8:30 – 9:00 am (K – 6 <sup>th</sup> )<br>11:00-11:45 am (7 <sup>th</sup> -12 <sup>th</sup> )  |
| Early Release        | 12:00 pm  |
| Pick up              | PK: 12:30 pm<br>K – 6 <sup>th</sup> : 3:30 pm<br>7 <sup>th</sup> -12 <sup>th</sup> : 3:40 pm  |
| Afternoon Enrichment | 12:30 – 3:30 pm (PK)  |
| After Care           | 3:45 – 5:30 pm  |
| School Office        | 8:00 am – 5:00 pm   |

## Administrative Team

Ty Hensley, *Head of SoLaR*  
Travis Lockyer, *Head of Grammar School*  
Anne Thurwalker, *Director of Development*  
Kate Clower, *Director of Finance*

## Board of Trustees

Kent Oliver, *President*  
Rob George, *Secretary*  
Lane Pepper, *Treasurer*  
Kimberly DeVisser  
Jim Auker

# TABLE OF CONTENTS

|   |           |
|---|-----------|
| PURPOSE AND USE OF HANDBOOK                         | 4         |
| <b>INTRODUCING ANNAPOLIS CHRISTIAN ACADEMY</b>      | <b>5</b>  |
| OUR FAITH   | 5         |
| OUR PHILOSOPHY                                      | 5         |
| GOVERNANCE AND ADMINISTRATION                       | 6         |
| ANNAPOLIS AT A GLANCE                               | 7         |
| <b>PARENT INFORMATION</b>                           | <b>9</b>  |
| PARENTAL INVOLVEMENT REQUIREMENTS                   | 9         |
| OPEN COMMUNICATIONS                                 | 9         |
| GIFT-GIVING TO FACULTY/STAFF                        | 10        |
| EARLY RELEASE                                       | 10        |
| DISTRIBUTION OF PROMOTIONAL MATERIALS               | 10        |
| CLASSROOM PARTIES                                   | 10        |
| <b>STUDENT INFORMATION</b>                          | <b>11</b> |
| ACA STUDENT HONOR CODE                              | 11        |
| STANDARDS OF CONDUCT                                | 13        |
| CLASSROOM ETIQUETTE                                 | 14        |
| STUDENT DISCIPLINE                                  | 14        |
| 2019-2020 STUDENT DRESS CODE / UNIFORM              | 16        |
| STUDENT ATTENDANCE                                  | 18        |
| USE OF COMPUTER LAB AND LIBRARY                     | 19        |
| AWARDS AND REWARDS                                  | 19        |
| REVERENCE POLICY                                    | 19        |
| STUDENT SUPERVISION                                 | 19        |
| COMPUTER USAGE GUIDELINES                           | 19        |
| <b>SAFETY GUIDELINES</b>                            | <b>20</b> |
| WEAPONS   | 20        |
| CLOSED CAMPUS                                       | 20        |
| PETS AT SCHOOL                                      | 20        |
| SMOKING   | 20        |
| SEARCH OF SCHOOL AND PERSONAL PROPERTY              | 21        |
| FIELD TRIPS   | 21        |
| EMERGENCY OPERATIONS PLAN                           | 22        |
| EMERGENCY SCHOOL CLOSING                            | 22        |
| STATE-MANDATED CHILD ABUSE PREVENTION AND REPORTING | 22        |
| FOOD ALLERGIES                                      | 23        |
| SUBSTANCE ABUSE                                     | 23        |
| STAFF AND STUDENT RELATIONS                         | 24        |
| <b>ACADEMIC INFORMATION</b>                         | <b>24</b> |
| STUDENT PROMOTION                                   | 24        |
| HOMEWORK  | 25        |
| LATE WORK   | 25        |
| MAKEUP WORK   | 25        |
| CORRECT HEADINGS                                    | 25        |
| EXTRA CREDIT GUIDELINES                             | 26        |
| PROGRESS REPORTS                                    | 26        |
| ADDING AND DROPPING CLASSES                         | 26        |
| STANDARDIZED TESTING                                | 26        |
| GRADUATION REQUIREMENTS                             | 27        |
| GUIDANCE & COLLEGE PLANNING                         | 28        |
| GRADING GUIDELINES                                  | 28        |
| ACADEMIC PROBATION                                  | 29        |
| GPA   | 29        |
| VALEDICTORIAN AND SALUTATORIAN SELECTION            | 29        |
| SUMMER READING                                      | 29        |
| CHAPEL PHILOSOPHY AND GUIDELINES                    | 30        |
| LEARNING DISABILITIES                               | 30        |
| SCHOOL PERFORMANCES / ASSEMBLIES                    | 30        |

## **Purpose and Use of Handbook**

The Warrior Handbook is designed to acquaint parents and students with Annapolis Christian Academy and provide information about school policies, procedures, and culture. It contains general statements of school standards, policies, and procedures; the school reserves the right to apply these at its sole discretion, based on the facts of individual situations (including consideration of other factors it deems pertinent) and in preservation of the best interests of the school. All parents and students should be aware that violation of school standards, policies, and procedures may subject them to corrective action, up to and including removal from the Warrior Family.

No handbook can anticipate every circumstance or question about standards, policies, or procedures. The school reserves the right to revise, supplement, or rescind any portion of the Warrior handbook from time to time, as it deems appropriate and at its discretion. The guidelines in this handbook are to be implemented in light of common sense and sound judgment. If you have any questions, please do not hesitate to ask the Principals or Headmaster.

Annapolis Christian Academy continually strives to maintain excellent communications with all members of the school community. The administrative staff works hard to keep the manual up to date and to keep all parents and students informed as policy changes occur from time to time during the normal course of the school year. This edition of the handbook replaces and supersedes all prior versions. Please understand, however, that there may be times when policy will change (at the sole discretion of the Headmaster and Board of Directors) before the written document can be revised and distributed to all families.

# Introducing Annapolis Christian Academy

## Our Faith

We believe in God the Father, Creator of heaven and earth.

We believe the Bible to be the only inerrant, authoritative Word of God.

We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent.

We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His substitutionary and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.

We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.

We believe that salvation is by grace through faith in Jesus Christ alone.

We believe that faith without works is dead.

We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.

We believe in the resurrection of both the saved and the lost--they that are saved to the resurrection of life and they are lost to the resurrection of damnation.

We believe in the spiritual unity of the church which is the universal body of believers whose head is Christ and whose mission is to carry on His work until He returns in glory.

## Our Philosophy

***A Tradition of Excellence...*** The philosophy of classical Christian education is rooted in the Judeo-Christian and Greco-Roman educational tradition of the liberal arts and sciences. It is this tradition of education that produced the great intellectual, religious, artistic, and technological achievements of Western Civilization. Beneath the epics of Homer and Dante, the philosophies of Plato and Aquinas, the theologies of St. Paul and St. Augustine, the paintings of Michelangelo and Rembrandt, the science of Copernicus and Newton, the music of Bach and Beethoven, and the political writings of Jefferson and Madison -- beneath these cultural monuments lies the foundation of a classical Christian education. The goal of this tradition of education is to cultivate those unique human powers of reasoning, speaking, writing, questioning, observing, appreciating and creating that reflect the image of God in us and enable us to fulfill our unique human destiny: to live freely and to know God.

***The Tools of Learning...*** You know the old proverb: "Give a man a fish and feed him for a day. Teach a man to fish and feed him for a lifetime." This simple yet profound truth is the engine that drives the education at Annapolis. Dorothy Sayers echoes this simple truth when she writes, "...the tools of learning are the same, in any and every subject; and the person who knows how to use them will, at any age, get the mastery of the new subject in half the time and with a quarter of the effort expended by the person who has not the tools at his command...the sole true end of education is simply this: *to teach men how to learn for themselves*; and whatever instruction fails to do this is effort spent in vain." Sayers advocated recovering the "lost tools" of the Trivium—grammar, logic, and rhetoric -- because of its proven ability to develop a disciplined mind prepared to master any subject. Sayers also recognized that classical educators tended to teach students these tools at certain developmental stages. As the students age and mature, teachers adjust the manner and means by which they teach, following a student's natural cognitive development. As Christopher Perrin puts it, "When children are astonished with the human tongue, we teach them language and grammar. When children are ready to challenge every assumption, we teach them logic. When students are yearning to express themselves with passion, we teach them rhetoric." These are the tools of learning that, when mastered, equip students for college, the workforce, and a lifetime of learning.

## Governance and Administration

The ***School Board*** is made up of current and former parent volunteers committed to ensuring the long-term strategic viability of Annapolis. The Board is charged with ensuring the long-term, mission-based, sustainable success and viability of the school. As such, it is concerned with the needs of the school over several generations; therefore, its focus is setting the strategic direction of the school and ensuring adequate funding.

The chief executive officer responsible for the management of the entire school. The Headmaster is the Board's sole employee and is empowered to address all operational matters such as student enrollment, academics, finances, advancement, hiring and termination of personnel, and supervision of administration to carry out the operations of the school. The Board delegates execution of the school's mission to the Headmaster and he oversees all other staff (teachers and administrators) and volunteers, either indirectly or directly, to achieve the Board's established ends.

The **Director of Finance** is responsible for the administration and management of the school's Business Office and overall financial functions which include, but are not limited to, budgeting, cash management, accounts receivable, accounts payable, payroll, financial reporting, financial analysis, facilities management, risk management, and negotiation of contracts. The Director reports directly to the Headmaster and works closely with the Headmaster, the Finance Committee of the Board of Directors, and Administration to provide Godly stewardship of the school's resources.

The **Director of Development** is responsible for leading the advancement of the school through marketing, communications, and fundraising efforts. The Director is responsible for all aspects of the annual fund and capital campaign fundraising initiatives. The Director of Development also creates and oversees new and existing marketing and communications strategies in an effort to increase awareness and broaden the reach of the school. The Director works closely with the Board of Directors and Administration to accomplish the school's short-term and long-term goals in the above areas.

The ***Grammar, Logic, and Rhetoric Principals*** each are responsible for developing and sustaining a growth-focused faculty culture. This occurs through ongoing evaluation and development of faculty through a professional growth and renewal process. They oversee the academic course of study and supervision of faculty in their respective divisions. The Principals are also directly involved in student affairs and academic progress, and have direct responsibilities for supervision of teachers, support staff, and volunteers including recommending retention and termination of faculty.

The ***teachers*** and ***coaches*** are directly responsible for delivering the mission of the school by creating learning and athletic environments that support the school's mission to glorify God by providing an educational community committed to the classical and Christian ideals of truth, goodness and beauty, the cultivation of wisdom and virtue, and the integration of faith and learning with all of life.

**Volunteers** play an especially critical role in the operation of the school. Whether serving on a fundraising committee, helping out in the office or the classroom, or serving on the hospitality committee, volunteers are vital members of the Warrior Family and help keep costs down and tuition affordable. The organization overseeing all volunteer activities of the school is PALS (Parents of Annapolis Lending Support).

