



GRACE CHRISTIAN ACADEMY

Student - Parent Handbook

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

Grace Christian Academy is operated as an exempt school under the provision of NRS.394.211 and as such is exempt from the provisions of the Private Elementary and Secondary Education Authorization Act.

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1 STATEMENT OF FAITH

1. **THE WORD OF GOD.** We believe that the Bible, both Old and New Testaments, is the complete and revealed Word of God, fully inspired and without error in the original writings. We believe that it is wholly sufficient as Divine revelation and it alone has supreme authority in all matters of faith and conduct. (Psalm 12:6; 19:7-11; Isaiah 40:8; Matthew 5:18; 2 Timothy 3:15-17; 2 Peter 1:21; Heb. 1:1-3).
2. **THE TRINITY.** We believe that there is one living and true God, eternally existing in three persons: Father, Son, and Holy Spirit. These Three, being one in essence, are co-equal, co-eternal, and co-existing, and perform distinct but harmonious functions in creation, redemption, and providence. (Deut. 6:4; Matt. 28:19-20; 2 Cor. 13:14).
3. **GOD THE FATHER.** We believe in God, The Father, an infinite personal spirit, perfect in holiness, justice, wisdom, power, and love. We believe that He is unchangeable in His being, all glorious in His nature, and absolutely sovereign over creation, providence, and redemption. (Deuteronomy 6:4; Jn. 4:23-24; Isa. 6:1-6; Psa. 115:3; 145:5; I John 4:16).
4. **JESUS CHRIST.** We believe in Jesus Christ, fully God and fully man, God's only begotten Son, conceived by the Holy Spirit. We believe in His virgin birth, sinless life, miracles, and teachings. We believe in His substitutionary atoning death, bodily resurrection, ascension into heaven, perpetual intercession for His people, and personal visible return to earth. (John 1:1-14; Acts 1:11; Phil. 2:5-11; I Corinthians 15:3-4; Hebrews 1:1-10; 4:14).
5. **THE HOLY SPIRIT.** We believe in the Holy Spirit who came from the Father and Son to convict the world of sin, righteousness, and judgment, and to apply the benefits of Christ's work to the elect in regeneration and sanctification. We believe that every believer is baptized by the Holy Spirit and indwelt at salvation. The Holy Spirit sovereignly bestows a spiritual gift(s), helps, teaches and guides every believer. (John 3:3-7; 16:8-14; 1 Cor. 12:13; 1 Cor. 3:16; Rom. 8:9; Romans 8:26; Ephesians 5:18).
6. **SALVATION.** We believe that all men are sinners in Adam, by nature and by choice and are therefore dead in sin and under condemnation. We believe that God in His free and sovereign grace saves sinners as He wills. Salvation is by faith alone in Christ alone. True believers will persevere in faith and good works unto the end. This good news of salvation is freely offered to all and requires faith in Christ, which is enabled by the Holy Spirit, making those who are ordained to eternal life willing and able to believe. (Acts 13:48; Romans 3:10-18, 23; 6:23; Jonah 2:9; Eph. 2:8-9; Titus 3:5; Phil. 1:6; 1 Pet. 1:5; Heb. 12:14; Rev. 22:17).
7. **THE CHURCH.** We believe in the universal church, a living spiritual body of which Christ is the head, composed of people who have been regenerated by the Holy Spirit and put their faith in the Lord Jesus Christ. We believe in the local church, whose membership consists of a company of baptized believers in Jesus Christ, associated for worship, Bible study, prayer, the ordinances, fellowship, and the evangelism of a lost world. We believe in the autonomy and independence of the local church, although cooperation with other churches, associations, or organizations may prove beneficial. However, cooperation is voluntary and may be terminated at any time. (Matthew 16:18; Acts 2:42-47; Ephesians 4:1-15; 1 Cor. 16:1).
8. **CHRISTIAN CONDUCT.** We believe that a Christian should live for the glory of God and that he should seek the well-being of his fellow-man; that his conduct should be one of pursuing blamelessness before the world; that he should seek to be a faithful steward of his possessions; that he should seek to realize for himself and others the full stature of maturity in Christ. We disavow a legalistic approach to the Christian life and believe in the liberty of conscience. (1 Cor. 10:31; Romans 12:1-2; Titus 2:11-13; Rom. 14:1-15:6).
9. **THE ORDINANCES.** We believe that the Lord Jesus Christ has committed two ordinances to the church to be observed until the return of Christ: baptism by immersion and the Lord's Supper. By baptism a believer publicly declares his forgiveness of sin, union with Christ, and new life in Christ. Baptism is only for those who profess faith in Christ. In the Lord's Supper, the believer is dramatically reminded of the sacrifice of Christ for our sin. The Lord's Supper is communion with God in Christ, as the believer spiritually feeds on Christ by faith, and communion with the body of Christ. We believe that these two ordinances are not means for salvation, but are visible signs of an invisible faith. (Matthew 3:13-17; 26:26-29; I Corinthians 10:16, 17; 11:23, 24).

10. **LAST THINGS.** We believe in the personal and imminent return of our Lord Jesus Christ to earth. His coming will be visible, for the consummation of His eternal Kingdom. We believe in the resurrection of the body, the final judgment, the endless suffering of the wicked, and the eternal blessedness of the believer. (Matthew 24:1-51, 25:41; John 14:1-3, I Corinthians 15; II Corinthians 5:10; I Thessalonians 4:13-18; Rev. 20:11-15).
11. **CREEDS AND CONFESSION.** We adhere to the ecumenical creeds of the historic Christian Church: the Apostles Creed, the Nicene Creed and the Athanasian Creed. We also adopt the 1689 Baptist Confession of Faith as our confessional standard in which we are in substantial agreement. We recognize that only the Bible is infallible. However, these historic creeds and this reformed confession provide a clear basis for our doctrinal standard and unity.

