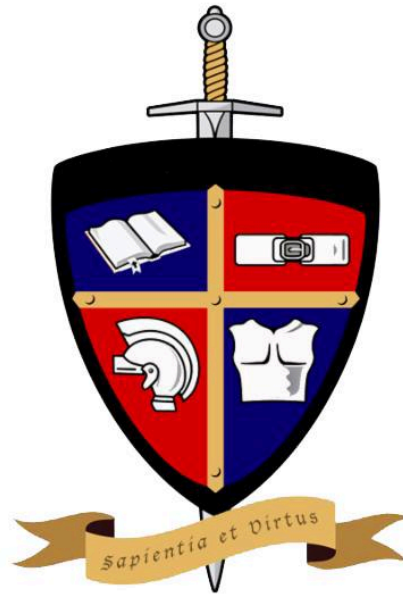


Warrior Handbook

2024-2025



ANNAPOLIS
CHRISTIAN ACADEMY
EST. 1995

3875 S. Staples
Corpus Christi, TX 78411
(361) 991-6004
academy@aca-cc.org
www.annapolischristianacademy.com

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 Principal(s) or Head of School.

Annapolis Christian Academy continually strives to maintain excellent communications with all members of the school community. The administrative staff works hard to keep the Handbook 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 Head of School and School Board.

School Hours	
Drop Off	7:45 – 8:20 am
Grammar	8:20 - 3:30 pm
SoLaR	8:20 - 3:40 pm
Chapel	W: 8:30 – 9:00 am (PreK – 6 th) W: 9:15-9:55 am (7 th -12 th)
Early Release	12:00 pm
Pick up	PK: 12:30 pm K – 6 th : 3:30 pm 7 th -12 th : 3:40 pm
After Care	12:30 – 3:30 pm (PK)
Late After Care	3:45 – 5:30 pm
School Office	8:00 am – 5:00 pm

TABLE OF CONTENTS

<u>Introducing Annapolis Christian Academy</u>	6
HISTORY OF ACA	6
MISSION	8
VISION	8
OUR PHILOSOPHY	8
CREST	9
MOTTO	9
SCHOOL SONG	9
GOVERNANCE AND ADMINISTRATION	9
STATEMENT OF FAITH	11
<u>Parent Information</u>	12
PARENTAL INVOLVEMENT REQUIREMENTS	12
OPEN COMMUNICATIONS	12
GIFT-GIVING TO FACULTY/STAFF	13
DISTRIBUTION OF PROMOTIONAL MATERIALS	13
CLASSROOM PARTIES	13
PALS	13
<u>Student Information</u>	14
PORTRAIT OF A GRADUATE	14
ACA STUDENT HONOR CODE	14
STUDENT EXPECTATIONS	15
RELATIONSHIPS	15
ETIQUETTE	15
<u>STUDENT DISCIPLINE</u>	16
CHAPEL PHILOSOPHY AND GUIDELINES	18
<u>DRESS CODE</u>	18
<u>Attendance</u>	19
STUDENT ILLNESS	20
MEDICATION	20
STUDENT ATTENDANCE	20
<u>Institutional Policy</u>	22
AWARDS AND REWARDS	22
Student Supervision	22
Computer Usage Guidelines	22
Electronics	23
<u>Safety Guidelines</u>	23
WEAPONS	23
CLOSED CAMPUS	23
PETS AT SCHOOL	24
SEARCH OF SCHOOL AND PERSONAL PROPERTY	24
FIELD TRIPS	24
EMERGENCY OPERATIONS PLAN	26
EMERGENCY SCHOOL CLOSING	26
STAFF AND STUDENT RELATIONS	26
STATE-MANDATED CHILD ABUSE PREVENTION AND REPORTING	26

Health and Wellness	26
FOOD ALLERGIES	26
SUBSTANCE ABUSE	27
Academic Information	27
STUDENT PROMOTION	27
ACADEMIC MISCONDUCT	28
HOMEWORK	29
Homework Expectations for Parents	29
Late Work	29
MAKEUP WORK	29
EXTRA CREDIT GUIDELINES	30
PROGRESS REPORTS	30
ADDING AND DROPPING CLASSES	30
STANDARDIZED TESTING	30
GRADUATION REQUIREMENTS	31
GUIDANCE & COLLEGE PLANNING	32
GRADING GUIDELINES	32
ACADEMIC PROBATION	33
GPA	33
VALEDICTORIAN AND SALUTATORIAN SELECTION	33
SUMMER READING	33
LEARNING DISABILITIES	34
SCHOOL PERFORMANCES / ASSEMBLIES	34

Introducing Annapolis Christian Academy

The History of ACA

July 2020

Dear Annapolis Christian Academy Community,

Having been asked to recall some of the very earliest parts of the history of Annapolis Christian Academy has been a great pleasure for me and perhaps will give you, the present students, parents, teachers, and administrators, some greater perspective as you move forward.