## Annapolis at a Glance

| <b>School Structure</b>                   | Annapolis is a PK – 12 <sup>th</sup> grade, non-profit 501(c)(3), interdenominational Christian day school established in 1995  |                                   |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
|---|---|-----------------------------------|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------|----------------|----------------|------------------|-----------------|-----------------|-------|------------------|------------------|------------|------------|------------|--|-------|-------|--|--|--|
| <b>Accreditation</b>                      | The Association of Classical Christian Schools (ACCS)   |                                   |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| <b>Affiliations</b>                       | Educational Records Bureau (ERB), Society of Classical Learning (SCL), Institute of Classical Schools (ICS), Texas Private School Accreditation Commission, Independent School Management (ISM), and the Texas Christian Athletic League  |                                   |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| <b>Students</b>                           | Annapolis admits students of average to above average abilities. Students generally come from all parts of Nueces County and surrounding areas and represent diverse socioeconomic, racial / ethnic, and denominational backgrounds.  |                                   |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| <b>Staff</b>                              | Annapolis teaching faculty are required to possess a minimum of a Bachelor of Arts or Science degree from an accredited university, ACCS teacher certification, a strong biblical worldview, and membership in good standing in a local Christian church.   |                                   |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| <b>Academics</b>                          | Annapolis offers a PK – 12 <sup>th</sup> grade college preparatory, Liberal Arts and Sciences curriculum including distinctive subjects such as grammar, logic, rhetoric, Senior Thesis, Bible, apologetics, Latin, advanced mathematics, dual credit courses, SAT prep, and classic literature.  |                                   |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| <b>Typical SAT Range</b>                  | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Critical Reading</td> <td>510 - 660</td> </tr> <tr> <td>Math</td> <td>500 - 650</td> </tr> <tr> <td>Writing</td> <td>500 - 650</td> </tr> </table>   |                                   |  | Critical Reading                  | 510 - 660                         | Math                              | 500 - 650       | Writing        | 500 - 650      |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| Critical Reading                          | 510 - 660   |                                   |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| Math                                      | 500 - 650   |                                   |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| Writing                                   | 500 - 650   |                                   |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| <b>Scholarships</b>                       | Our graduates routinely receive 4 year college scholarships ranging from \$10,000 to \$120,000 and are typically accepted into their first choice schools.  |                                   |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| <b>Extra Curricular Athletic Programs</b> | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">4<sup>th</sup> – 6<sup>th</sup></th> <th style="text-align: center;">7<sup>th</sup> – 8<sup>th</sup></th> <th style="text-align: center;">9<sup>th</sup>-12<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>Boys Basketball</td> <td>6-man Football</td> <td>6-man Football</td> </tr> <tr> <td>Girls Basketball</td> <td>Boys Basketball</td> <td>Boys Basketball</td> </tr> <tr> <td>Track</td> <td>Girls Basketball</td> <td>Girls Basketball</td> </tr> <tr> <td>Volleyball</td> <td>Volleyball</td> <td>Volleyball</td> </tr> <tr> <td></td> <td>Track</td> <td>Track</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> |                                   |  | 4 <sup>th</sup> – 6 <sup>th</sup> | 7 <sup>th</sup> – 8 <sup>th</sup> | 9 <sup>th</sup> -12 <sup>th</sup> | Boys Basketball | 6-man Football | 6-man Football | Girls Basketball | Boys Basketball | Boys Basketball | Track | Girls Basketball | Girls Basketball | Volleyball | Volleyball | Volleyball |  | Track | Track |  |  |  |
| 4 <sup>th</sup> – 6 <sup>th</sup>         | 7 <sup>th</sup> – 8 <sup>th</sup>   | 9 <sup>th</sup> -12 <sup>th</sup> |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| Boys Basketball                           | 6-man Football  | 6-man Football                    |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| Girls Basketball                          | Boys Basketball   | Boys Basketball                   |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| Track                                     | Girls Basketball  | Girls Basketball                  |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| Volleyball                                | Volleyball  | Volleyball                        |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
|   | Track   | Track                             |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
|   |   |                                   |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |
| <b>Fine Arts</b>                          | PK-6 <sup>th</sup> Music and Choirs, 7 <sup>th</sup> and 8 <sup>th</sup> Boys and Girls Choirs, 9 <sup>th</sup> -12 <sup>th</sup> Ensemble elective, K-8 <sup>th</sup> Art classes, 9 <sup>th</sup> -12 <sup>th</sup> Drawing/Painting/Ceramics electives, Drama and 6th-8th Band   |                                   |  |                                   |                                   |                                   |                 |                |                |                  |                 |                 |       |                  |                  |            |            |            |  |       |       |  |  |  |

|                        | Bible                                  | History                             | Literature  | Math  | Science                   | Foreign Languages | Language Arts                                       | Fine Arts / Electives   |
|------------------------|--|-------------------------------------|---|---|---------------------------|-------------------|---|---|
| <b>K</b>               | Bible Stories, Memory, & Songs         | My Family, Community, State & World | Quality Read-Aloud Literature   | Saxon Math: An incremental, distributed, and cumulative math program designed to provide deep and long-term mastery of content and skills | Nature Studies            |                   | Phonics, Handwriting                                | Music, Art, Physical Education  |
| <b>1<sup>st</sup></b>  | Genesis & Exodus                       | Creation to Fall of Rome            | Children's Classic Literature: poetry, fables, fairy tales, novels, and historical fiction tied to history curriculum |   | Life Science              |                   | Phonics, Handwriting, Spelling                      |   |
| <b>2<sup>nd</sup></b>  | Life and Ministry of Jesus Christ      | Medieval, Renaissance & Reformation |   |   | Earth Science & Astronomy |                   | English Grammar, Spelling, Composition, Handwriting | Fundamentals of Music, Jr. Choir, Band, Art, Physical Education<br><br>After school offerings may include:<br>Drum Corp, Theater, Dance |
| <b>3<sup>rd</sup></b>  | Old Testament: Genesis - Ruth          | Explorers and Early American        |   |   | Chemistry                 | Latin 1           |   |   |
| <b>4<sup>th</sup></b>  | Old Testament: 1 Samuel - Malachi      | U.S. Civil War to Present           |   |   | Physics                   | Latin 2           |   |   |
| <b>5<sup>th</sup></b>  | New Testament: Gospels                 | Ancient History & World Geography   |   |   | Life Science              | Latin 3           |   |   |
| <b>6<sup>th</sup></b>  | New Testament: Acts & the Early Church | Medieval, Renaissance & Reformation |   |   | Astronomy                 | Latin 4           |   |   |
| <b>7<sup>th</sup></b>  | New Testament: Luke/Acts               | Renaissance to 1850                 |   | Early Modern Classics   | Pre-Algebra               | General Science   | Latin IA  | Grammar   |
| <b>8<sup>th</sup></b>  | Worldview Studies                      | 1850 to Present                     | Late Modern Classics  | Algebra I or Intro to Algebra   | Physical Science          | Latin IB          | Logic   |   |
| <b>9<sup>th</sup></b>  | Bible I: Old Testament                 | Ancient History                     | Ancient Classics  | Geometry or Algebra I   | Introductory Physics      | Latin II          | Trivium I: Intermediate                             | Theater, Ceramics, Painting, Choir, Drawing, Physical Education, Chapel Band, Economics, Government                                     |
| <b>10<sup>th</sup></b> | Bible II: Old Testament                | Medieval History                    | Medieval Classics   | Algebra II or Geometry  | Chemistry                 | Spanish I         | Trivium II: Advanced                                |   |
| <b>11<sup>th</sup></b> | Bible III: New Testament               | Early Modern History                | Early Modern Classics   | Pre-Calculus or Algebra II  | Biology                   | Spanish II        | College Prep  |   |
| <b>12<sup>th</sup></b> | Bible IV: New Testament & Apologetics  | Late Modern History                 | Late Modern Classics  | Calculus or Statistics  | Marine Science            | Spanish III       | Senior Thesis                                       |   |

# Parent Information

## Parental Involvement Requirements

It is the desire of Annapolis to serve as a partner with parents in educating their children and volunteer service plays an important role in keeping costs down. Tuition alone does not cover the entire cost of education at Annapolis. Consequently, we not only welcome parental involvement, we expect it. Parents are required to donate 10 hours of volunteer service per year or pay an additional fee to offset costs. Volunteer time can be donated in a number of ways. Here are some examples:

- Scheduled workdays
- Substitute teaching / teacher assistance
- Library/office help
- Fundraising
- Facility maintenance
- Assistance / Sponsoring with extra-curricular programs
- Hospitality / Event Preparation assistance
- Chaperoning school field trips
- Booster Club
- Musicians for chapel and special occasions

## Open Communications

Teachers are the first line of communication with parents. It is of the utmost importance that parents and teachers have open lines of communication and operate on a united front. Because teachers are acting in the place of parents, it is very important that parents publicly support teachers, especially to their students. Undermining a teacher's authority or decisions is self-defeating. If a disagreement between a parent and teacher should arise, parents should *publicly* show support and *privately* address the teacher with the concern or issue. If a satisfactory resolution does not occur, parents should follow the normal grievance procedure.

Teachers are expected to contact parents if a serious problem develops or if a small one continues. Repeated discipline problems where a student has failed to respond to in-class correction, for example, may merit a phone call to the parents for their action before taking the next step of sending the student to the office. Parents are also expected to keep up regular communication with teachers. In addition, the appropriate administrator may require mandatory parent/teacher conferences at different times during the school year. At such meetings, both parents are strongly encouraged to attend.

*It is the school's intent that all disagreements be resolved at the lowest possible level, and generally according to the principles of Matthew 18 and James 3.* All parties are expected to demonstrate mutual respect to preserve the dignity of all parties involved. The focus of discussions should be on problem resolution rather than on developing an adversarial conclusion and proper written documentation be kept for purposes of accountability.

### **It is understood that in all cases, all parties should:**

Maintain a positive attitude.

**Refrain from gossiping or discussing school related issues with others not involved** (including the posting of negative or derogatory comments on the Internet, such as through Facebook or other social media).

Give a "good report" at all times, refraining from being critical or judgmental.

### **Students/parents to teachers:**

- All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. Concerns presented by students or parents should be done in a respectful demeanor at all times.
- If the problem is not resolved, the parents or student may appeal to the appropriate administrator. If the student brings the concern, he must have permission from his parents to do so.
- If the problem is still not resolved, the parents should appeal the decision to the Headmaster. If there is still no resolution, parents may request a hearing from the ACA School Board. All appeals to the board should first be in writing and passed to the board through the Headmaster.

### **Parents/patrons to administrator:**

- If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the appropriate Head of School.

- If there is still no resolution, they should request a hearing from the Annapolis Christian Academy Board. This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the Board. All appeals to the board should first be in writing and passed to the board through the Headmaster.

### **Gift-Giving to Faculty/Staff**

From time to time, faculty and staff may be offered gifts by grateful students, parents, or other family members of students. We do not in any way want to discourage the kindness of our students (such as in offering handmade items of appreciation that they have created for their teachers). However, due to the potential for conflicts of interest (such as with regard to grading, student promotions, awards, etc.)—as well as the potential for inappropriate “competition” among parent gift-givers, we ask that parents refrain from giving gifts to individual faculty members in excess of \$100. For example, a \$50 gift certificate to a bookstore may be accepted; an all-expenses-paid vacation and use of a summer house may not be accepted.