2 THE GRACE CHRISTIAN ACADEMY VISION

Grace Christian Academy is committed to providing an education that is academically rigorous, grounded in Scripture and a biblical worldview. Our goal is to raise up leaders who can think clearly and concisely, and express themselves in matters of both faith and life. Our plan to accomplish this goal is based on three principles:

The first is complete submission to our Lord Jesus Christ. We believe that God's character is revealed in His Word and every facet of creation. All knowledge is interrelated and can instruct us about God himself. Therefore we will teach all subjects as a part of an integrated whole with Christ at the center.

The second is to base our curriculum on the classical model of the Trivium. The child is provided with a rigorous and challenging curriculum, and an educational environment conducive to learning. Our commitment is to teach our students how to learn, and how to think and communicate in an elegant, persuasive, and appealing way. There will be an emphasis on the grammar, logic, and rhetoric of each subject in a manner that gives full consideration to the age and abilities of each individual student.

Thirdly the Bible instructs parents to "bring children up in the discipline and instruction of the Lord". Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and ensure that the parental authority over the education of their children is respected and reinforced. This can only be accomplished through direct parental involvement in Grace Christian Academy.

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3 WHAT DO WE MEAN BY CLASSICAL?

In the 1940's the British author, Dorothy Sayers, wrote an essay titled "The Lost Tools of Learning". In it she calls for a return to the application of the Seven Liberal Arts of ancient education, the first three being the Trivium.

A classical school is one that utilizes the Trivium in its approach to instruction. This methodology corresponds to the developmental phases a child grows through in school. These three phases correspond to the biblical categories of knowledge, understanding, and wisdom. The grammar or knowledge stage is the "gathering information" stage in which children memorize facts and learn rules and instructions. This capitalizes on children's high capability of memorization in early ages. In the logic or understanding stage, students learn discernment and good judgment. They learn the relationships within knowledge—how particular facts are connected and related to each other. In the rhetoric or wisdom stage, students are taught how to apply knowledge and understanding to various circumstances and situations.

Children grow naturally through these developmental stages. A classical education takes advantage of these stages by combining them with the manner in which all subjects are taught. An acquisition of knowledge and understanding is thus supported by the natural developmental abilities of the student, helping content to be more easily mastered.

An excerpt from Doug Wilson's book, *Recovering the Lost Tools of Learning*:

"The structure of our curriculum is traditional with a strong emphasis on "the basics." We understand the basics to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will also read from primary sources. Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the fundamental rules of each subject (again, we do not limit grammar to language studies), as well as the basic data that exhibit those rules. In English, a singular noun does not take a plural verb. In logic, A does not equal not A . In history, time is linear, not cyclic. Each subject has its own grammar, which we require the students to learn. This enables the student to learn the subject from the inside out.

The logic of each subject refers to the ordered relationship of that subject's particulars (grammar). What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and the object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge.

The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the history or science be correct. It must also be expressed well."

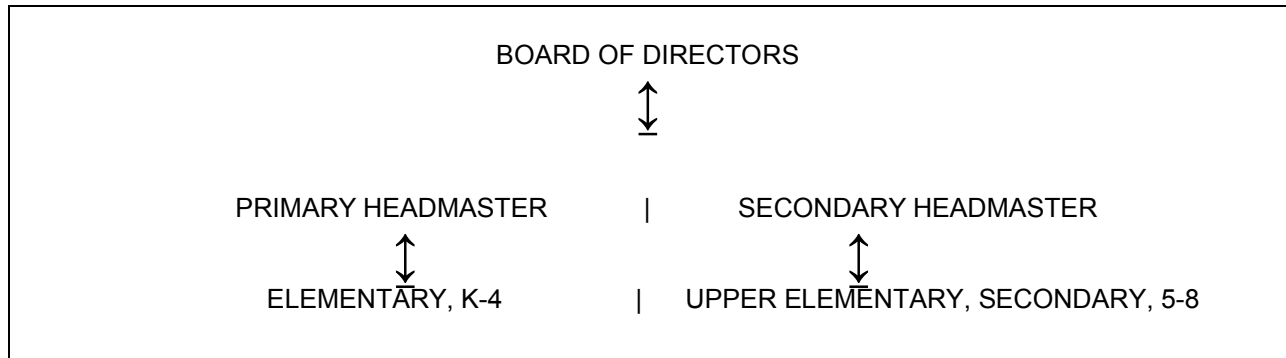
The following material is drawn from the essay “The Lost Tools of Learning” by Dorothy Sayers. It illustrates the applications of the Trivium (Grammar, Logic, Rhetoric) we use.

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

Note – Above table represents the vision of Grace Christian Academy. Not all will be available in any given school year.



4 ORGANIZATION OF GRACE CHRISTIAN ACADEMY



BOARD OF DIRECTORS

Grace Christian Academy is governed primarily by the Word of God, as understood and applied by the school's Board of Directors (Board). The Board operates under the school's adopted By-laws, Vision and Goals statements. It serves the school by setting policies that define and maintain the goals of the school. The Board examines the school's goals, policies, programs, and curriculum in light of biblical principles and those of classical education. It is a corporate body comprised of five individuals: 4 are elected members for 3-year terms consisting of a President, a Vice-President, a Treasurer, and a Secretary, and 1 is an Elder member from the Board of Elders of Grace Community Church. A representative from the Board of Elders will always be a member of the Board and is not subject to holding an elected office. All members of the Board shall be members in good standing of Grace Community Church. Because of the corporate nature of the Board, an individual has no authority over the school in any capacity.