Let me begin with some of my background. The reason I begin by speaking about myself is that, for good or ill, God used me as a kind of point man in the foundational days of ACA, with its first name being Annapolis Christian Prep school, which began in 1990 at the church I was pastoring, located on Annapolis Drive.

I have from my earliest memories been interested in both learning and books. And when God in mercy and grace drew me and called me to Himself, He used His inscripturated Word, the Bible, to begin a life-long process of salvation. The Holy Spirit used my memorizing parts of the Gospel of John to enable me to call on the name of Jesus. I was baptized into the Trinitarian Name when I was twelve years old (1945) at the Ashland Avenue Baptist Church in Lexington, Kentucky. When He later called me at the age of sixteen into ministry in a way I had not imagined, I believed at that time until this very day that, for me, service to Christ and His body was to take the form of a pastor-teacher. I have sought to fulfill that calling all my life.

I remained within the Southern Baptist denomination until 1963 when I began moving in a much larger church world, which included men and women in the world-wide charismatic movement and revival of the sixties. I began to experience much wider fellowship with parts of God's church that, before then, I had not even given the time of day...Anglicans, Orthodox, Lutherans, Presbyterians, Methodists, Adventists, Pentecostals, Roman Catholics, and a large group of what were called non-denominational or inter-denominational churches. From this greater understanding, I founded Church of the King (formerly Disciple House Church), which became the home of Annapolis Christian Prep School, where I and the elders of that work served as its first board.

By this point in my life, I had taught in public schools and also at DelMar College in the English department, and had completed a Master's degree in educational administration (1984) from Corpus Christi State University, later to be renamed as Texas A&M at Corpus Christi. For a long time before that I had been looking at various educational models, as I was very disappointed in the public sector. I studied the Principle Approach, the Great Books Curriculum of Mortimer J. Adler, and a number of other approaches to learning.

And then I read Dorothy Sayers' lecture, "The Lost Tools of Learning" in a larger collection of articles on education published by R.J. Rushdoony. All the articles were great and all served to reinforce my growing conviction that the people of God must take action in a world, at least in my world, that was increasingly pagan, especially in its approach to education. The kinds of ideas that formed and nurtured my approach to Christian education and the advance of Christ's kingdom were of the following:

"There is no neutrality," wrote Cornelius Van Til. All ideas are either submitted to the Lordship of Christ Jesus and befit covenant keepers, or are in direct opposition to that Lordship and befit covenant breakers.

"No single piece of our mental world is to be hermetically sealed off from the rest, and there is not a square inch in the whole domain of our human existence over which Christ, who is Sovereign over all, does not cry: 'Mine!'" wrote Abraham Kuyper. Every aspect and every realm of human existence is to be brought to the obedience of Christ Jesus.

"What can the righteous do if the foundations are destroyed?" wrote King David (Ps. 11:3). The righteous are to be those who repair, shore up, rebuild foundations of society through their wise rule under Christ's authority over all of life.

"To control the future requires the control of education and of the child. Hence, for Christians to tolerate statist education, or to allow their children to be trained thereby, means to renounce power in society, to renounce their children, and to deny Christ's Lordship over all of life." wrote R.J. Rushdoony.

"For He must reign until He has put all His enemies under His feet." (1 Corinthians 15:25.) The thrust of world history is the victory of the cross of Christ through His Church until every knee shall bow and every tongue proclaims that Jesus Christ is Lord. (Romans 14:11)

These ideas drove my thinking and then my actions on the founding of the school and the instruction therein.

Our school (at least the High School part, for that started first) began with an urgent request from my two oldest daughters, Kelly Hansen and Gigi Mathews. They had been homeschooling their children from infancy. I, too, loved home-schooling and learned much from that whole movement. “Daddy, please help us at this stage of our children’s training!” Our first school, therefore, was primarily a help for home-schooling parents for both of my daughters and a few other families of like mind. Those first four years, we housed our classes in our little church building on Annapolis Drive. Both I and the original board believed that knowledge of God, the triune God of the Bible, must be the foundation for all that we do, particularly in the education of our children. According to Alvin Plantinga, the Bible reveals not only the greatest story ever told, but the greatest story that could be told. Thus, we sought together, all the first students and parents, to both live and teach all subjects through new eyes, through the lens of revealed Truth, the received Truth.

Long after having read Dorothy Sayers, I still remember clearly reading Doug Wilson’s Recovering the Lost Tools of Learning and the impact it had on me. We had already begun our little school, but Doug’s book and personal friendship helped us very much in our transition from a three-day-week model teaching only high school subjects--Logic, Latin, Spanish, History, Math, English Literature, and Science--to becoming a full-fledged K-12 school in 1995.

In that year, a wonderful group of parents became convinced that the general Classical model was good, and after much prayer, a new board was formed and we launched Annapolis Christian Academy with a K-12 program moving, after a very busy summer, to a rental property on Furman Avenue which had been Second Baptist Church's educational building. Later we used (I think for one year) some classrooms at First Presbyterian Church and also continued at the Furman facility. From there we moved to Southside Church of Christ, then to what is now City Church, then to Gardendale Baptist Church (it even had a gym!), and then to our present location.