### **Early Release**

There are several days throughout the year when the students are given early release either at the beginning of a holiday, or to be used for the purpose of teacher training. These are noted on the school calendar as *Early Release Days*. Notices will also be sent home in advance. **Standard early release times are scheduled for 12:00pm.**

### **Distribution of Promotional Materials**

No one will be allowed to post, hand out, or in any way distribute extracurricular promotional material of any kind on campus that does not relate to the school’s curriculum or objectives. Any promotional material that can be directly related to curriculum must be approved by the Head of School before distribution.

### **Classroom Parties**

The celebration of holidays at school should be consistent with Annapolis’ vision and mission. Activities celebrating holidays such as Christmas and Easter should focus on helping students honor Christ first and to distinguish between conforming to the world and transforming one’s mind to Christ. Class parties held to celebrate these or other holidays, and the end of the year, should be limited to no more than one hour to avoid taking up too much class time. Celebration of Halloween in its modern anti-Christian context is not appropriate at Annapolis.

# Student Information

## HONOR CODE

### VISION

Don't follow the rules...Love the good...Love what God loves!

Arguably, the greatest paradox of the Christian faith is the Law vs. Grace: If you live by the rules (The Law), thinking that you can please God (and man), then you will fail. Following the rules never pleases God unless it is motivated by loving Him. Those who have their hearts completely changed through the love of Christ and the Holy Spirit, love Him, and thus love His laws. Obedience is not the point. Loving the good is the point!

“Now the Lord is the Spirit and where the Spirit of the Lord is, there is liberty. But [Christians] all...are being transformed into the same image from glory to glory, just as from the Lord, the Spirit.” 2 Corinthians 3, 17-18.

“Be transformed by the renewing of your mind, that you may prove what the will of God is, that which is good and acceptable and perfect.” Romans 12:2

Below are listed some rules that will help you know what is expected of you. These traits provide you with a guide to what our school expects (rules) and what God expects you to be transformed into, which is our goal (honor). If you focus on honor, you will follow the rules. If you focus only on the rules, you will suffer the fate of the Pharisees – following laws rather than God.

“Outdo one another in showing honor...” Romans 12:10



|          |   |
|----------|---|
| RHETORIC | VIRTUE<br>Refine a Christ-like Character  |
|          | THE WORD OF A GENTLEMAN<br><br>Modest, Honest, Genteel Carriage, Clean, Dresses-well, Graceful Speech, Observant, Attentive, Knowledgeable,<br>Keeps Good Company, Not a clown, Varied Accomplishments, Employed, Dignity of Manners. |
|          | THE WAY OF A LADY<br><br>Chaste, Reverent, Gentle, Quiet, Adorns Her World, Understanding, Adept in Small Things, Of Good Repute,<br>Charitable, Honest, Poised, Confident, Dignified, Gracious, Modest.                              |

|   |   |
|---|---|
| <p style="text-align: center;"><b>LOGIC</b></p>   | <p style="text-align: center;">HONOR<br/>HUMILITY - COURAGE – MATURITY<br/>An Honorable person loves the Good!</p> <p style="text-align: center;">A MAN OF HONOR...<br/>has courage, humility, respect, mercy, self-control, reverence, love not lust, patience, and generosity; is driven and intelligent; has integrity; is cheerful; and serves the Lord</p> <p style="text-align: center;">A WOMAN OF HONOR...<br/>encourages virtue, loves beauty, is humble, respectful, kind, full of integrity, self-control, reverent, courageous, forgiving and gentle, serves and supports, and fears the Lord</p>   |
| <p style="text-align: center;"><b>GRAMMAR</b></p> | <p style="text-align: center;">CHARACTER<br/>GRATITUDE - SACRIFICE - EXCELLENCE</p> <p style="text-align: center;">“Let love be without hypocrisy. Abhor what is evil. Cling to what is good. Be kindly affectionate to one another with brotherly love, in honor giving preference to one another; not lagging in diligence, fervent in spirit, serving the Lord; rejoicing in hope, patient in tribulation, continuing steadfastly in prayer; distributing to the needs of the saints, given to hospitality.” Romans 12:9-13</p> <p style="text-align: center;">A WARRIOR...<br/>has courage, shows carefulness, tenacity, openness, curiosity, honesty, and humility</p> |

**Why do we have an Honor Code?**

An Honor Code establishes a fundamental social contract within which the members of an academic community agree to live. This contract is an expression of the conviction that the ideals of Truth and Goodness are foundational to the proper functioning of a Christian academic institution and that the personal commitment to moral and academic integrity of each individual member honors God and strengthens and improves the quality of life for the entire community. The honor code works by receiving the support and participation of all members in the academic community. Each student in the academic community pledges to personally uphold and abide by the ideals of the honor code and to submit to the judgments of the administration. Cultivating honor lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

**Student Responsibilities**

As citizens of a Classical Christian academic community committed to the ideals of Truth, Goodness, and Beauty, ACA students do not lie, cheat, or act immorally whether they are on or off campus; neither should they suffer by the dishonest or immoral acts of others.

ACA students do not use foul, profane, or vulgar language (including coarse jesting).

ACA Students are expected to act according to the highest ethical standards both on and off campus, including adhering to the Annapolis Standards of Conduct and Classroom Etiquette.

ACA students refrain from all forms of academic misconduct.

**Academic Misconduct Defined**

Academic misconduct is any act that does or could improperly distort student grades or other student academic records. Any of the following acts, when committed by a student at ACA, shall constitute a violation of the ACA honor code. Such acts include but are not limited to the following:

**Plagiarism:** Portrayal of another’s work or ideas as one’s own; Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism).

**Forgery:** Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit; forging a parent or teacher signature on any document. Forgery, alteration or misuse of any school document relating to the academic status of the student.

**Cheating:** Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any homework, essay, laboratory report, examination, quiz, or other assignment included in an academic course.

**Fabrication:** Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor;

**Aid of Academic Dishonesty:** Intentionally facilitating plagiarism, cheating, or fabrication; substitution for, or unauthorized collaboration with, a student in the commission of academic requirements.

**Lying:** Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission; deliberate falsification of a written or verbal statement of fact to a member of the faculty so as to obtain unearned academic credit.

**Bribery:** Providing, offering, or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.

**Threat:** An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Honor Code violation.

While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the faculty and administration on a case by case basis. Students are required to sign the Honor Agreement each year, affirming their commitment to uphold the Honor Code.

### **Standards of Conduct**

While individual classroom teachers will post/publish classroom rules at the beginning of the year, the following school-wide standards of conduct are expected of all students:

Students are expected to cooperate with basic Christian standards of behavior and conversation, both in and out of class. Casual cursing, crudeness, idle talk, and unkind speech are all unacceptable.

Students are expected to submit to all rules and regulations established by the school administration.

Students are expected to submit to the authority of teachers in the classroom and abide by all particular rules and regulations established by the teacher for the classroom.

Students are expected to demonstrate respect for those in authority over them at all times. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teachers should not have to be repeated.

Students are expected to treat fellow students with kindness, respect and dignity at all times. No bullying, mistreatment, mean-spirited teasing, criticizing, or name-calling will be tolerated, and students are encouraged to bring such mistreatment to the attention of a teacher or administrator when they become aware of it.

Students are expected to be on time and prepared for all classes.

Quiet, orderly conduct is expected while passing through the hallways or on the playground, as well as in the classrooms. Teachers and administrative staff are expected to monitor student behavior on the playground and in the hallways and hold them accountable to appropriate standards of conduct.

The following items are not permitted at any time on the school campus and are subject to confiscation: anything that is illegal for a minor to possess, alcohol or tobacco/e-cigarette products, guns, knives, personal music devices, video games, or chewing gum.

Students are forbidden to have on their person or in any way use cell phones during regular school hours.

Students are expected to be aware of and to avoid the off-limits areas of the building or grounds. Our campus is closed. Students will not leave the campus until they have completed their classes for the day.

Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.) Students are expected to participate in scheduled cleaning of the building.

The school telephone is a business phone and is not available for student use with the exception of situations legitimately defined as an "emergency."

Students are forbidden to form or display romantic attachments at the school or school-related events. Students are expected to treat each other as friends and brothers and sisters in Christ. We desire for the students to form godly friendships and a sense of camaraderie as classmates.

Students are forbidden to display romantic attachments with affectionate or exclusive behavior at the school or school-related events.

Students are expected to treat worship, prayer, and class discussions with proper reverence and decorum.

It is expected that students work diligently and concentrate fully on their work while in school.

When wearing Annapolis apparel, students should at all times display the level of modesty indicated by the Annapolis Dress Code, whether on or off campus.

### **Classroom Etiquette**

Students are expected to show consideration for their teachers and their fellow classmates by complying with the following classroom etiquette guidelines.

Students should be seated quietly when the bell rings fully prepared for the start of class. Failure to do this will result in tardiness. Students coming to class without having a pencil or book or paper and needing to return to their lockers to get supplies will be treated as tardy.

Students should comply with all assigned seating arrangements for their classes.

Students should not eat or drink in class except during lunchtime meetings or class parties or with the express permission of the teacher.

Students are forbidden to write on any school property (especially tables!). Willful damage to school property may result in immediate suspension.

Students are expected to pick up any trash around their desks before leaving class.

Students must make use of the entire class period for school related work. Students are not permitted to work on non-school related things during class periods and are required to work on homework assignments, long-term projects, or bring school-related reading material during study halls or when the teacher allows time in class. Students are not permitted to sleep during class or study halls.

Students should show respect for all visitors and staff members by standing when they enter the room.

Students should greet all adults in passing with a respectful greeting and eye contact.

Students are expected to be in uniform at all times during school hours while on campus and maintain the uniform standard and grooming guidelines.

Students should attend to every lesson giving their full attention to the instruction or assignment material.

Students are expected to use the passing periods and breaks for use of the restroom and for getting water. Students should not expect to be dismissed from class for these things on a regular basis.

### **Student Discipline**

*“...he who loves his son is careful to discipline him (Proverbs 13:24)*

**General Philosophy:** Annapolis seeks to provide an environment where students are encouraged and challenged to exemplify Christian behavior in all aspects of the school day and discipline is an act of love that directs students in the path they should go.

#### **Principles:**

Discipline is first and foremost the responsibility of the teacher and the parents. Thus, the vast majority of discipline problems are to be dealt with by the teacher while in or out of the classroom in close conjunction with the parents. Behind every teacher the student should see his parents. Teachers have the responsibility of bringing concerns regarding behavior, character, and spiritual issues to the parent when they arise.

Positive guidance and discipline should be used to promote self-discipline and acceptable behavior. Appropriate student discipline is to be based on an understanding of individual needs and development. The kind and amount of discipline (punishment) will be determined by the teacher, and if necessary, the appropriate administrative supervisor.

In general, the pattern of discipline followed at Annapolis should reflect the biblical pattern of confession of sin and acceptance of responsibility for actions, repentance (defined as a commitment to change in behavior), punishment, restitution / apologies, forgiveness, and restoration of fellowship / reconciliation. All discipline should be rooted in the reality of the sinfulness of man and the grace of God provided through Christ Jesus.