HEADMASTER

The Headmaster, as an ex officio member, reports to the Board and is the head administrator over the day-to-day operations of the school. The Headmaster oversees the management of the school and is directly involved in policy development and implementation, finances, curriculum development and implementation, teacher supervision and training, student enrollment and discipline, and school programs.



5 COMMUNICATION

The relationship between school and home is an important one requiring the utmost respect for the authority in the home and the authority of the school. Once enrolled in the school, the family must be willing to submit to the school's authority in governing its affairs. Yet, the school must also uphold the family's authority in governing its affairs. Given these two realms of authority and considering the vastness of the responsibility in the training and education of our children, disagreements may arise. We believe that God can be glorified in the midst of any disagreement through the peacemaking actions of those involved. Many times we find it is simply a matter of clarifying first hand information or resolving a misunderstanding.

Every parent and teacher must be willing to seek proper resolution to any conflict. This may at times simply mean overlooking an action (Proverbs 19:11; 1 Pet. 4:8), and sometimes it means speaking the truth in love (Eph. 4:15; Zech. 8:16-17). Harboring bitterness or keeping records of offenses is neither biblical nor profitable (Heb. 12:14-15; Eph. 4:31-32; 1 Cor. 13:5). Conflicts should be resolved at the lowest level possible and with the person directly involved (Matt. 18:15). If an agreement of resolution cannot be reached, both parties should then approach the next level of authority (Matt. 18:16).

We encourage every family to attempt to be at peace with all men and we have outlined the proper lines of communication between the school and home according to the biblical principles found in Matthew 18:15-18; Rom. 12:16-21; Eph. 4:1-3. We believe that scripture teaches that conflicts should be handled discreetly and carefully, while believing and speaking the best about each individual involved. The Grace Christian Academy board, Headmaster and staff will abide by these same principles in communicating with parents and students.

Parent to Parent: If an issue should arise regarding the conduct of children outside of school, or if there appears to be a personal conflict between families, the families should each seek to make peace with one another by discussing their concerns in a loving, biblical manner. The school has no authority over its students outside of school and will not become involved in personal conflicts beyond their effects in the classroom. If mediation is necessary, the school would urge families to seek the help of their church.

Parents to Teacher: If an issue should arise regarding individual teacher's rules or procedures, the parents should speak to the teacher before discussing the matter with those in authority over the teacher. While a written note is an effective means of communicating with teachers, before and after school chats or phone calls are always welcomed. Parents may also present concerns about individual teacher rules or procedures to the Headmaster if the matter was not resolved with the specific teacher first. Parents should not gossip with other parents about a problem (Prov. 11:13; 20:19).

Parents to the Headmaster and the Board of Directors: We want our parents to know that we are always available to answer your questions and listen to your concerns. We are here for you and your child.

If you would like more information on this subject, please read *Peacemaker* by Ken Sande and *How to be Free from Bitterness* by Jim Wilson.



6 PARENT INVOLVEMENT IN GRACE CHRISTIAN ACADEMY

"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord." Eph. 6:4

As a support and extension of the family unit, Grace Christian Academy considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at Grace Christian Academy we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Below are just a few of the ways we encourage this.

1. Visit the school/class at any time. (Please call ahead out of courtesy to the teacher.)
2. Assist in the classroom, regularly or infrequently. Be a reader leader, teacher aid or a room mom. (Again, arrangements should be made with the teacher concerned.)
3. Help supervise the lunchroom or playground during recess. Many hands are helpful in teaching manners, opening lunch items, etc.
4. Act as chaperone on field trips and/or library visits.
5. Serve as a story-reader, song-leader, or guest artist or offer your special talents.
6. With permission and prior arrangement, present your vocation to the students or invite them to your place of business for a field trip .
7. Share your experiences, trips or vacations as they may relate to an area of study in a class.
8. Participate in school fundraisers – organizing, promoting, attending, selling, etc.
9. Attend all Parent-Teacher Conferences that are formally conducted. Informal conferences may be held anytime at the parent's request.
10. Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home.
11. Offer assistance by volunteering to serve on board appointed committees or other ad-hoc committees.
12. Communicate your ideas or comments regarding the school program to the headmaster. We want to hear from you.
13. Pray for the staff at Grace Christian Academy. Just as we view the school as an extension of the home, we also ask that you make the teachers and staff at Grace Christian Academy part of your daily prayer regimen. Ask God to provide wisdom and biblical insight in the instruction and guidance of the students and that GCA would be unified in purpose and a place where God is richly glorified. The ways to encourage the teaching staff are endless; a kind word or a card will be a cherished event for years. Next to the students, the teachers are our most valuable resource. A "thank you" is always a welcomed word.



7 ADVANCED STUDY PROGRAM

(For everyone to whom much is given, from him much will be required. Luke 12:48)

God is not egalitarian. He has gifted young people with various talents. One young man excels in music, while another at languages and a third can dunk a basketball from the free-throw line and enjoy Shakespeare in the same afternoon. In order to help parents teach their children to steward these talents faithfully, Grace Christian Academy will allow for advanced studies in some of the elementary subjects. These subjects will be approved by the elementary headmaster on a case-by-case basis.