I, the most ignorant of men, have continually found grace in the eyes of our Lord, and so I share some of our early ideas simply that you may know how we framed our understanding of education in that early school model:

1. Parents have the primary responsibility for the education of their children. Teachers are to help parents. A real partnership must be both sought and developed.
2. The school is not the church. Therefore only the most essential of doctrines must be insisted upon of the teachers. I believe that the Apostle’s Creed is the most basic creedal statement and is even better than a mission statement. A distinction must be drawn between primary doctrine and secondary doctrine. This isn’t easy, but I believe it to be necessary.
3. Teachers and administrators must never be like the man described by the late Richard John Neuhaus as having “a mind that was marvelously impervious to the threat of ideas.”
4. “Sacrifice” is in our very DNA as both Christians, parents, and teachers. We have been called to be “living sacrifices”.
5. Prayer, active and often, private and corporate, must mark this school. This school was literally birthed in prayer meetings.

We also might keep in mind what seems to be four stages seen in many areas of present culture and its institutions:

1. Construction--the building begins with a foundation and it must be one built on Christ, the only sure foundation.
2. At points in the building process, there often comes the need for Reconstruction, repair and readjustment to the patterns and life of the foundation, who is Jesus.
3. If number two is not always ongoing (reformed and always being reformed) then we get Deconstruction, believing that words don’t really carry meaning in themselves (“Words mean what I say they mean,” Lewis Carroll in *Through the Looking Glass*), which leads to despising all traditions, especially Christian Western civilization.
4. And finally, if secularizing ideas become dominant, we will have Destruction writ large.

My memories include both knowing and loving many, many wonderful teachers, administrators, board members, parents and students, all of whom added much to my life. It has been my great privilege to have been a small part of this work of God and I most sincerely believe that the best is yet to be.

In Christ,

Rev. Jack L. Carter

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 persuasively and articulate precisely; 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.

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 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.

Crest

The crest of Annapolis has four quadrants divided by a cross, which symbolizes the centrality of Jesus Christ to the Christian's life. The crest stands for the armor of God as found in Ephesians 6:10-20.



“Finally, be strong in the Lord and in the strength of his might. Put on the whole armor of God, that you may be able to stand against the schemes of the devil. For we do not wrestle against flesh and blood, but against the rulers, against the authorities, against the cosmic powers over this present darkness, against the spiritual forces of evil in the heavenly places. Therefore take up the whole armor of God, that you may be able to withstand in the evil day, and having done all, to stand firm. Stand therefore, having fastened on the belt of truth, and having put on the breastplate of righteousness, and, as shoes for your feet, having put on the readiness given by the gospel of peace. In all circumstances take up the shield of faith, with which you can extinguish all the flaming darts of the evil one; and take the helmet of salvation, and the sword of the Spirit, which is the word of God, praying at all times in the Spirit, with all prayer and supplication. To that end, keep alert with all perseverance, making supplication for all the saints, and also for me, that words may be given to me in opening my mouth boldly to proclaim the mystery of the gospel, for which I am an ambassador in chains, that I may declare it boldly, as I ought to speak.”

Below the crest is a Latin phrase *Sapientia et Virtus* on a golden banner which means “wisdom and virtue”. Gold in medieval heraldry symbolizes generosity and abundance.

Motto

The motto for Annapolis is the Latin phrase *sapientia et virtus*, which means “wisdom and virtue.” This is the basis of our school motto which is the *cultivation of wisdom and Christian virtue*. A true education is the cultivation of wisdom and Christian virtue as those nourishes the soul on truth, goodness, and beauty. We desire to conform every aspect of Annapolis to this all-encompassing principle.

School Song

Our official school song is taken from Psalm 115, “Not to us, O Lord, not to us, but to your name give glory”. Through it we express our ultimate motive and hope which is to glorify God in everything. It is sung in Latin verse:

Non nobis, Domine, Domine,
Non nobis, Domine,
Sed nomini, Sed nomini,
Tuo da gloriam.

Governance and Administration

The **School Board** is made up of current parent volunteers committed to ensuring the long-term strategic viability of Annapolis. The Board has four officers: the president, the vice-president, the secretary, the treasurer and a variety of committees, some of which are standing committees and some of which are formed on an ad hoc basis to meet the needs of the strategic plan. 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 Board does not manage the day-to-day or tactical operations of the school. The Board meets monthly to set policy and to monitor progress of the school's strategic plan.

The **Head of School** is the chief executive officer responsible for management of the entire school. The Head of School 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 Head of School and he oversees all other staff (teachers and administrators) and volunteers, either indirectly or directly, to achieve the Board's established ends.