In administering discipline, children are never to be shaken, slapped, hit, spanked, or humiliated. Punishment is never to be associated with food or toilet training. Staff should make every effort to provide a consistent and loving atmosphere where sarcasm and anger are not a part of disciplining a child. *The use of any of these or any other equally negative techniques is grounds for immediate dismissal.* **The school does not permit any type of corporal punishment, including spanking or shaking, even with the consent of the parent.**

**Office Visits:** There are five basic behaviors that will automatically necessitate an office visit to an administrator. Those behaviors are major instances of:

**Disrespect** shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.

**Dishonesty** in any situation while at school, including lying, cheating, and stealing.

**Rebellion**, i.e. outright disobedience in response to instructions.

**Fighting**, i.e. striking in anger with the intention to harm the other student(s).

**Obscene, vulgar, profane, or blasphemous language**

**Serious Misconduct:** Acts determined by the principal to deserve special disciplinary action (i.e. acts endangering the lives of other students or staff members, gross violence, vandalism to school property, violations of civil law, or any act in clear violation of scriptural commands).

Administrators will determine the nature and extent of punishment up to and including suspensions and expulsions. Students who are suspended from school will not be allowed to participate in any school events on the days of their suspension.

During the visit with the Head of School or Principal, the HOS or Principal will determine the disciplinary action based on the nature of the offense. The HOS may require restitution, janitorial work, parental attendance during the school day with their student, or other measures consistent with Biblical guidelines which may be appropriate such as possible suspension from extracurricular activities.

If for any reason a student receives discipline from the HOS or Principal, the following accounting will be observed:

1. The *first* time a student is sent to the HOS or 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 sought.
2. The *second* office visit will be followed by a meeting with the student's parents and the HOS.
3. Should the student require a *third* office visit, a **suspension** will be imposed on the student, the length of which will be determined by the HOS.
4. If a *fourth* office visit is required, the administration may **expel** the student from school.

Students will receive a maximum grade of an 80 during a suspension or unexcused absences (see Attendance Guidelines, pg. 19 for further clarification).

**Expulsion:** The Annapolis Christian School 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 behavioral problems before a fourth office visit, the student will be expelled.

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

**Readmittance:** Should the expelled student and their parents desire to be readmitted to Annapolis Christian Academy at a later date, the school board, or its delegated committee, will make a decision based on the student's and parents' attitude and circumstances at the time of reapplication.

#### **Conduct Outside of School:**

Because student behavior outside of school can affect the ethos of the school, we reserve the right to take breeches of character into consideration when disciplining students. Parents are primarily responsible for the discipline of students who misbehave inside or outside of school. Inside school, we have a variety of disciplinary actions at our disposal. Our actions are limited to suspension or expulsion for activities based on outside activities. Our reason for this policy is rooted in 1 Cor 15:33, "Do not be misled: 'Bad company corrupts good character.'"

#### **Standards for Behavior Outside of School:**

Your honor has no boundaries. Honorable students are honorable in all settings, inside and outside of school. A student's dishonorable actions dishonor the school.

1. Any immoral or illegal action that rises to the school's attention and which has become known or will likely become known to other members of the student body will be considered for disciplinary action. These actions include illegal behavior, sexual impurity, acting or speaking crassly, vandalism, violent or threatening actions, or extreme unkindness. Annapolis reserves the right to monitor social media websites and texting if/when they negatively affect our students or community and utilize such

activity in the discipline process. We strongly advise caution when using social media services like Facebook, text messaging, Instagram, etc. Without personal accountability, innocent communication can degenerate into uncontrolled sin. Since most of these sites create “networks” of friends, only one or two clicks could take a student from their classmate to a classmate’s friend, who happens to use foul language, be disrespectful to authority, and contain tempting photographs. Given the nature of the internet, we encourage all parents to employ filters that stop inappropriate material. Any attempt to create dissension among the student body by encouraging other students to engage in bad behavior outside of school can be considered for disciplinary action.

## **2019-2020 Student Dress Code Policy**

Annapolis Christian Academy is committed to establishing an atmosphere that promotes excellence in all areas of life including dress and appearance. To promote excellence and beauty in appearance and dress and to provide for a high quality academic environment, uniform standards of student dress and appearance have been established. Annapolis uniforms may be ordered online from Lands’ End ([Lands End School Uniforms](#)), ACA Preferred School #900109679, or purchased at Academic Outfitters at 1334 Airline Road, Corpus Christi. ([Academic Outfitters](#)).

Uniforms are to be worn every school day, with exceptions for special days as determined by the appropriate administrator. Wearing uniforms other than those on the approved ACA list is a violation of our dress code policy. As it is difficult to fully define every nuance of the “look and feel” of the Annapolis uniform, the Principals will clarify and define expectations as needed, in order to maintain the appropriate standard for student appearance.

### **General Uniform Requirements:**

**SHIRTS:** Grammar students must keep shirts tucked in at all times on campus during school hours (exceptions to this rule include playground sports activities). In the Schools of Logic & Rhetoric, males must keep shirts tucked in, but female uniform shirts meant to be worn un-tucked are not required to be tucked in. Shirts should be neither too tight nor too baggy, fitting loosely enough to be comfortable and modest and of a sufficient length to be tucked in. If an oxford button dress shirt is worn, it must be buttoned appropriately at all times. For undershirts, students are only allowed to wear a plain white short-sleeve undershirt with no visible logos. The undershirt may not extend lower than the uniform shirts’ hem unless it is tucked in. Students wishing to dress for cooler weather should wear long-sleeved uniform shirts or sweaters, instead of long-sleeved undershirts under a short-sleeved uniform shirt.

**PANTS/SKIRTS/SHORTS:** Hems of skirts and pants and shorts must be kept neat and of appropriate length. Pants are to be neither too tight nor too baggy and must be worn at the waistline. Fringed edges or any other unusual alterations to the uniform are not permitted. Girls’ skirt length must be no more than 1” above the kneecap when standing straight and skirt is level at the waistline. Modesty shorts are required under dresses/skirts for grammar school girls. All pants should be no longer than the bottom of the heel on the shoe. Students may wear uniform shorts approaching the knee, and are not to shorten the length of the uniform shorts. Logic & Rhetoric students wearing shorts should expect to have a minimum inseam of 11”.

**BELTS:** Belts must be worn at all times by boys while on campus during school hours. If girls are wearing pants or shorts with belt loops, they are required to wear a belt as well. Belts may not be worn with skirts. Belts must be solid black, brown, or khaki, or those on the approved uniform list with a normal-sized belt buckle (no studs or designs of any kind are permitted on the belt or buckle).

**SHOES:** For all students, shoes must be worn at all times on campus during school hours. **Shoes must have a fully enclosed toe and heel.** No sandals of any kind are allowed. All shoelaces must be tied. Loafers, boat/deck shoes are encouraged. The style of footwear should coordinate with your uniform (e.g., don’t wear cowboy boots with shorts).

**Grammar School:** Shoe sole and heels may not be more than 1” in height. On non-chapel days, Grammar students are permitted to wear rubber-soled athletic/tennis shoes **without** embellishments, characters, sparkles, wheels, or lights. Also, girls may wear boots from the approved uniform list on non-chapel days. Casual slip-on shoes such as ballet shoes or slipper-type shoes do not provide adequate support and therefore do not qualify as either dress or athletic shoes. For Chapel days, grammar students are to wear black, brown, navy, or khaki dress shoes. For boys, this includes black, brown, navy, or khaki cowboy boots.

**Schools of Logic & Rhetoric:** Students are required to wear non-athletic / non-tennis shoes that are black, brown, navy, or khaki. Shoe soles and heels may not be more than 1” in height for students in the School of Logic. Students in the School of Rhetoric are permitted to wear heels no more than 3” high. Combat style boots are not permitted. On non-chapel days only, students may wear boots that are black, brown, navy, or khaki in color; minor, non-distracting embellishments are appropriate. Only boys may wear boots (in the approved colors) on chapel days.

**SOCKS:** Girls in the grammar school are required to wear solid white, or navy socks, or conservatively-patterned matching dress socks. In addition, girls may wear neutral-colored footie socks (extreme no-show is acceptable) approved argyle patterns, or footed tights (or uniform socks selected by the school) at all times on campus during school hours. On chapel days, girls in the grammar school are required to wear solid white knee socks or white footed tights. Boys in the schools of grammar, logic, and rhetoric school are required to wear (solid white, khaki, or dark, or argyle-patterned) dress socks (white, khaki, dark, or conservatively patterned) with their shoes or neutral-colored footie socks (extreme no-show is acceptable) at all times on campus.

during school hours. Boys in the Schools of Logic & Rhetoric are required to wear dark or khaki socks. Girls in the Schools of Logic & Rhetoric are not *required* to wear socks, but may wear solid white, black, or navy socks, neutral-colored footie socks (extreme no show is acceptable) or footed tights. Girls may also wear skin-toned tights/hose. For all students, socks with colored trim are not appropriate.

**OUTERWEAR:** During school hours on campus, students are permitted to wear uniform approved sweaters and jackets. These include letterman jackets, chapel blazers, warm ups for ACA extracurricular teams/groups (no hoodies), and those sweaters and jackets listed on the specific uniform guidelines published each school year. Students can wear spirit attire sold by the Athletic Department on school Spirit Days. On cold or rainy days, students are permitted to wear non-uniform jackets or rain jackets while outside, but they must be removed and stored in a locker or on a jacket hook upon entering a school building.

**HATS/CAPS:** Hats, caps, or other head coverings such as beanies, hoods, and bandanas are not a part of the uniform and are not allowed to be worn on campus during school hours.

### **Chapel Uniform Requirements:**

Chapel uniforms are to be worn on chapel days and other special days or performances when designated by the Principal. Please refer to the Lands' End and/or the Academic Outfitters Uniform Ordering Guidelines for the specific clothing and apparel required for Chapel Dress.

[Lands End School Uniforms](#)

[Academic Outfitters](#)

### **Uniform Violations**

Should a student come to school out of uniform or in the wrong uniform, the student will receive a uniform infraction and the parent may be notified and asked to bring the appropriate uniform item. Repeated or calculated offenses to the school's uniform policies will be considered disobedience and rebellion and appropriate disciplinary action will be taken by the administration.

### **General Grooming**

Students are expected to be well-groomed while on campus during school hours. A student's general appearance, including hair length and style, should be neat, clean, and non-distracting. Uniforms are also expected to be kept neat and clean in appearance (ironed and washed without holes or stains). Examples of inappropriate grooming include excessively long hair on boys (i.e. in the eyes, below the top of the ear, below the top of the collar, facial hair), unnaturally colored hair, ponytails or earrings on boys, any body piercing for boys or girls, excessively wrinkled clothing, and any visible tattoos or ink markings. Students wearing perfume, cologne, aftershave, or other scents/oils should apply them in moderation; heavy scents are a distraction.

**Pre-Kindergarten:** Students are not required to wear uniforms. Instead, they may wear comfortable play clothes with closed in shoes. Spirit shirts are available for purchase in the school office.