Guidelines:

1. The student must receive a recommendation from his previous teacher clearly acknowledging the student's excellent conduct overall and his academic readiness for advanced studies in the particular area requested.
2. The student must demonstrate humility, gratitude, and diligence in his studies. Boasting, discontent, or laziness of any flavor will terminate the program.
3. The student must participate in all group activities with his classmates. This includes paying close attention to instruction, answering when called upon, taking timed-test, oral recitations, etc.
4. The student must regularly take normal exams with the rest of the class and demonstrate that he has mastery of that material (90% average or above per quarter).
5. The student must always have work from their advanced study to complete during the individual practice portion of the classroom lesson. If the subject is math, the student must always have math to work on during that time period.
6. The advanced study curriculum must be approved by the headmaster and taught and managed by the parents. Parents are welcome to consult with the classroom teacher for ideas and guidance as they see fit, but the parents are responsible for teaching, assigning, and grading all advanced study work.
7. The student may not use class time to ask his teacher questions regarding his advanced study work.
8. The student's grade for his advanced study course will be calculated based upon the grades he earns on the regular classroom exams (see #4).
9. If any of the above stipulations are not fully met, the advanced study program is terminated.
10. If at any time the classroom teacher or headmaster believes that the advanced study arrangement is not beneficial for the individual student, the class, or any part of the school, the program will be terminated.
11. If the advanced study program is terminated, the student will cheerfully and thankfully resume his studies with the rest of the class.

Depending on the subject, modifications may need to be made to the guidelines above. These will be made by the headmaster in writing before the program has begun.



8 STUDENT HEALTH REQUIREMENTS

1. All students attending Grace Christian Academy must have on record with the school office, a birth certificate and either a current immunization record or an exemption statement according to Nevada Code, before entering school in the fall. Standard immunization record forms may be obtained from the family doctor or school office and, upon completion, must be returned to the school office.
2. Before the school will issue any medication that has been provided by the parent to a student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine, we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student's file. No prescription medicines will be dispensed without written parental permission each time. Students must bring all medications to the office. None are to be kept in their classroom, desk or backpack. As a courtesy to your child's teacher, please keep them informed of any ongoing use of treatments. Our stewardship during the day for your child's care is very important to us.
3. Other forms necessary for student health records that can be obtained from the school office are:

Health Record: Describes the basic health/illness history of each student.

Enrollment Registry: Lists the emergency contact names and phones numbers in the event we are unable to contact a parent/guardian. Includes signed waiver in order to facilitate necessary medical care in the case of a medical emergency.



9 CURRICULUM GOALS

In keeping with our understanding and practice of the grammar and logic stage methodologies and their approximate correlation to the elementary years, we have divided each area below into Goals and Memory sections. The Goals are those basic principles we seek to achieve throughout the nine years of elementary and junior high school, K - 8. The Memory section contains an abbreviated list of material (grammar) we seek to have the students commit to memory through repetition within that subject area.

9.1 Bible

9.1.1. Goals

We seek to:

1. Have the students read the actual text for themselves vs. only prescribed verses.
2. Have the students read at least one Gospel account, one Epistle, and one Old Testament book each year.
3. Encourage the students to understand the verses in context, along with other good interpretation principles.
4. Let the Scriptures speak for themselves with clarifications and illustrations by the teacher.
5. Show the students the richness and requirements of the Bible.
6. Teach the biblical pattern of salvation: Law before Grace.
7. Encourage each student to come to the Father, through the Son, and grow in his or her knowledge and love of Him.
8. Encourage each student to seek personal application of the Scriptures.

9.1.2. Memory

The students will recall:

1. The entire list of books of the Bible in correct order.
2. The major attributes of God, i.e. Loving, Just, Omnipresent, Omniscient, Creator, etc.
3. The names and significance of Adam, Abraham, Moses, David, Paul, Peter, etc.
4. The major acts and themes of the Gospels: Jesus' birth, miracles, crucifixion, and resurrection.
5. The Ten Commandments.
6. Specific Bible verses.
- 7.

9.2 English

9.2.1. Goals

We seek to:

1. Equip every student with the skills necessary for good writing, including correct spelling and grammar, pleasing style, clarity of focus, proof-reading, and self-correcting.
2. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
3. Encourage clear thinking by the students through requiring clear, focused writing.
4. Introduce the students to many styles of writing using the Bible and other high quality literature.
5. Instruct students to name parts of speech accurately, identify parts of a sentence and a clause, to diagram simple, compound and complex sentences.
6. Instruct students to name and compose the four areas of discourse.
7. Require well-organized essays of one to two pages and teach the concept of plagiarism and abhorrence of that practice.



9.2.2. Memory

The students will recall:

1. The names and functions of a noun, verb, adverb, adjective, preposition, etc.
2. Basic spelling rules.
3. Correct punctuation marking and capitalization rules.
4. Diagram simple, compound, and complex sentences.
5. How to write grammatically correct sentences.
6. How to write a well organized essay and book report.
7. Manuscript form.

9.3 Reading

9.3.1. Goals:

We seek to:

1. Use phonics (the grammar of reading) as the primary building blocks for teaching students to read.
2. Encourage the students to read correctly as soon as possible (normally in kindergarten or first grade).
3. Introduce the students to high quality children's literature as soon as possible.
4. Carefully monitor the student's reading abilities to ensure he is at a reasonable level, comprehends adequately (the logic of reading), and is reading fluently, both orally and silently. This includes the proper use of word-attack skills.
5. Integrate, wherever possible, other subjects into reading, such as history and science.
6. Foster a life-long love of reading and high quality literature, especially the Scriptures, after being taught to recognize the characteristics of such literature (the rhetoric of reading).
7. Build and maintain clear, specific, but broad criteria for the selection of a good number of varied, high quality titles to include in our reading lists for each grade. The classes also should maintain titles with a range of difficulty from grade-level to above grade-level. These titles are to be logically sequenced in difficulty from first through the eighth grade.
8. Have students read with fluency and with expression while comprehending.
9. Instruct the students to identify the elements of literature.

9.3.2. Memory

The students will recall:

1. The vowels and their sounds.
2. The consonants and their sounds.
3. The definitions of setting, plot, character, conflict, resolution and theme.
4. The genres of literature: fiction, non-fiction, biography, etc.
5. Oral reading skills.
6. Their favorite authors.
7. How to identify and evaluate the worldview of an author.