The **Chief Operations Officer** is responsible for the physical plant and all financial operations of the school including bookkeeping, billing, banking, payroll, and taxes, and facilities oversight. The Chief Operations Officer oversees the facilities staff, vendor contracts and is responsible for preparing monthly financial reports for the Head of School to present to the

board.

The **Director of Advancement** has the major responsibility of development and fund raising.

The **Admissions Coordinator and Parent Liaison** is responsible for admissions and working primarily with new families in the transition to the school.

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 **Early Childhood Director** is responsible for the preschool program. The Early Childhood reports directly to the Head of School.

The **Dean of Students** is an administrative position whose job responsibilities include anything relating to students. The Dean of Students reports directly to the Head of School.

The **Athletic Director** is responsible for the interscholastic athletic program in our grammar and secondary programs. The Director is responsible for hiring and supervising all coaches and scheduling and coordinating all games with other schools. The Athletic Director also oversees the academy's P.E. program.

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).

Administrative Team Travis Lockyer, Head of School Kate Clower, Chief of Operations Jessica Prothro, Early Childhood Director Marisol Montez, Director of Admissions and Parent Liaison Carrie Stice, Director of Advancement Virginia Dempsey, Athletic Director	School Board Rob George, President Kimberly DeVisser Lane Pepper Luis Cabrera Natalie O'Roark
--	---

Statement of Our Faith

Our statement of faith is based on the Apostle's Creed, which is the most accurate and useful summary of the Christian 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.
- We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions from conception through natural death. We are therefore called to defend, protect, and value human life.
- We believe that God wonderfully and immutably creates each person as male or female, reflecting the image and nature of God.
- We believe the term “marriage” has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture.
- We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other.
- We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman, and that any form of sexual immorality is sinful and offensive to God.
- We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ.
- Statement on Final Authority for Matters of Faith and Conduct: This Statement of Faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Annapolis Christian Academy's faith, doctrine, practice, policy, and discipline, our Board of Directors is ACA's final interpretive authority on the Bible's meaning and application.
- Statement on Family Agreement: By enrolling or re-enrolling a student in Annapolis Christian Academy, the family affirms that it agrees with the Statement of Faith above and also agrees that should there come a time the family no longer agrees with the Statement of Faith above the family will voluntarily and quietly withdraw their student(s) from Annapolis Christian Academy. The family further agrees that as Christians, both the family and ACA believe that the Bible commands them to make every effort to live at peace and to resolve disputes with each other in private or within the Christian church (see Matthew 18:15-20; 1 Corinthians 6:1-8). Therefore, the family and ACA agree that any claim or dispute arising from or related to this agreement shall be settled by biblically-based mediation and, if necessary, legally binding arbitration in accordance with the Rules of Procedure for Christian Conciliation of the Institute for Christian Conciliation (complete text of the Rules is available by contacting ICC PEACE). Judgment upon an arbitration decision may be entered in any court otherwise having jurisdiction. The parties understand that these methods shall be the sole remedy for any controversy or claim arising out of this agreement and expressly waive their right to jury and their right to file a lawsuit in any civil court against one another for such disputes, except to enforce an arbitration decision.

Parent Information

Parental Involvement Requirements

Annapolis partners with parents in educating their children, which means that parental involvement is paramount and required, both at home and on campus. Volunteering is a value Annapolis expects parents to display for their students, and volunteer service plays an important role in keeping costs down. Tuition alone does not cover the entire cost of education at Annapolis. To those ends, parents are required to donate 10 hours of volunteer service per year or pay an additional fee to offset costs.

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. At school, teachers are acting *in loco parentis* “in the role of the parent”, so it is very important that parents support teachers, especially to their students.

Teachers are expected to contact parents if a serious problem develops or if a small one continues. Parents are also expected to keep up regular communication with teachers. In addition, the appropriate administrator may require 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 steps would be go talk to the classroom teacher first, then if it needs to be escalated, it would go to the principal, then head of school. If after all of those steps have been followed and the issue needs to be escalated, then a letter to the board can be written, given to the Head of School, who will submit it to the Board president on the parents behalf. The Board then will decide how to proceed and respond.

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 or on 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 Head of School. 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 Head of School.

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 administrator.
- 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 Head of School.

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.

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.

PALS

Parents of Annapolis Lending Support (PALS) is Annapolis Christian Academy's Parent/Teacher Organization. Our goal is to "better serve our teachers and school, so they can better serve our children, so our children can better serve the Lord!"