**Grammar School:** In the Grammar school, girls are not permitted to wear makeup. Jewelry, headbands, hair bows and other accessories must coordinate with the uniforms (red, navy, black, brown, white) and not be overly excessive to the point of distraction. As a matter of safety, dangling earrings, if worn, must not exceed one inch in length.

**Schools of Logic & Rhetoric:** Jewelry, headbands, hair bows and other accessories must not be excessive or distracting. As a matter of safety, dangling earrings must not exceed one inch in length. Female students may wear cosmetics in moderation. Moderation is defined as "natural, non-distracting look with light color."

### **Spirit Day Guidelines**

Certain days are designated to promote school spirit. Students are encouraged to show their school spirit by wearing official ACA Spirit t-shirts or official ACA sports team jerseys with dark blue denim or khaki capris, pants, or shorts that meet general dress code guidelines (i.e., not too tight, shorts are of walking or Bermuda length, free of holes, etc). Spirit shirts are available for purchase in the school office. Clothing must be neither too tight nor too loose—no skinny jeans are to be worn. If any guidelines for Spirit Days are violated, students will be required to call home to have clothes brought to school and may lose future Spirit Dress day privileges.

**Grammar School:** Normal school guidelines apply for shoes and socks on Spirit days for grammar students.

**Logic & Rhetoric Schools:** Students in the Schools of Logic & Rhetoric may wear athletic shoes and white socks. Students may also wear House t-shirts as Spirit apparel.

### **Free Dress Day Guidelines**

Occasionally students will have opportunity to receive a free dress day. Students in free dress are still expected to adhere to our basic standards of appearance and grooming. Clothing is to be neat, clean, and modest; not too tight, not too loose. Clothing must not be sheer, stained, have holes, or include inappropriate graphics or writing. Possible clothing options include jeans, capris, long pants, shorts of uniform length, skirts/dresses of uniform length, shirts/t-shirts with sleeves, hoodies, sweaters, etc. Clothing that does not adhere to these guidelines includes skinny jeans, leggings worn as pants, pajamas, tank/spaghetti-strap tops, etc. Dress guidelines for shoes and socks are the same as for Spirit Days. Students are encouraged to view free dress days as an opportunity to dress nicely while not in uniform.

### **Special Events and Occasions**

Throughout the course of the school year, there are a limited number of special events and occasions that necessitate other guidelines (E.g., Fall Retreat, Beach Bash, Spring Formal, etc.). For these events and occasions, any specific dress code guidelines will be distributed

by the Principal.

### **Uniform Swap Closet**

A uniform recycling program is in place and available as a swap closet accessible for all students and families. Please drop off gently used uniform items to the closet when they are outgrown.

### **Student Illness**

Students who are running a fever of **100 degrees or higher**, or who have been **vomiting or have diarrhea** are NOT to come to school until they have been symptom free **without medication, for 24 hours**.

### **Student Attendance**

Annapolis Christian Academy expects students to be timely in their attendance and to prioritize missing as few days of school as possible. Our school calendar provides ample opportunity for family vacations, routine medical care, etc., and therefore parents are expected to make every effort for their children to attend scheduled school days.

**Arrival:** Annapolis provides daily supervision for students beginning at 7:45 a.m. Any student arriving before 8:15 a.m. must report to the café for supervision. Any grammar student arriving between 8:15 and 8:30 a.m. will report to the café. SoLaR students arriving on campus between 8:15 and 8:20 a.m. will report directly to their classroom.

**Tardiness:** To be considered on time for class, students should be seated at their desks and appropriately prepared to begin class. Most students are dependent on parents for arriving at school on time. Parents are asked to be punctual. Doing so sets a good example for students and demonstrates the importance of education. All tardies are considered unexcused except in the event of inclement weather, unusually heavy traffic (e.g. due to a vehicular accident), and medical appointments.

**Grammar School:** Students are considered tardy when they arrive after 8:30 a.m. Tardy Grammar School students must be accompanied to the Front Office by a parent to obtain a late arrival slip. A Grammar School student who misses instruction due to tardiness will be responsible for the work missed and may lose recess that day to complete the work. If a student arrives to the classroom after 10:30 a.m. the student is counted absent for the morning. Excessive tardies (more than 3 in a quarter) will result in disciplinary consequences, including a parent phone call, missed recess, and/or afterschool detention.

**Schools of Logic / Rhetoric:** Students who are late to class but miss less than ten minutes of the class are counted tardy. Tardy students must report to the Main School office in the School of Logic for a late arrival slip before proceeding to class. Every third unexcused tardy will result in disciplinary consequences, including parent notification and/or afterschool detention. Students serving detention will be unable to participate in any extracurricular activities scheduled during that time.

Three unexcused tardies are equal to one absence, and so excessive tardiness will ultimately lead to the consequences listed for excessive absenteeism.

**Absences:** A record of attendance will be kept for each student. Grammar school attendance is tracked by the day and Logic & Rhetoric attendance is tracked per class as well as by the day.

**Excused Absences** occur when a parent notifies the front office of the absence. In the event of illness or unanticipated family emergency (death in family, etc.), parents are expected to notify the front office no later than 9:30 am. If a parent does not notify the school office of the reason for the student's absence from school verbally or in writing by 9:30 a.m. on the day of the absence, the student's absence will automatically be considered unexcused.

**Unexcused Absences** are considered "cuts" from class. If the unexcused absence takes place to avoid a deadline or test, then a zero will be given for the assignment. A five-day, after-school detention or suspension may be given for unexcused absences. During the detention, the student may not participate in extracurricular activities.

**Pre-Arranged Absences** are a type of excused absence that are parent-initiated, voluntary absences, such as school days missed due to vacations, retreats, or other church/family activity planned on a regular school day. Parents of seniors may arrange college visits (2 days of school) as well. **Families are encouraged NOT to take vacation while school is in session.** Parents must submit a pre-arranged absence form at least one week prior to the absence. The work missed during a pre-arranged absence should be completed prior to the trip, or turned in the day the child returns, at the teacher's discretion. Parents should be aware that pre-arranged absences contribute to a student's overall absence record and may create an academic burden for the student.

**Grammar School:** Students are considered absent for the day if they do not attend school, if they arrive after 10:30 am, or if they leave before 1:00 pm. The total number of days absent will be recorded on the student's report card. Students are permitted up to 10 absences per semester. Should a student have more than 10 absences for the semester, the student's quarter grades will be reduced by 10% upon accruing the 11<sup>th</sup> absence. Students exceeding 15 absences will not ordinarily be promoted to the next grade.

**Schools of Logic & Rhetoric:** Students who miss more than 10 minutes of a class are considered absent. Student attendance is recorded on the report card by class. Students are permitted up to 10 absences per semester. Should a student have more than 10 absences for the semester in a given class, the student's semester grade will be reduced by 10%. Students exceeding 15 absences in a class will not ordinarily receive credit for that class. A student who is absent during a final exam will receive a grade of I (incomplete) in the pertinent course until the missed exam is completed. A student must complete final exams before a semester grade will be given.

**Students leaving campus:** Students are not permitted to leave campus during the school day unless they are signed out by a parent or legal guardian in the presence of an Annapolis staff member. Older students who can drive may instead have a signed permission slip for leaving campus on file with the front office; the front office will need confirmation from a parent or guardian before the student leaves campus. Grammar parents may enter the building at 3:30 pm to pick up students in the classroom. Students not picked up by 3:45 will be taken to aftercare. Logic & Rhetoric students are dismissed at the end of the school day.

### **Use of Computer Lab and Library**

Teachers are encouraged to schedule use of the computer lab or library for their classes in advance to insure that the space is available. Teachers are to supervise their students' use of the computer lab and library at all times to insure that established guidelines for student use of the space are followed.

### **Awards and Rewards**

One of the best rewards that can be given a child is verbal praise for a job well done. In addition, rewards such as prizes and candy can often help positively motivate students and encourage them to good, but these can often get out of hand and should be used sparingly. In all things, students should be exhorted to do what is right because it is right and because it honors God, not for the recognition it brings from peers and authorities. Any classroom awards by individual teachers should be earned awards. School-wide awards are given for long-term accomplishments as encouragement to all students to persevere and press on towards honorable goals.

Awards that are given at Annapolis include quarterly honor rolls, awards for all A's all year, Character/Academic Excellence Awards, and The Warrior Award.

### **Reverence Policy**

In all areas of instruction, especially Bible classes and related activities, proper respect will be given to sacred things. Specifically, class songs, skits, stories, and discussions that include references to the name and attributes of the Lord must be consistent with biblical principles. For the sake of the students' spiritual training and the school's work, joyful encouragement and instruction in reverential knowledge of the Lord is necessary.

### **Student Supervision**

Whenever possible, students should avoid being alone in a room with a staff member or a fellow student. If this is unavoidable, the door to the room should remain open, unless it will interfere with a bona fide academic or disciplinary objective. If a student has need to be alone with a staff member or another student on a regular basis (i.e., testing or tutoring), it must be done with the prior consent of the parents.

All students are to be supervised at all times while on campus, whether in the classroom, computer lab, library, lunchroom, gym, playground, or athletic field.

### **Computer Usage Guidelines**

Computers in the classroom are governed by individual teachers. If they are deemed distracting, a teacher may request the computer be put away.

1. Students are restricted to Google application use (or competitive equivalents) for notes, etc. No other special programs or games are allowed. Software exceptions will be granted for other academic uses.
2. Rock band, logo art and other commercial imagery are not permitted to be shown on the screens of these computers while at school in accordance with our other policies. No pictures are to be visible on the screen of any computer unless they directly relate to school.
3. Students may use school computers for school purposes only. Students are expected to use their own storage device to store their data. We recommend students bring a USB thumb drive to transfer files to and from their home computer. All disks or thumb drives MUST be virus checked at home before bringing them to school. School laptops will be occasionally purged of data as necessary without warning. Therefore, students should not expect that their data will remain on a computer at school.
4. Students may be asked to type their papers or prepare presentations to the class. While using a computer is not absolutely necessary for these tasks, computers are very helpful. Students may use school computers for these purposes, but still must provide their own data storage device (a USB port flash drive).
5. Students are not allowed to use Annapolis Christian Academy's administrative computers, printers, faxes, or scanners (except for media class work). If a student needs an emergency printout, they can request one from the office at a cost of \$1 per page. The office may not have time to honor the request.
6. Students are not allowed access to teacher's computers without teacher supervision.
7. Students must use their school email account for homework and document sharing purposes.

We expect families to provide the following at home:

1. We **STRONGLY** discourage unsupervised connected computers, phones, or iPads in the bedroom at any age.
2. A quiet place free of distractions for homework.
3. A chair and a desk or table on which to do homework.
4. 6th grade and above are expected to have access to a computer with Microsoft Word and Microsoft PowerPoint software, as well as updated anti-virus software. Finally, the home computer should be capable of using a USB flash memory drive.
5. Students must also have a printer. The school will not print student papers. In emergencies, the office may be willing to print student papers.

# Safety Guidelines

## Weapons

Students may not bring onto school grounds or to any school activity any firearm, dangerous weapon, or dangerous instrument. This includes students' vehicles in the school parking lots.

## Closed Campus

Annapolis Christian Academy is a closed campus. At no time during the school day is a student to leave campus without being personally signed out by a parent or legal guardian, unless the student's parent has completed a permission slip allowing the student to leave campus.