9.4 Latin

9.4.1. Goal

We seek to:

1. Instruct the students in the fundamental vocabulary and grammar of Latin to better their fundamental understanding of English.
2. Reinforce the students' understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English grammar class work, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.
3. Cultivate study and logical thinking which are inherent in the study of Latin.

9.4.2. Memory

The students will recall:

1. 70% of vocabulary introduced and used.
2. All of the five declensions of nouns.
3. All four conjugations for active verbs.
4. Other chants, including verb examples and pronouns.
5. Subject-noun agreement.
6. Noun-adjective agreement
7. Forming questions and commands.

Third Grade (Elementary - 1st Year): Vocabulary acquisition, declensions, chants of endings.

Fourth Grade (Elementary - 2nd Year): More vocabulary, beginning grammar work, basic verbs, simple sentences.

Fifth Grade (Elementary - 3rd Year): More sentences, vocabulary, basic translation work, phrases, grammar.

Sixth Grade (Elementary - 4th Year): Translation work (New Testament/Vulgate and other sources), grammar, writing of sentences, stories, classical background.

Seventh Grade (Secondary - 1st Year): Translation work (New Testament/Vulgate and other sources), grammar, writing, reading Latin classics.

Eighth Grade (Secondary - 2nd Year): Translation work of moderately complex Latin, (also from the New Testament/Vulgate and other sources), grammar, writing, reading Latin classics.

9.5 Mathematics

9.5.1. Goals

We seek to:

1. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
2. Put an emphasis on conceptual, as well as practical, understanding of math through the frequent use of story problems.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.
4. Provide a mastery of basic mathematical operations and concepts.
5. Apply learned problem solving strategies to the problems in daily life.
6. To explore and understand Algebraic language, equations, relations and sets.



9.5.2. Memory

The students will recall:

1. The four basic mathematics properties; i.e. addition, subtraction, multiplication, division, and their uses.
2. Multiplication facts to 12.
3. Addition and subtraction facts to 20.
4. All aspects of telling time, reading thermometers, and identifying dates.
5. All cardinal directions.
6. Measurement: English and metric; Converting units.
7. Fraction, proportion, and percent processes.
8. Graphs: line, bar, pictograph, histogram.
9. Square Root: extracting square roots.
10. Primes, composites, and factoring.
11. Algebra: terms, operation properties, equality, inequality, sets, relations, functions, equations, solution sets and related graphs.
12. Geometry: basic geometric shapes, geometric ideas and models; types of angles; parts of circles.
13. Definitions for perimeter, circumference, and area.
14. Pythagorean rule.
15. Trigonometric functions: sine, cosine, tangent.

9.6 History/Geography

9.6.1. Goals

We seek to:

1. Teach the students that God is in control of history and He will determine its ultimate outcome.
2. Enable the students to see God's hand in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
3. Broaden the students' understanding of history and geography as the students mature, specifically by deepening the level of exposure and research into various topics (e.g. U.S. History or geography) from kindergarten through eighth grade.
4. Make history and geography "come alive" for the students through the use of a unit approach to history and its related areas and by using many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.
5. Encourage a Christian view of history and identify whether or not history has been written from a Christian or a non-Christian perspective.
6. Help students to learn how to study history and how to critically evaluate reading material, identify primary and secondary sources, and the historical method.
7. Have students understand a general time line of historical events from Biblical times to the present, focusing primarily on western civilizations.

9.6.2. Memory

The students will recall:

1. The names and capitals of all fifty United States.
2. The names of most major countries of the world.
3. Key figures in history; e.g. Homer, Martin Luther, George Washington, etc.
4. Key dates and their significance in history; e.g. Fall of Rome, 1492, 1620, 1776, etc.
5. Preambles to the Declaration of Independence and the U.S. Constitution.
6. Motives and godly character of many of the first groups of people who established colonies in America.
7. Basic chronological development of the United States.



9.7 Science

9.7.1. Goals

We seek to:

1. Teach that the biblical creation account is true and that the theory of evolution is false.
2. Teach the students the basic elements of both accounts and that both systems are based on either sound or unsound faith.
3. Show the students that, because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (Scientific Method), as well as to identify, classify, and categorize elements of Creation. This is particularly practiced with local plant and animal life.
4. Treat the study of science as a part of the study of history. That is, show the students the natural integration between the advances, individuals, and applications of science, with the development of historical events within the cultures studied.
5. Ensure that by the time the students enter secondary-level science, they are able to recall the steps of the Scientific Method, as well as other critical, grammatical elements of science.
6. Use many forms of instruction to teach science, particularly identifying, classifying, categorizing, integrating with history and math, as well as some experiments, demonstrations, collecting, illustrating, field trips, and guest speakers.
7. Demonstrate an increasing ability to distinguish between things that God has made and things that man has made.
8. Describe the scientific method and demonstrate an increasing ability to recognize the use of scientific knowledge in daily life.
9. Instruct students regarding the selected, noteworthy scientists and their accomplishments.

9.7.2. Memory

The students will recall:

1. The basic steps to the Scientific Method.
2. The work of each of the six days of Creation.
3. The three Laws of Motion.
4. The major classifications and fields of science.
5. Key figures in science and their contributions.

9.8 Logic

9.8.1. Goals

We seek to:

1. Teach all our students the fundamental tools of reasoning, emphasizing the analysis of arguments, both categorical and propositional, for validity.
2. Teach the students how to define terms, explain relationships between statements, identify fallacies, both formal and informal, and organize and judge debate.
3. Help students practice the science and art of reasoning well.
4. Have students acknowledge that reasoning and communication are God-given gifts.