Purpose

- Assist teachers in enriching the learning experience
- Facilitate parent involvement
- Promote ideals of the school
- Assist the administration of ACA in activities and special events
- Coordinate and disseminate information about events sponsored by ACA
- Foster a sense of community

Student Information

Annapolis Portrait of a Graduate

Annapolis Christian Academy aims to graduate young men and women who are wise and virtuous, who know God and enjoy Him forever, and then go on to serve their neighbor well. ~Adapted from Jean Kim

Graduates of Annapolis Christian Academy will:

1. **Know and love the Lord Jesus Christ**
 - ACA graduates will be able to distinguish real religion from religion in form only; and that they possess the former. They will have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction.
2. **Joyfully submit their life to God**
 - ACA graduates will be capable of evaluating their entire range of experience in the Light of Scriptures; and who do so with eagerness in joyful submission to God.
3. **Stand firm on the truth of the Bible**
 - ACA graduates will be able to recognize cultural influences, as distinct from biblical, and to be un-swayed towards evil by the former.
4. **Listen, think, and speak with wisdom**
 - ACA graduates will think clearly and listen carefully with discernment and understanding. They will reason persuasively and articulate precisely.
5. **Be socially graceful and spiritually gracious**
 - ACA graduates will be well prepared in all situations, possessing both information and the knowledge of how to use it. They will be 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.
6. **Live a life of humble gratitude all their days**
 - ACA graduates will be courageous and virtuous leaders where God has called them so as to serve their family, church, community, nation, and world in humble service for God's kingdom.

ACA Student Honor Code

Why do we have an Honor Code?

An Honor Code establishes the goal for character formation in our students. Broadly, its purpose is to provide students a high call and standard for their lives as Christians at Annapolis Christian Academy. In it, students commit themselves to great standards of conduct as pillars of excellence in their lives.

Great Standards of Conduct:

The Example of the Lord Jesus: The Lord Jesus, the God-man, is the supreme example of what it means to live as a true, full human in the world. Thus, his character, virtue, wisdom, and grace is the supreme manifestation of what we are to strive for in our lives.

The 10 Commandments: The Lord Jesus kept the 10 commandments all His life. These, and the two great commandments - love God and love neighbor - are therefore a most excellent summary in what is pleasing to God.

The Classical Virtues: Our Lord Jesus is the supreme example of the virtuous man. A virtue is a good habit which, when properly settled in the soul, tends man toward the fulfillment of his purpose - to know, love, and enjoy God. Though there are many virtues, historically the church has focused on seven:

1. Justice - That virtue which consistently gives to others what is owed to them.

2. Prudence - That virtue which applies knowledge to particular circumstances in an excellent way.
3. Fortitude - That virtue whereby a person is settled to pursue and maintain what is right, especially amid difficulty.
4. Temperance - That virtue which enables a man to resist fleeting pleasures that keep him from lasting joy.
5. Faith - That gift of God and habit of the soul which confidently trusts God's Word.
6. Hope - That virtue whereby, with faith, one delights in and rests in God's promises for the future, particularly eternal life.
7. Love - That virtue which is concerned for the good of another.

Student Commitments: *Students commit themselves to...*

Faith: ACA students recognize their own inability before God to complete the fullness of these standards of conduct on their own strength and thus resolve to trust in Christ who promises them, "all things for life and godliness" (2 Peter 2:1) and forgiveness for those who repent and believe (1 John 1:9).

"If we in our own strength do strive, our striving would be losing..."

Imitation: ACA students pledge to follow the example of the Lord Jesus in thought, words, deeds, and actions, joyfully committed to the basic Christian confession: "Jesus is Lord."

"All for Jesus, all for Jesus, all my ransomed beings' powers, all my thoughts and words and doings, all my days and all my hours..."

Virtue: ACA students pledge to make every effort to supplement faith with the virtues outlined above for the glory of God, the good of their neighbor, their own good, and the good of the school (II Peter 1:5)

"Make every effort to supplement your faith with virtue..."

Piety/Reverence: ACA students pledge to respect God, His Word, and works, especially as it relates to His worship.

"Let us offer worship with reverence and awe, for our God is a consuming fire."

Student Expectations

Relationships

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

Campus Etiquette

- Quiet, orderly conduct is expected while passing through the hallways as well as in the classrooms. Student behavior will be monitored on campus by Annapolis staff to hold students accountable for appropriate standards of conduct and to ensure safety for everyone.
- 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.
- Willful damage to school property may result in disciplinary consequences.
- For school-sponsored parties, such as a dance, music must be approved by Annapolis staff according to school guidelines.

Classroom Etiquette

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.
- Show consideration for their fellow classmates by complying with the following classroom etiquette.
- Be on time and prepared for all classes. Students coming to class without having a pencil or book or paper and needing to return to their lockers to get supplies may be treated as tardy.
- Abide by the gum, food and drink policy of the classroom teacher.
- Pick up any trash around their desks before leaving class.
- 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.
- Not sleep during class or study halls.
- Show respect for all visitors and staff members by greeting and/or standing when they enter the room.
- Greet all adults in passing with a respectful greeting and eye contact.
- 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 parents. The teachers act *in loco parentis* or in place of the parent when the student is at school. 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 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), consequences, 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.

Staff should make every effort to provide a consistent and loving atmosphere where sarcasm and anger are not a part of disciplining a child. 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. *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: 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.