To sign a student out of school, the parent / guardian must go to the main school office, complete the sign out sheet, and wait there until the student reports to the front desk. For safety reasons, teachers will not release students without a signed release slip from the office or a call from the office. When returning the same day, parents/guardians must sign the student back in at the front desk.

In the event the student has a permission slip on file allowing the student to leave campus without being personally signed out by the parent, the parents must communicate directly with the school office to verify each occasion on which the student will be signing out prior to the student being permitted to leave campus.

Annapolis does not entertain visitors and guests during the school day except under the following conditions:

Visitors and guests are restricted to siblings or adults directly related to a student (i.e. parents or grandparents), an alumnus in good standing, a prospective student or family, or a vendor or city official (exceptions to this rule may be made with prior approval from the principal).

All visitors must sign in at the main school office and receive a visitor's badge that must be worn visibly at all times while on campus. Upon leaving the school, visitors must sign out and return the visitor's badge.

All visitors are restricted to lunch visits unless prior approval from the Headmaster or principal has been granted.

All visitors must abide by Annapolis standards of conduct and dress.

The school reserves the right to refuse admittance to any guest or visitor at any time for any reason.

There should be no visitors without visitor badges in the hallways or elsewhere on campus. All visitors **must** sign in at the Main Office before gaining access to a classroom building.

During drop off and pick up times, parents may come into the building to drop their children off but their length of stay should be brief. Parents who are on campus for a conference or meeting need to check in with the office. The office will contact the appropriate teacher, administrator, or staff member.

There is an expectation that all faculty and staff will approach any visitors they do not recognize (and/or do not have a visitor badge on) and ask them how they can help them. Unbadged visitors must be escorted to the school office.

## Pets at School

For the safety and health (i.e., allergies) of our employees, students, and visitors, no dogs or other employee or visitor pets are allowed on the Annapolis Christian Academy campus, with the exception of service dogs required by students, employees, or visitors.

With prior approval from the appropriate principal, class pets such as hamsters, rabbits, etc. may be allowed in classrooms provided they are appropriately caged and cared for. The purpose of a classroom pet should be teaching children how to appropriately care for animals as pets.

## Smoking

Smoking/vaping is prohibited in all areas on the school's campus.

## Search of School and Personal Property

Annapolis Christian Academy, at its expense, may provide lockers, cubbies, closets, desks, vehicles, computers, and other equipment and property for the convenience and use of students and/or employees. The school reserves the right to open and inspect lockers, cubbies, closets, desks, vehicles, computers, and any other school equipment made available to students/employees, as well as any contents, effects, or articles that are in such lockers, cubbies, closets, desks, vehicles, or other equipment. Inspection can occur at any time, with or without advance notice or consent, during, before, or after school hours by any person designated by the school, but will normally occur only upon reasonable suspicion of legal or school policy violations.

## Field Trips

Field trips should be planned by teachers in order to enrich curriculum objectives, should pertain to approved curriculum guides, and should be instructional in nature.

### **General Field Trip Guidelines:**

A parent permission slip must be signed by parents and returned to the school by each child attending the field trip prior to leaving on the trip.

### **Field Trip Leadership Guidelines:**

Annapolis Faculty and Staff are the official leaders of trips and school functions. They will make all decisions as to itinerary, agenda, logistics, and attire.

Logistical matters may be delegated to parents, but parents are not to alter the plans in any way for any student unless they arrange this with the faculty or staff before the trip.

In all cases Annapolis faculty and staff have the final word and the sole responsibility for the trip including the conduct of students and chaperones. *All adults are expected to respect the authority of the faculty and staff.*

The role of parent chaperones is critical to the success of any field trip or activity. Parent chaperones have the responsibility for the students assigned to them by the teacher, including their safety and conduct.

Normally, parent chaperones are responsible for those students in their cars or hotel rooms.

Parents should assist the staff to ensure that students are supervised at all times during trips or activities.

Chaperones should immediately report to staff any behavior or activity which poses a threat to any student or is otherwise unacceptable.

### **Safety Guidelines:**

When traveling, drivers will require that all their passengers wear seatbelts and that posted speed limits always be observed.

Drivers are never allowed to pick up hitchhikers or stop to assist another motorist while transporting students.

Drivers should stay within sight of the other vehicles on the trip and stay with the pre-planned route.

If there is a mechanical problem or an accident, the driver must ensure the safety and medical care for the students as a first priority.

Students may never be left alone with or near a vehicle.

Drivers will not allow or participate in horseplay or other distracting or potentially dangerous activities in a vehicle.

Chaperones (staff or parents) **may not** drink alcoholic beverages or use tobacco products at any time during a field trip.

### **Transportation Legality and Liability:**

Only faculty, staff and parents associated with the school may drive on field trips.

Only faculty, staff, or approved individuals placed on the school's insurance may drive any school owned vehicles.

All drivers must be pre-approved by the school and must have a good driving record. A person with a driving record with excessive or severe violations may not drive or operate any vehicle at Annapolis events.

A copy of the driver's proof of insurance (copy of insurance card) and driver's license must be on file.

All chaperones and drivers of automobiles or watercraft must be at least 21 years of age and be approved by the Annapolis administration.

The driver and owner of any automobile or watercraft that is used must depend on their own insurance coverage for the purpose of covering their liability and damages to their vehicle or watercraft. Both the owners and drivers of vehicles and watercraft assume full legal and financial responsibilities for the operation of their vehicles or watercraft and full legal and financial responsibilities of the safety of the passengers. The liability arising out of the use of a vehicle or watercraft is the sole responsibility of the owner (first) and the operator (second).

Each automobile must have a current inspection sticker.

Volunteer drivers and their cars will be used unless the school has arranged special group transportation. Annapolis students may not drive on school-sponsored activities.

## **Decorum/Department**

Normal school uniforms should be worn for all field trips. Exceptions can be made to accommodate the nature of the field trip with prior approval from the appropriate principal.

Appropriate attire and decorum is required at all times for students, teachers, and parents. Siblings or children not in the class are not permitted on school-sponsored trips or activities.

Personal music devices or electronic games may not be brought to any school –sponsored trip or event.

If staying in hotels, the television may not be used without direct adult supervision. Television programming and movies, except for those with a “G” rating may not be viewed during a school field trip without written parental consent.

For school-sponsored parties, such as a dance, music must be approved by Annapolis staff according to school guidelines.

All adults are required to set a proper example for students. Parents are encouraged to enjoy the experience with our students, but they must lead in acceptable standards of etiquette and behavior. For example, adults should freely enter into planned activities and events with students; however, they should not encourage or permit spontaneous activities (e.g., raids to other’s rooms, practical jokes, etc.) without the permission of administrative staff.

Every event is etiquette training for our students; therefore, every adult must also model appropriate decorum including courtesy, tactfulness, graciousness, and self-control in all settings. Staff will not allow parents to chaperone who choose not to abide by these guidelines.

Chaperones will see that students assume the same responsibilities on an event as they do during a regular school day. For example, on a field trip, students will give their full attention to the events on the trip itinerary and will be held responsible for the educational content of the trip. They will be held to a high standard of behavior as well.

Students are expected to listen attentively to presentations, speak and act respectfully to each other and to adults, and obey instruction of the teacher, parent, chaperones and tour leaders promptly and cheerfully.

Chaperones are expected to assist the teacher in holding students to this standard of behavior. Student misbehavior will result in such discipline as deemed appropriate by staff, as well as such discipline as may be necessary upon the student’s return to school following the trip or activity.

## **Field Trips and the Right Place**

Unless otherwise instructed by the teacher, students are to remain together at all times during the field trip.

If attending a school-sponsored activity, such as a school party, students will not be allowed to leave the event and then return again later. Neither may they leave the room or area of the activity without permission of the teacher in charge.

If the students go out for a meal as part of a school-sponsored activity, the teacher and chaperones will require them to sit at the table using proper manners until the teacher dismisses them. They may not be permitted to play or disrupt others in a restaurant or other social setting.

When staying at a hotel or other lodging facility, teachers and chaperones will restrict students of the opposite sex from entering each other’s rooms. The only exceptions to this are devotional times and meal times with adult supervision.

Students are expected to respect each other’s property and to regard the luggage of others as private.

Sleeping arrangements will be made so that there is appropriate adult supervision. All students must stay in the designated accommodations. In case of questions regarding sleeping arrangements, staff will make the final decision.

## **Emergency Operations Plan**

The school has in place an Emergency Operations Plan that details the protocols and procedures both students and staff will follow in the event of an emergency.

## **Emergency School Closing**

During inclement weather, Annapolis Christian Academy will communicate school closures or delays through local television/radio broadcasts, as well as social media and our automated calling system.

## **State-Mandated Child Abuse Prevention and Reporting**

**Prevention:** All Annapolis faculty members will be required to undergo annual child abuse prevention training. This training will be provided through Ministry Safe.

**Reporting Abuse and Neglect:** Texas law requires teachers and other professionals in direct contact with children to report suspected abuse or neglect of a child within 48 hours of suspecting the child has been or may be abused or neglected. A professional cannot delegate this duty to another person to make the report. Reporting suspected child abuse makes it possible to protect the child and for a family to get help. A person making a report is immune from civil or criminal liability, and the name of the person making the report is kept confidential. Any person who suspects abuse and does not report it can be held liable for a Class-A misdemeanor. For life threatening or emergency situations, call your local law enforcement agency or 911 immediately, and then make a report to DFPS.

**Abuse / Neglect Defined:** Abuse is mental, emotional, physical, or sexual injury to a child or person 65 years or older or an adult with disabilities, or failure to prevent such injury. Neglect of a child includes (1) failure to provide a child with food, clothing, shelter and/or medical care; and/or (2) leaving a child in a situation where the child is at risk of harm.

In the event the school receives a request from Texas Child Protective Services, either for information or to arrange a meeting with an enrolled student, the school will comply. In the event CPS contacts the school regarding an investigation, it is the responsibility of CPS (and not the school) to notify the student's parents/guardians.

### **Food Allergies**

Annapolis Christian Academy cannot guarantee an environment completely free of food or other allergens that might cause a severe reaction. However, because of the growing prevalence of allergies, we will assist parents of children with food allergies in the grammar school by implementing the following procedures.

Parents are encouraged to notify the Principal of all known food allergies.

Parents of students with life-threatening allergies must submit a Food Allergy Action Plan with a doctor's signature advising the school of the allergy and action to be taken concerning the allergy. Teachers and staff members will be trained in the use of an EpiPen and other recommendations made by the physician.

Whenever a severe allergy exists for a child in a particular grade level, all parents in that grade level will be asked to not bring that food to the school at any time. This request is to assist students who have air-borne allergies or other severe food allergies.

Teachers will post allergies in the classroom as a way of reminding students and notifying substitute teachers.

Snacks and lunches for those with allergies should be provided by the parents. The school will avoid serving nuts or traces of nuts in its school lunch program and after care program, but will allow food that may be processed on equipment that processes nuts.

Parents in a classroom where a student with food allergies is enrolled will be advised of the allergy in order to avoid having food brought to the school for parties or classroom events.