9.8.2. Memory

The students will recall:

1. The vocabulary of terms used in logic.
2. The types of and distinctions between formal and informal logic.



9.9 Art

9.9.1. Goals

We seek to:

1. Teach all our students the basic fundamentals of drawing to enable them to create adequate renderings.
2. Encourage the students to appreciate and imitate the beauty of the creation in their own works.
3. Introduce the students to masters' works of the Western culture.
4. Equip the students to knowledgeably use a variety of art media.

9.9.2. Memory

The students will recall:

1. The primary and secondary colors.
2. The use of perspective in drawing.
3. At least four famous artists.

9.10 Music

9.10.1. Goals

We seek to:

1. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
2. Systematically instruct the students in the fundamentals of vocal and instrumental music.
3. Enrich the teaching of Scripture through the teaching of many classic, meaningful hymns.
4. Encourage the students (through a variety of options) to select and pursue some area of music, vocal or instrumental.
5. Broaden the student's understanding of the basic differences between the periods of musical history (e.g. Medieval, Baroque, Classical, Romantic, and Modern).

9.10.2. Memory

The students will recall:

1. The timing of whole, half, and quarter notes.
2. The basic terms used in music (e.g. rhythm, melody, tempo, etc.).
3. The difference between the base and treble clefs.
4. The major instrument groups in a band and orchestra.
5. The major periods of musical history.

9.11 Physical Education

9.11.1. Goals

We seek to:

1. Teach students that physical fitness and proper nutrition are essential to a healthy, well-rounded life.
2. Condition students in the areas of endurance, flexibility, strength, and agility using aspects of activities as: track, basic strength-training, basketball, and swimming.
3. Enhance biblical patterns of behavior through activities requiring cooperation, teamwork, and general good sportsmanship.
4. Support all students as they participate in the President's Challenge Physical Activity and Fitness Award Programs.
5. Achieve progress in the areas of coordination, fitness, and self-confidence.



9.11.2. Memory

The students will recall:

1. The benefit specific exercises provide for various body parts.
2. The function of different muscles and how to strengthen them.
3. The benefit of physical fitness and proper nutrition.

9.12 Electives

9.12.1. Goals

We seek to:

1. Provide the students with a well-rounded education from a variety of areas of interest as well as serve to meet some of the practical needs which will help them adjust to life's new challenges as they enter young adulthood.
2. Expose students to a variety of areas. Some of them being: Computers and Technology, Chorus, Art, Drama, Practical Christianity, Home Economics and Social Protocol, and Mechanics.

10 SUBJECT LISTING BY GRADE:

10.1 Kindergarten

Phonic training (early reading), math properties (patterns, adding, graphing), science units, community helpers/jobs/locations, Bible stories/characters/songs, integrated art projects, PE skills/games, integrated music

10.2 First Grade

Phonic training/literature reading, math problem solving/properties, integrated (with reading, math, art) science units, spelling rules/memorizations, parts of speech, history units (famous places in the world & U.S., etc.), Bible reading/memorizations, integrated art, PE skills/games, thematic music/rhythm instruments

10.3 Second Grade

Guided independent reading of books, math properties/problem solving, science quarterly units, spelling rules/patterns/memorization, cursive handwriting, basic English grammar, history units in early U.S./Nevada History, Bible readings/memorizations, integrated art projects, PE skills/games, thematic music/rhythm instruments

10.4 Third Grade

Guided independent reading of books, math skills/problem solving/integrated, science units (P/C/B/ES*), spelling rules/patterns/lists, cursive/essay practice, English grammar, Latin I (vocabulary/chants), U.S. Geography/early U.S. History units, Bible readings/memorizations, integrated art projects, PE skills/games, thematic music/recorders

10.5 Fourth Grade

Monitored, independent reading of books (integrated with history, science), math skills/problem solving/integrated, science units (P/C/B/ES), spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin II (vocabulary/early grammar), U.S. History units (War for Independence to present), Bible readings/oral presentations, integrated art projects, PE skills/games, music/recorders

10.6 Fifth Grade

Monitored, independent reading of books (integrated with history, science), math skills/problem solving/integrated, science units (P/C/B/ES), spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin III (grammar/translation), World Geography/Early World History units, Bible readings/oral presentations, integrated art projects, PE skills/games, music



10.7 Sixth Grade

Monitored, independent reading of books (integrated with history, science, Bible), math skills/problem solving/integrated, science units (P/C/B/ES), spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin IV (grammar/translation), World Geography/Post-Medieval World History units, Bible readings/oral presentations, integrated art projects, PE skills/games, music

10.8 Seventh Grade

Monitored, independent reading of literature (may be integrated with history, science, Bible), Pre-Algebra, & intro to Geometry, Statistics, Probability, Scientific Notation, Trigonometry, physical science(exploring creation), US History, English Grammar (integrated with Latin), Writing, Latin (Lingua Latina Curriculum – presupposes no prior knowledge of Latin), Bible (Old Testament Survey), PE skills/rules of sport/fitness training, electives (computers & technology, chorus, practical Christianity, journalism/annuals, etc.)

10.9 Eighth Grade

Monitored, independent reading of literature (may be integrated with history, Bible), Algebra I, World Geography, English Grammar (integrated with Latin), Writing, Logic, Latin (Lingua Latina Curriculum – presupposes no prior knowledge of Latin), Bible (New Testament Survey), PE skills/rules of sport/fitness training, electives (art, music, chorus, practical Christianity, journalism/annuals, etc.)

*Physics/Chemistry/Biology/Earth Science
Not all electives will be available in any given school year.