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 (HOS) or Principal, will determine the disciplinary action based on the nature of the offense. The HOS may require restitution, consequences that are consistent with the misconduct, 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. A detention may be assigned at the discretion of the administrator.
2. The *second* office visit will be followed by a meeting with the student's parents and the HOS. An in-school suspension may be assigned at the discretion of the administrator.
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 for further clarification).

Severe clause: Due to the severity of the infraction, the administration can skip to the discipline step they deem the most appropriate.

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.

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.

Standards For 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.’”

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.
2. 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. 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.

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.

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 or purchased at 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. Students should at all times display the level of modesty indicated by the Annapolis Dress Code, whether on or off campus.

School gear (i.e., backpacks, lunchboxes, notebooks, and the like) should be simple in design and not display any commercial slogans, product promotions, celebrity representations, or pictures/cartoons of commercial characters, except in the case of a small manufacturer’s label.

At Annapolis, there is a regular dress code for non-chapel days and a chapel day dress code. The chapel day dress code is an elevated, more formal dress code.

[2024-2025 Pictorial Dress Code](#)

General Uniform Requirements For All Students:

SHIRTS:

- 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.
- Male students must keep shirts tucked in at all times on campus during school hours (exceptions to this rule include playground sports activities).
- Female students must keep shirts tucked in on-campus except female uniform shirts meant to be worn untucked are not required 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 the skirt is level at the waistline.
- All pants should be no longer than the bottom of the heel on the shoe. Add a length that the pants must be, ie. top of shoe or covering sock when standing
- Students may wear uniform shorts approaching the knee (no more than 2-3" above the knee- the width of a dollar bill) Students should not shorten the length of the uniform shorts.

- **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:**

- 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).
- Athletic or tennis shoes are only to be worn on non-chapel days. On chapel days, a more formal shoe is to be worn.

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, and those sweaters and jackets listed on the specific uniform guidelines published each school year. Solar may wear House outerwear sold from approved ACA vendors.
- Students can wear spirit attire sold by the Athletic Department or approved ACA vendors 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 (Exception: With administrative approval to the classrooms in a building, when the interior of that building is unusually cold, due to extreme temperature drops, non-uniform outerwear may be worn inside the 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. These are allowed on cold weather days.

Chapel Uniform Requirements:

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

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 and can be worn.

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

Boys: excessively long hair (i.e. in the eyes, below the top of the ear, below the top of the collar, facial hair), unnaturally colored hair, ponytails, nail polish on nails or earrings

Either gender: any body piercing, 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.

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 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. 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 an 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 include 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, Spring Formal, Festival Days, etc.). For these events and occasions, any specific dress code guidelines will be distributed by the Principal. These special dress up days follow the modesty guidelines and are within the guidelines of the school.

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.

Discipline for violation of the dress code

- The *first* time a warning will be issued and their parents will be notified. The parents' assistance and support in averting further problems will be sought.
- The *second* offense, a uniform infraction will be issued. In grammar, this is in the form of a pink note. In Solar a detention may be assigned at the discretion of the teacher/administrator.
- 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.
- If the violation continues, the principal or Head of School and parents will meet.

Severe clause: Due to the severity of the infraction, the administration can skip to the discipline step they deem the most appropriate.

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.

Attendance

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**.

Guidelines for Administering Medication

Whenever possible your child should be provided medications by you outside of school hours. In the event it is necessary that your child take or have medication available at school, the parents/guardians must provide consent for the child to be given medication at school and depending on the health condition, a emergency health care plan must be on file at school. If your child has asthma or diabetes and is capable of self-managing his or her health condition, contact the school secretary to develop a self-management plan that requires parent/guardian consent.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. **Repackaged or outdated medications will not be accepted.**

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 grammar student arriving before 8:20 a.m. must report to the café for supervision. Solar students arriving before 8:20am will report to the Carter Student Center. Students arriving on campus at 8:20 should report directly to class/homeroom.

Tardiness: 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 (with a doctors note provided to the school's administrative assistant).

PreK/Grammar School: Students are considered tardy when they arrive after 8:20am. Tardy Grammar School students must go to the Front Office/Grammar Secretary Office 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. Every third tardy will result in parent notification.

Schools of Logic / Rhetoric: Students who are late to class are counted tardy. Tardy students must report to the administrative assistants desk in the Carter Building 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.

For any student 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.

Excused Absences occur when a parent notifies the front office of the absence or a student misses school due to a school sponsored co-curricular activity. In the event of illness or unanticipated absence, parents are expected to notify the school administrative assistant (grammar or Solar) 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 truant from class. If the unexcused absence takes place to avoid a deadline or test, 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 notify the school 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 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 may be reduced by 10% upon accruing the 11th absence. Students exceeding 15 absences will not ordinarily be promoted to the next grade.

Schools of Logic & Rhetoric: Students are considered absent for the day if they do not attend school or if they leave before 1:00 pm. 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 may 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.

Dismissal

Adults who are listed in the school information system are ones that each family has approved to pick up their child. If there is a change to that list, please contact the school's administrative assistant and notify them of the change.