Students in the grammar school will not be allowed to share food.

Annapolis does not segregate students from each other during meal times; however lunch monitors and teachers will attempt to monitor lunches and remove any potentially allergenic foods.

### **Substance Abuse**

Substance abuse is defined as the use of tobacco by minors, illegal drugs, electronic cigarettes, or misuse of alcohol, over-the-counter medications, or prescription medications. Misuse will be defined by the school Board.

If a staff member, observes, has knowledge of, or suspects substance abuse, the staff member will notify the appropriate principal. If the allegation appears valid, the student will be removed from class immediately, and the parents will be called to come to the school for a conference to determine appropriate action.

If parents suspect or become aware of substance abuse, they are expected to notify the school immediately.

In either case (school or parent detection), parents will be responsible for withdrawing the student immediately.

In the case of tobacco use the student must show proof of enrollment in the state's tobacco education program in order to be re-enrolled.

In the case of alcohol and/or drugs it will be the responsibility of the parents to obtain testing to verify the allegation. If a positive test confirms substance abuse, the student will be suspended for a minimum of one week. A student may return after a one-week suspension on a probationary basis only if test results show negative substance abuse. The parents are responsible for obtaining appropriate counseling and/or treatment for the student.

Once readmitted, a student will be allowed to remain in school as long as he/she continues to test negative for alcohol and/or drugs on a monthly basis for a period of one calendar year after re-entrance. Parents are responsible for obtaining and paying for the testing.

If a readmitted student is found to be using tobacco or tests positive for substance abuse, the parents are expected to withdraw the student immediately. Students in this situation must follow the testing procedure above but will also be required to request re-admittance from the school Board. Re-entrance to the school will be handled on a case-by-case basis, and will require approval by the Board of Directors.

### Staff and Student Relations

In order to facilitate proper, professional relationships and inhibit potential sinful, destructive behaviors between staff and students, the following guidelines are to be understood as representative of the practices and philosophies of Annapolis Christian Academy.

Students are to keep in mind that teachers and other school staff are professional, adult role-models with delegated authority from parents. Relationships between staff members and students should be friendly, courteous, and professional, not familial or intimate. Students are required at all times to respect the authority of school staff and submit to their authority with cheerful attitudes.

Students and Staff members are to be careful that any physical contacts and verbal interchanges with each other avoid even the appearance of impropriety (I Peter 2:12).

Flirtation, sexual innuendos, casual disrespect toward authority, excessive familiarity, etc. are examples of the kind of unprofessional and inappropriate behavior that are unacceptable between students and staff. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.

If it is necessary for a staff member to spend time alone with a student or another staff member, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.).

## Academic Information

### Student Promotion

**Pre-Grammar Students:** Kindergarten students must demonstrate sufficient behavioral maturity and reading readiness to be promoted to first grade. First Grade students must pass math with at least a 70% average for the year and be able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension.

**Grammar students:** Students in grades 2 – 6 must pass with at least a 70% average all core academic subjects for the year (reading, composition, grammar, and mathematics), and fail (<70%) no more than one non-core subject for the year (i.e. spelling, Latin, history, geography, handwriting, science, Bible, Bible memory, art, music, PE, etc.).

If a student fails either a core subject or more than one non-core subject for the year—but not more than two failed subjects in total—the student may be eligible for promotion if the following criteria are met:

Take a summer school course or receive tutoring (at the parents' expense)

Pass a comprehensive subject test(s), provided by Annapolis

Take the next grade level's entrance exam (if applicable)

Students who do not meet these requirements will not be promoted to the next successive grade level and must be retained.

**School of Logic:** Students in grades 7-8 must pass with at least a 70% average all core academic subjects for the year (literature, grammar, mathematics, and science), and fail (<70%) no more than one non-core subject for the year (history, Latin, Bible, art, music, PE, etc.).

If a student fails either a core subject or more than one non-core subject for the year—but not more than two failed subjects in total—the student may be eligible for promotion if the following criteria\* are met:

Take a summer school course or receive tutoring (at the parents' expense)

Pass a comprehensive subject test(s), provided by Annapolis\*

Take the next grade level's entrance exam (if applicable)

Students who do not meet these requirements will not be promoted to the next successive grade level and must be retained.

*\*If a student fails a high school-level course as a 7<sup>th</sup> or 8<sup>th</sup> grade student (e.g., 8<sup>th</sup> grade students taking Algebra I), the school may instead require students to retake the course as a high school student. Other promotion guidelines still apply.*

**School of Rhetoric:** Students in grades 9-12 must maintain at least a 1.7 GPA to qualify for promotion to the next successive grade. Students seeking to graduate from the School of Rhetoric must meet all applicable graduation requirements.

### Homework

Homework is work specifically assigned to be done outside of school hours (not unfinished work that should have been completed in class). Homework will be kept to a minimum to respect family time at home in the evenings. The school considers the following homework guidelines acceptable for students enrolled in a rigorous classical Christian academic curriculum.

|   |                           |
|---|---------------------------|
| Kinder                                    | 15 minutes (reading/math) |
| 1 <sup>st</sup> – 2 <sup>nd</sup> Grades  | 30 minutes                |
| 3 <sup>rd</sup> – 4 <sup>th</sup> Grades  | 45 minutes                |
| 5 <sup>th</sup> – 6 <sup>th</sup> Grades  | 1 hour                    |
| 7 <sup>th</sup> – 8 <sup>th</sup> Grades  | 2 hours                   |
| 9 <sup>th</sup> – 12 <sup>th</sup> Grades | 2 ½ hours                 |

Because God has created His children with varying abilities, strengths, and weaknesses, the above times are meant to be **guidelines** and might work out differently for any particular individual student. All homework assignments must be justified in terms of the curricular goals and objectives for the class and must be meaningful in terms of advancing students toward mastery of skills and knowledge. Busywork or work assigned just to meet minimum grading qualifications is to be avoided and homework is generally reduced or eliminated on Wednesdays.

### Homework Expectations for Parents

The Annapolis Curriculum includes homework and our educational outcomes are therefore dependent upon its completion. The expectation for parents is that they coach their children through their homework. Proper homework and studying require three elements:

1. A Plan:  
It is important for parents to remind students to check their planners and/or online resources to see what homework is due and enforce its completion.
2. A Space:  
Students need a space designated for studying such as a personal desk, homework should not be done in bed or even on a couch.
3. A Quiet Environment:  
Proper boundaries to encourage homework completion, e.g. it is helpful for parents to restrict electronic device use, limit music to songs without lyrics, and help students use their time well.

### Late Work

Late work may only be accepted one day after the due date for a 20% penalty. Work turned in more than one day late will receive an automatic 0. For students in the Schools of Logic & Rhetoric, longer assignments may, at the discretion of the teacher and with approval from the principal, be accepted late up to five calendar days with a penalty of 20% for the first day late and 10% each additional day late up to the 5<sup>th</sup> calendar day. Longer assignments turned in after the 5<sup>th</sup> calendar day will not be accepted and the student will receive a 0. At their discretion, teachers may limit the type and amount of late work accepted.

### Makeup Work

When a student is absent for an excused reason (defined exclusively as “illness or emergency”) that student will be given as many days as he or she was absent to make up the work as determined by the teacher or turn in assignments without penalty. For example, a student who was out for three school days with the flu will have three school days to make up the work after returning to school. Planned absences, however, should be arranged so that a student is able to turn in work, take tests, or complete assignments prior to the absence or immediately upon return. If a SoLaR student has a pre-arranged absence they must turn in a pre-arranged absence form to the guidance counselor, academic dean, or SoLaR principal. This includes students missing class due to athletics. Students are expected to attend all field trips and special school sponsored events and may be required to complete additional work if they miss these events.

**Note:** This only applies to excused and planned absences. Unexcused absences will be treated according to the late work policy.

### Correct Headings

A correct heading is required on all work to be turned in. A correct heading consists of the following:

|           |             |
|-----------|-------------|
| Full Name | John Doe    |
| Subject   | English     |
| Date      | 9 - 12 - 96 |

(placed in the upper right hand corner of the paper)

In the Schools of Logic & Rhetoric, teachers may specify instead that students adhere to the guidelines published by the Modern Language Association (MLA).

An incorrect or missing heading is 5 points off in the grammar grades and 10 points off in the secondary grades. Again, a grace period of transition can be given at the beginning of the school year.

### **Extra Credit Guidelines**

Extra credit is an optional assignment given at the teacher's discretion. It should be an additional assignment, but related to material covered currently that quarter. It can be assigned to students who want to do extra work or to students who wish to raise their quarter average by putting out extra effort. Extra credit should not be used to change a student's grade on an assignment or test (i.e.. 60 raised to a 70). If the teacher wants to give extra credit it should be counted as an additional grade to be averaged in with the rest of the grades for that quarter. If extra credit is made available to a student, it should be made available to all students in a class.

### **Progress Reports**

Progress reports will be made available online at the approximate end of each quarter to keep parents advised of their students' progress, whether that progress is positive or negative.

### **Adding and Dropping Classes**

Students in the School of Rhetoric may add or drop a class within four weeks of the beginning of school provided class space is available and prior written approval from parents and principal is obtained.

### **Standardized Testing**

Each year the school administers standardized testing to students in grades 1 – 11. Standardized testing is used by the school to monitor student progress and curriculum effectiveness. Records of student scores are kept in student files and available to parents upon request.