11 GRACE CHRISTIAN ACADEMY PROMOTION POLICY

Students currently in Grace Christian Academy must meet all the following basic criteria for promotion to the next successive grade:

1. Pass reading, math, and English with at least a 70% average.
2. Have no more than one "F" per quarter in any other academic subject (e.g. math, science, etc.) and no more than two "F's" in the same subject within an academic year. All due curriculum objectives, grading guidelines, and teaching requirements will be faithfully executed. There will be at least 10 objective grades per subject area by which the quarterly grade is computed in order to make a complete and accurate assessment of a student's success in that area.
3. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objective) of the following skills/subjects in the grades noted:

11.1 Kindergarten to First Grade

Behavioral maturity and reading readiness for first grade.

11.2 First Grade to Second Grade

Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write complete sentences with neat lettering. Able to add and subtract single digit numbers with at least 70% accuracy.

11.3 Second Grade to Third Grade

Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% accuracy.

11.4 Third Grade to Fourth Grade

Cumulative mastery of above requirements, plus satisfactory (70%) completion of curriculum objectives for this grade level.



11.5 Fourth Grade to Fifth Grade

Cumulative mastery of above requirements, plus satisfactory (70%) completion of curriculum objectives for this grade level.

11.6 Fifth Grade to Sixth Grade

Cumulative mastery of above requirements, plus satisfactory (70%) completion of curriculum objectives for this grade level.

11.7 Sixth Grade to Seventh Grade

Cumulative mastery of above requirements, plus satisfactory (70%) completion of curriculum objectives for this grade level. In addition, cumulative, comprehensive mastery tests may be administered to assess the students' readiness for entering Junior High.

11.8 Seventh Grade to Eighth Grade

Cumulative mastery of above requirements, plus satisfactory (70%) completion of curriculum objectives for this grade level.

12 LATIN AT GRACE CHRISTIAN ACADEMY

Latin at Grace Christian Academy is considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of the Romance languages (Spanish, French, Italian, Portuguese, and Romanian).

Grace Christian Academy teaches Latin, therefore, for two major reasons:

4. Latin is not a "dead language", but rather a language that lives on in almost all major Western languages, including English. Training in Latin gives the student a better understanding of the roots of English vocabulary and also lays the foundation for learning other Latin-based languages.
5. Learning the grammar of Latin reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English class work, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

The **Elementary Latin Program** consists of the following basic objectives:

- **Third Grade (1st Year):** Vocabulary acquisition, declensions, chants of endings
- **Fourth Grade (2nd Year):** More vocabulary, beginning grammar work, basic verbs, simple sentences
- **Fifth Grade (3rd Year):** More sentences, vocabulary, basic translation work, phrases, grammar
- **Sixth Grade (4th Year):** Translation work (New Testament/Vulgate and other sources), grammar, writing of sentences, stories, classical background

The **Secondary Latin Program** consists of the following basic objectives:

- **Seventh Grade (1st Year):** Translation work, read or hear simple Latin, follow story or argument, express answers and thoughts, grammar and writing/compose, vocabulary
- **Eighth Grade (2nd Year):** Translation work, read or hear moderately complex Latin, follow story or argument, express answers and thoughts, grammar and writing/compose, vocabulary



13 HOMEWORK PHILOSOPHY AND GUIDELINES

13.1 Philosophy

Grace Christian Academy will assign homework. Below are the primary reasons or causes for homework being assigned:

- Students will need some amount of extra practice in specifics, new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
- Repeated, short periods of practice or study of new information is often a better way to learn than one long period study.
- Since Grace Christian Academy recognizes that parental involvement is critical to a child's education, homework should be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
- Homework will also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves a punitive as well as practical purpose.

13.2 Homework Benefits

Aside from all the points above and the fact that we only have your child here for six and a half hours a day, please provide opportunity for your child to be reading and studying even when it is not assigned. The younger readers especially benefit greatly in reading aloud as much as possible and in studying their math facts. Latin, grammar, vocabulary and spelling are also areas that benefit from nightly review. Nightly studying for the older students is expected.

13.3 Guidelines for Assigning Homework

The necessity for doing homework and the amount of time needed will vary from grade to grade and even from student to student. The guide below should be regarded as a suggestion for approximate times, but be encouraged to joyfully honor the time needed for your child to successfully complete their homework and any needed studying should it go beyond these times. For any homework normally being assigned, a Weekly Homework Assignment Sheet (HAS) will be used in grades 1 through 6. In grades 7 and 8, each student is responsible for recording assignments in their own student planner. Parental monitoring is important.

<u>GRADE</u>	<u>SUGGESTED APPROX. TIME PER WEEK NIGHT*</u>
K	MINIMAL
1 ST - 2 ND	20-30 MINUTES
3 RD	30-45 MINUTES
4 TH - 5 TH	45-50 MINUTES
6 TH	45-60 MINUTES
7 TH - 8 TH	60-90 MINUTES

*NORMALLY HOMEWORK WILL NOT BE ASSIGNED OVER THE WEEKEND OR OVER HOLIDAYS AND VACATION PERIODS.



14 DRESS CODE AND UNIFORM GUIDELINES

14.1 Dress Code – Grammar and Logic Stage (K-8th)

Grace Christian Academy is a *workplace* for students as well as for teachers. Students should dress in a way to demonstrate their respect for the school. If you are unsure whether an item meets the dress code, please check with the office prior to wearing it. The following are the requirements of the Student Dress Code:

- NO tee-shirts, halter tops, tank tops, midriff shirts, low-cut tops, tight-fitting tops or body suits, sweat suits, wind suits, sun dresses with spaghetti strap, and any bare-shouldered garments
- NO lettering, characters or advertising, except in the case of a small, outside label
- NO "blousing"
- NO boots or open toed/open backed shoes
- NO cut-off shorts, tennis shorts, bike pants, leggings, or athletic shorts (see P.E. Dress Code, 14.3)
- NO denim, patch pockets, bellbottoms, or cargo styling
- NO baggy, sagging, and no dragging the floor
- NO excessive jewelry, makeup or perfume
- NO visible tattoos or jewelry in pierced body parts other than earrings for girls
- NO outerwear coats, jackets, sweatshirts or hats worn in the building during the school day (except logo wear)
- Shoes designed for laces are to be worn with appropriate, tied laces.
- Hair is to be naturally colored, neatly groomed and conservatively styled.
- Color of hair accessories must match shirt and pant colors allowed.