Preschool: Half day preschool students will be dismissed at 13:30pm and are picked up on the grammar breezeway. Full day preschool students are dismissed from their classrooms.

Grammar School: On full days of school, K-6th students will be dismissed at 3:30pm. K-5th grade students are dismissed from their classrooms. K-3rd uses a dismissal app called Pikmykid. Those families are welcome to either use the drive thru pick-up or may come up to the teacher and receive their child. 6th grade is dismissed from their classroom. Please make arrangements with your child as to when and where you want to pick them up.

Schools of Logic & Rhetoric: 7th-12th grade will be dismissed at 3:40pm and is dismissed from their classroom. Please make arrangements with your child as to when and where you want to pick them up. The drive thru lane or the front or grammar parking lots are designated pick-up areas.

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.**

Institutional Policy

Awards and Rewards

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.

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 an academic or disciplinary objective. If a student has a 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. Background imagery is 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. 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 are not allowed to use Annapolis Christian Academy's administrative computers, printers, faxes, or scanners (except for media class work). The office may not have time to honor the request.
5. Students are not allowed access to teacher's computers without teacher supervision.
6. Students must use their school email and G Suite account for school related purposes only.

Electronics

- The school telephone is a business phone and is not available for student use without the expressed permission of a staff member.
- Students are forbidden to have on their person or in any way use cell phones or smartwatches during regular school hours. Regular school hours are typically from 7:45am-dismissal. Cell phone and smartwatch use is otherwise allowed on campus outside of school hours, within the following guidelines:
 - (1) it must be Christ-honoring, and align with ACA's standards of conduct;
 - (2) except in the case of an emergency, it shall not be used in private spaces, including but not limited to, bathrooms and locker rooms;
 - (3) videos and pictures of students other than the phone's owner shall not be posted on social media without that student's permission and parents approval;Violation of this policy, particularly #3 and #4, can lead to significant punishment, up to expulsion.
- We **STRONGLY** discourage unsupervised connected computers, phones, or devices in the bedroom at any age.

Discipline for violation of the electronics policy

- The *first* time a student's device will be confiscated and will be picked up from the HOS or Principal's office by the student and their parents will be notified. The parents' assistance and support in averting further problems will be sought. A detention will be assigned.
- The *second* offense, the student's device will be confiscated and will be picked up from the HOS or Principal office by the student's parents. An in-school suspension may be assigned at the discretion of the administrator.
- Should the student require a *third* office visit, the student's device will be confiscated and will be picked up from the HOS or Principal office by the student's parents. A **suspension** will be imposed on the student, the length of which will be determined by the HOS.
- If a *fourth* office visit is required, the administration may **expel** the student from school.

Severe clause: Due to the severity of the infraction, the administration can skip to the discipline step they deem the most appropriate.

Safety Guidelines

Weapons

Students may not bring onto school grounds or to any school activity any firearm, dangerous weapon, or a dangerous instrument used in conjunction with threats, destruction of property, or any unlawful activity. This includes students' vehicles in the school parking lots. Mature students with small knives possessed and used in conjunction with a lawful supervised school activity (e.g. used to cut up a food item at lunch) or course or is possessed for other lawful purpose are allowed.

Closed Campus

Annapolis Christian Academy is a closed campus. At no time during the school day is a student able 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 for appointments or excused reasons. Only seniors are allowed to leave campus to go get lunch.

To sign a student out of school, the parent / guardian must go to the school office, complete the sign out sheet, and wait there until the student reports to the secretary 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 Carter administrative assistants 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 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.

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

Families are welcome to have lunch with their student any day of the week as long as they follow the visitor procedure. We have an agreement with our food vendor that only on Friday is outside food to be brought to be eaten.

Pets at School

For the safety and health of our employees, students, and visitors, no pets are allowed on the Annapolis Christian Academy campus, with the exception of service animals required by students, employees, or visitors.

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 any school equipment or property, as well as any contents, effects, or articles. 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 administration or safety officer, 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. 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. Parents who do not follow these guidelines will not be allowed to chaperone.

Chaperones will see that students assume the same responsibilities on an event as they do during a regular school day.

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.

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. 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:

Drivers are responsible for the safety of all passengers while transporting students.

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

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 in 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 registration 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/Depoirtment

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.

Siblings or children not in the class are not permitted on school-sponsored trips or activities.

Personal devices or electronic games may not be brought to any school –sponsored trip or event. Phones may be asked to be check in.

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.

All adults are required to set a proper example for students. Parents are encouraged to enjoy the experience with the 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.

Chaperones are expected to assist the teacher in holding students to the ACA 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 Appropriate Location

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.

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.

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.

Health and Wellness

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), if deemed appropriate, parents will be responsible for withdrawing the student immediately.

In the case of tobacco use the student must show proof of enrollment in a 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.