# Graduation Requirements

| Distinguished Achievement  |            | Minimum Graduation   |            |
|--|------------|--|------------|
| <b>Literature</b>  | <b>4.0</b> | <b>Literature</b>  | <b>4.0</b> |
| Ancient Literature   | (1)        | Ancient Literature   | (1)        |
| Medieval Literature  | (1)        | Medieval Literature  | (1)        |
| Early Modern Literature  | (1)        | Early Modern Literature  | (1)        |
| Late Modern Literature   | (1)        | Late Modern Literature   | (1)        |
| <b>History</b>   | <b>4.0</b> | <b>History</b>   | <b>4.0</b> |
| Ancient History  | (1)        | Ancient History  | (1)        |
| Medieval History   | (1)        | Medieval History   | (1)        |
| Early Modern History   | (1)        | Early Modern History   | (1)        |
| Late Modern History  | (1)        | Late Modern History  | (1)        |
| <b>Bible</b>   | <b>2.0</b> | <b>Bible</b>   | <b>2.0</b> |
| Bible I – Old Testament  | (0.5)      | Bible I – Old Testament  | (0.5)      |
| Bible II – Old Testament   | (0.5)      | Bible II – Old Testament   | (0.5)      |
| Bible III – New Testament  | (0.5)      | Bible III – New Testament  | (0.5)      |
| Bible IV – NT & Apologetics  | (0.5)      | Bible IV – NT & Apologetics  | (0.5)      |
| <b>Math</b>  | <b>4.0</b> | <b>Math</b>  | <b>3.0</b> |
| Algebra I  | (1)        | Algebra I  | (1)        |
| Geometry   | (1)        | Geometry   | (1)        |
| Algebra II   | (1)        | Algebra II   | (1)        |
| Pre-Calculus   | (1)        |  |            |
| Calculus* or Dual Credit equivalent*                               | (1)        |  |            |
| <b>Science</b>   | <b>4.0</b> | <b>Science</b>   | <b>3.0</b> |
| Physics  | (1)        | Physics  | (1)        |
| Chemistry  | (1)        | Chemistry  | (1)        |
| Biology  | (1)        | Biology  | (1)        |
| Adv. Physics* or Dual Credit equiv.*                               | (1)        |  |            |
| <b>Language Arts</b>   | <b>2.5</b> | <b>Language Arts</b>   | <b>2.5</b> |
| Trivium I  | (0.5)      | Trivium I – Critical Thinking/Public Speaking                      | (0.5)      |
| Trivium II   | (0.5)      | Trivium II – Arguing and Debating                                  | (0.5)      |
| College Preparatory Studies  | (0.5)      | Trivium III - College Prep   | (0.5)      |
| Senior Thesis  | (1)        | Senior Thesis  | (1)        |
| <b>Foreign Language</b>  | <b>2.0</b> | <b>Foreign Language</b>  | <b>2.0</b> |
| Latin IA (offered in 7th grade)                                    | (0.5)      | Latin IA (offered in 7th grade)                                    | (0.5)      |
| Latin IB (offered in 8th grade)                                    | (0.5)      | Latin IB (offered in 8th grade)                                    | (0.5)      |
| Latin II   | (1)        | Latin II   | (1)        |
| Spanish I or Greek I   | (1)        | Spanish I or Greek I   | (1)        |
| Spanish II or Greek II   | (1)        | Spanish II or Greek II   | (1)        |
| Spanish III* or Greek III*   | (1)        |  |            |
| <b>Electives**</b>   | <b>3.5</b> | <b>Electives**</b>   | <b>2.0</b> |
| Concert Choir ^°   | (.5)       | Concert Choir ^°   | (.5)       |
| Drama ^°   | (.5)       | Drama ^°   | (.5)       |
| Studio Art ^°  | (.5)       | Studio Art ^°  | (.5)       |
| Art or Music Appreciation °  | (.5)       | Art or Music Appreciation °  | (.5)       |
| Journalism / Yearbook ^  | (.5)       | Journalism / Yearbook ^  | (.5)       |
| P.E. ^   | (.5)       | P.E. ^   | (.5)       |
| Government   | (.5)       | Government   | (.5)       |
| Mock Trial ^   | (.5)       | Mock Trial ^   | (.5)       |
| <b>Note:</b> Dual Credit courses may fulfill Electives requirement |            | <b>Note:</b> Dual Credit courses may fulfill Electives requirement |            |
| <b>Note: Min of 1.0 fine arts credit required</b>                  |            | <b>Note: Min of 1.0 fine arts credit required</b>                  |            |
| <b>Total Credits.....26.0</b>                                      |            | <b>Total Credits.....22.0</b>                                      |            |

\*Required for “Distinguished Scholar” designation  
 ^Indicates a course for which credit may be earned multiple times.  
 ° Indicates a course counting towards fine arts requirement  
 \*\*Elective offerings may vary

^Indicates a course for which credit may be earned multiple times.  
 \*\*Elective offerings may vary  
 ° Indicates a course counting towards fine arts requirement

## Guidance & College Planning

One of the academic goals of Annapolis Christian Academy is to equip all students with the skills necessary to succeed at the college or university of their choice. As parents, you play an important role in that process. Before your student is accepted into a college, a lot of work will have to be done. The following suggestions will help guide you as you work your way through the maze of college preparations:

In your freshman year, make an appointment for you and your student with the ACA guidance counselor. Start a dialogue with your student about the future (develop a vision for the end desired and the means necessary to reach that end). Help your student understand the necessity and importance of a college degree in the current economic environment. Talk about the characteristics of the college he/she may like to attend, i.e. large, small, liberal arts, science oriented, etc. Make sure your student fully understands the implications and future impacts of laziness, poor grades, procrastination, and lack of attention to their studies on their chances of getting into the college of their choice. They must be self-conscious and self-motivated to make the most out of their high school academic program. High school is a time of preparation for higher studies. Colleges look for students who can distinguish themselves academically by taking maximum academic loads of the most challenging classes (particularly higher math and science and foreign language courses).

Keep a diary of all the sporting, musical, church, civic, scouting, and other miscellaneous activities your student participates in during their high school career. This is very important. These extra-curricular activities are given extra weight in their evaluation process.

Beginning in the freshman year, make good use of summer time for academic / volunteer service activities. Colleges and universities look for students who go above and beyond the normal academic year and distinguish themselves through summer course work, enrichment, and community service. To be competitive, the days of long summers of “down time” are over.

During the sophomore year be sure your student takes the PSAT. Depending on the score, you may consider taking an SAT tutorial to improve SAT scores (see school offices for information on specific SAT tutorials).

Your student needs to take the SAT during the spring of his/her junior year and again in the fall of the senior year.

In the fall of the senior year, together, fill out all applications and send them in before December 1st.

In the spring of the senior year, file for grants, loans and scholarships.

## Grading Guidelines

### **Numeric Grades for 2-12**

| Letter Grade | Percent Grade | Grade Point |
|--------------|---------------|-------------|
| A+           | 97-100        | 4.0         |
| A            | 94-96         | 4.0         |
| A-           | 90-93         | 3.7         |
| B+           | 87-89         | 3.3         |
| B            | 83-86         | 3.0         |
| B-           | 80-82         | 2.7         |
| C+           | 77-79         | 2.3         |
| C            | 73-76         | 2.0         |
| C-           | 70-72         | 1.7         |
| F            | 0-69          | 0           |

All academic grading at Annapolis Christian Academy will use a criterion-referenced base for evaluation. The students’ work will be evaluated against an objective standard in each class.

The Kindergarten and first grade are evaluated with E for excellent, S for Satisfactory and D for Developing.

The 2nd-6th grades receive numeric grades as below, as well as skills grades.

Teachers record grades in an online format which students and parents may check at any time.

### **Comprehensive Testing and Annual Grading Guidelines**

The Grammar School year end grade will be determined by averaging the 4 quarters (25% per quarter) and is used for promotion purposes. Beginning in Fifth and sixth grade, students will be introduced to comprehensive tests at the end of a quarter or semester, which will be calculated within quarterly grades.

The School of Logic & Rhetoric year end grades will be determined by averaging the two semester grades (50% per semester).

In the School of Logic, each semester grade is calculated as follows:

1st Qtr.=45%, 2nd Qtr.=45%, Sem. Exam=10%

In the School of Rhetoric, each semester grade is calculated as follows:

1<sup>st</sup> Qtr.=40%, 2nd Qtr.=40%, Sem. Exam =20%

## **Academic Probation**

If a student fails or is in danger of failing more than one class or subject per semester, that student may be placed on academic probation. Students in the Schools of Logic & Rhetoric are required to maintain at least a 1.7 semester GPA. If a student's GPA is at or below 1.7 at the end of the first semester, that student will be placed on academic probation for the remainder of the school year. If the student's GPA is at or below 1.7 at the end of the second semester, the student will begin the next year on academic probation. If placed on academic probation, a parent/teacher conference must be arranged to discuss student performance and immediate corrective action that may include mandatory tutoring (at parent's expense) and ineligibility to participate in extracurricular activities. If a student remains on academic probation for two consecutive semesters, that student may be subject to expulsion.

## **GPA**

When calculating a student's grade point average (GPA), the earned grade points are weighted by the credit value of the course, added, and divided by the total number of credits attempted.

*Sample Calculation:*

| Course  | Credits | Grade | Grade Points | Calculation       |
|---------|---------|-------|--------------|-------------------|
| Class 1 | 1.0     | A-    | 3.7          | $3.7 * 1 = 3.7$   |
| Class 2 | 1.0     | C     | 2.0          | $2.0 * 1 = 2.0$   |
| Class 3 | 0.5     | B+    | 3.3          | $3.3 * .5 = 1.65$ |

Total credits attempted: 2.5

Total grade points: 7.35

Sample GPA = 2.94

In grades 7-12, GPA is computed using grades earned in all courses in which the student has been enrolled for the current year in order to determine athletic and extra-curricular eligibility and academic probation.

At graduation, graduating seniors with exceptionally high GPAs will be recognized for their achievement with the following designations:

Cum Laude: 3.5 – 3.69

Magna Cum Laude: 3.7 – 3.84

Summa Cum Laude: 3.85 – 4.0

## **Valedictorian and Salutatorian Selection**

Valedictorian and Salutatorian standings are initially determined at the end of senior year first semester, based on the cumulative GPA of all\* year-end grades. Additionally, the valedictorian is required to have satisfied the requirements of the *Distinguished Achievement Graduation Plan*, and earned recognition as a *Distinguished Scholar* in at least one category (math, science, foreign language). Transfer students are disqualified from competing for valedictorian if any ACA graduation requirements have been waived.

In the event of a tie or near-tie (.1 grade points), the determination will not be made until the end of the third quarter. If at the end of the 3<sup>rd</sup> quarter there is a tie, standings will instead be calculated as follows, until the tie is broken:

- The average of cumulative year end percentages.
- Cumulative GPA of semester grades
- Average of cumulative semester percentages

After final year-end grades have been computed for seniors, standings will be confirmed, and changes will be announced if necessary.

*\*Transferred credits will appear on a student's transcript, but will not impact a student's GPA.*

## **Summer Reading**

Classically educated students are students who are well read. In order for students to maintain academic momentum throughout the summer, and to continue to inculcate a love for learning, students need to be encouraged to read a variety of quality literature selections. For this reason, a summer reading program has been established at Annapolis Christian Academy.

Teachers at each applicable grade level will recommend a summer reading list to their immediate administrative supervisor who will publish this list by the beginning of each summer break. Recommended books should be selected by the teachers for each grade level for the students who have just completed that particular grade level. Selections should enrich what has been read or studied that school year in literature or history, and should include quality biographies, historical fiction, classics, and books featuring admirable character traits.

During the first week of the school year, teachers should collect a list of books read over the summer for each student and assess a reading grade based on whether the students have completed the requirements.

## **Chapel Philosophy and Guidelines**

The Annapolis chapel service is a corporate school gathering for the express purpose of worship and instruction in God's word and Christian living. As such, it is central to the school's mission of integrating faith and learning with all of life. It is from this center of worship and word that students and teachers gather spiritual strength, nourishment, and direction for their various academic activities. It is in our worship together that we experience the presence of God as an academic community and learn how to approach our world redemptively. Parents and Grandparents are welcome and encouraged to attend weekly chapel services. Chapel services are held each Wednesday from 8:30 am to 9:00 am (School of Grammar) and 9:50 am to 10:30 am the School of Logic and Rhetoric.

## **Learning Disabilities**

Any child who has been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level and will be given the same amount of individual instruction and encouragement as their peers. We have found that success is possible with encouragement from caring adults and diligent effort by the student. Students with severe learning disabilities, however, will not be admitted to Annapolis Christian Academy due to lack of adequate staff, funding, and facilities.

## **School Performances / Assemblies**

There are many school performances and assemblies throughout the school year that students will be required to attend. Parents are strongly encouraged to attend performances and assemblies as a show of support for our student population and Warrior community.