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

anything that is illegal for a minor to possess, alcohol or tobacco/e-cigarette products

Academic Information

Student Promotion

Pre-Grammar Students: Kindergarten students must demonstrate sufficient behavioral maturity and reading and math 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 7th or 8th grade student (e.g., 8th 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 per school year to qualify for promotion to the next successive grade. Full time students seeking to graduate from the School of Rhetoric must meet all applicable graduation requirements. Part time students are eligible to earn a certificate of completion for the ACA coursework from which they have earned credit.

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: Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Plagiarism is considered a form of cheating and will result in disciplinary action to be determined by the Head of Upper School but typically results in receiving a zero. Repeated offense typically results in receiving a zero and being put on academic probation leading to expulsion.

Students who are unsure of whether or not they are in danger of committing plagiarism should seek clarification from their teacher regarding the appropriate use and citation of sources. In the fall of 2023 academia was disrupted by the introduction of ChatGPT and other artificial intelligence able to quickly generate complete sentences, paragraphs, essays and reports in response to prompts of almost any kind. Any use of ChatGPT or artificial intelligence by a student is considered a form of cheating.

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.

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. A zero may be assigned at the discretion of the administrator.
2. The *second* office visit will be followed by a meeting with the student's parents and the HOS. An in-school suspension may be assigned at the discretion of the administrator. A zero may be assigned at the discretion of the administrator.
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. A zero may be assigned at the discretion of the administrator.
4. If a *fourth* office visit is required, the administration may **expel** the student from school.

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 st – 2 nd Grades	20 minutes
3 rd – 4 th Grades	25 minutes
5 th – 6 th Grades	30 minutes
7 th – 8 th Grades	45 minutes
9 th – 12 th Grades	1 hour

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

At their discretion, teachers may limit the type and amount of late work accepted. At a minimum, late work may be accepted one day after the due date for a 20% penalty. Work turned in more than one day late may receive an automatic 0. For students in the Schools of Logic & Rhetoric, longer assignments may, at the discretion of the teacher can 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 5th calendar day. Longer assignments turned in after the 5th calendar day will receive a 0.

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.

Extra Credit Guidelines

Extra credit is optional and given at the teacher's discretion. It should be 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. 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 3rd-12th. 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 Full-time, 5 days/week students only		Minimum Graduation	
Literature	4.0	Literature	4.0
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)
History	5.0	History	5.0
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)
Government/Economics	(1)	Government/Economics	(1)
Bible	2.0	Bible	2.0
Bible I – Old Testament	(0.5)	Bible I – Old Testament	(0.5)
Bible II – New Testament	(0.5)	Bible II – New Testament	(0.5)
Bible III – Systematic Theology	(0.5)	Bible III – Systematic Theology	(0.5)
Bible IV – Apologetics	(0.5)	Bible IV – Apologetics	(0.5)
Math	5.0	Math	4.0
Algebra I	(1)	Algebra I	(1)
Geometry	(1)	Geometry	(1)
Algebra II	(1)	Algebra II	(1)
Pre-Calculus	(1)	College Algebra	(1)
Calculus* or Dual Credit equivalent*	(1)		
Science	4.0	Science	4.0
Intro to Physics	(1)	Intro to Physics	(1)
Chemistry	(1)	Chemistry	(1)
Biology	(1)	Biology	(1)
Physics* or Anatomy & Physiology*	(1)	Anatomy & Physiology*	(1)
Rhetoric	3.5	Rhetoric	3.5
Logic (Informal/Formal)	(1)	Logic (Informal/Formal)	(1)
Junior Thesis	(1)	Junior Thesis	(1)
Senior Thesis	(1)	Senior Thesis	(1)
College Prep	(0.5)	College Prep	(0.5)
Foreign Language	4.0	Foreign Language	3.0
Latin I (offered in 7th grade)	(0.5)	Latin IA (offered in 7th grade)	(0.5)
Latin II (offered in 8th grade)	(0.5)	Latin IB (offered in 8th grade)	(0.5)
Spanish I	(1)	Spanish I	(1)
Spanish II	(1)	Spanish II	(1)
Spanish III*	(1)		
Electives**	3.0	Electives**	3.0
Choir ^°	(0.5)	Choir ^°	(0.5)
Theater ^°	(0.5)	Theater ^°	(0.5)
Art ^°	(0.5)	Art ^°	(0.5)
Journalism / Yearbook ^°	(0.5)	Journalism / Yearbook ^	(0.5)
Physical Education ^	(0.5)	Physical Education ^	(0.5)

Total Credits.....29.5

*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

Total Credits.....27.5

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

Notes: A minimum of 1.0 fine arts credit and 1.0 PE are required for graduation
 Students can earn 0.5 credits for successful completion of a varsity sport and up to 1.0 credits total

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:

1st 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 extracurricular 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 order to be considered as a Salutatorian, the student must have been a full time student for three consecutive years prior to graduation.

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 3rd 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.

Learning Disabilities

Any child in the general education program 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's general education program 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.

[Back to Table of Contents](#)