14.2 Uniform Guidelines

Polo shirt OR Oxford style shirt (girls and boys):

- a. short or long sleeve
- b. solid navy, burgundy or white color (with or without GCA logo stitch**)
- c. turtlenecks of above solid colors are also acceptable (navy, burgundy or white only)
- d. purple polo with GCA logo stitch**
- e. green polo (7/8th grade only)*
- f. must be tucked in at all times
- g. may be worn with a solid black, navy or burgundy tie (optional)

Pants OR shorts (girls and boys) OR capris (girls only):

- a. belt loop style and worn at the waist
- b. solid khaki, navy or black color
- c. walking short length for shorts
- d. not tight, undersized or oversized
- e. may be worn with a black, brown, tan or navy belt (optional)

Sweaters (girls and boys):

- a. allowed over shirt or blouses
- b. navy, burgundy or white color (with or without GCA logo)
- c. vest, cardigan or pullover of above solid color

Shoes (girls and boys):

- a) solid black, brown, tan or navy
- b) all white or all black tennis shoes – with the exception of the logo only
- c) must be worn with socks no shorter than ankle height, knee highs or tights at all times

Socks (girls and boys):

- a) solid black, brown, tan, navy, purple or white
- b) should be visible at ankle height (*Ped* style 7/8th grade only)
- c) knee highs and tights – solid white, navy or beige only

Skirts or skorts or jumpers (girls only):

- a. khaki or navy solid color
- b. knee length (touching the floor when kneeling)

*Examples of acceptable clothing can be found at FrenchToast.com using the **Source Code: QS5RXQX**. The green polo may only be ordered through FrenchToast.com and is only for the Secondary students.



****All purple GCA logo stitch items are specially ordered through the school office.**

As the headmaster determines, events such as field trips may call for other clothing options. Grace Christian Academy reserves the right to regulate, adjust and amend the dress code as may be needed.

14.3 P.E. Dress Code

Kindergarten through grade 2:

1. optional GCA Logo Purple T-Shirt* (available through the school office)
2. good athletic shoes* (no color restrictions)

*These selected items may be worn on the day of your scheduled P.E. class.

Grades 3 through 8: Students will dress down for P.E. during their lunch break.

1. small gym bag (to hold contents listed below)
2. good athletic shoes (no color restrictions)
3. GCA Logo Purple T-Shirt* (available through the school office)
4. navy blue or black knee-length athletic shorts and/or navy blue or black warm-up pants
5. sunscreen
6. sunglasses, visor or hat
7. towel
8. water bottle

*The GCA Logo Purple T-shirt may be worn on the day of your scheduled P.E. class in accordance with the Dress Code and Uniform Guidelines (14.1).

Students in the upper grades of 3 through 8 who fail to dress for P.E. will receive a lower grade for that day. However, participation may be limited as a result of clothing choice and the level of activity.

14.4 Enforcement

The headmaster has the final say as to whether the aforementioned items are being properly adhered to and may ban other items that are generally not considered appropriate for attendance at the school. Students and their parents may appeal any determination of the headmaster to the board. The decision of the headmaster shall be adhered to until the board can hear the appeal. Failure to comply with the requirements of the uniform policy will result in:

1. An "Out of Uniform Notice" being sent home to parents (1st annual notice).
2. An "Out of Uniform Notice" and a call from the office (2nd annual notice).
3. An "Out of Uniform Notice" and call from the office and exclusion from participation in the school activity for which the specific uniform dress code is required (3rd and subsequent notices). It may be necessary for the parents to bring acceptable uniform items to school for the student to change into.

15 STUDENT PICK-UP AND INCLEMENT WEATHER

15.1 Student Pick-up at the end of the School Day

Our parking lot is full and busy at 3PM, and may also be at noon. Your child's care and safety are our first and foremost concern. In order to facilitate a quick and safe dismissal and release of your children into your custody please follow these simple guidelines:

- Be on the main side walk to receive your children.
- Make eye contact with their teacher.
- We will not send a child across the parking lot or through traffic areas.
- Escort your passengers to your vehicle.*

*Handicap parking spots are the exception.



15.2 Inclement Weather

When we have severe inclement weather, we will keep all the children in the building and send them out to you when you are on the main sidewalk. Please assist your child by escorting them to your vehicle. Of course, if you desire, you may personally come in and assist them out of the building too. Please make sure you let the teacher know.

16 BASIC SCHOOL RULES

The following lists of school rules are those essential policies that we require all our students to be aware of and adhere to:

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. Students are expected to address all teachers, volunteers and staff members with their appropriate title (Mr., Mrs. or Miss) and last name.
3. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
4. No chewing gum, electronic devices (music, games, etc.), guns, knives or other weapons are allowed on the school grounds.
5. No cell phone is to be used on school grounds during the school day. It is to remain off and kept in the student's backpack. Misuse will result in the phone being kept in the office until the end of the school day.
6. Students are expected to be aware of and avoid the off-limits areas of the building or grounds. Teachers will review these areas with their students.
7. Students are expected to treat all of the school's materials and facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.)
8. Students are not to run or make noise in hallways, but to walk and talk quietly. Violators will be sent back to class and lose a recess period. Teachers are to escort their classes through the halls to recess, lunch, assemblies, other functions and for dismissal/parent pick-up at the end of the day.
9. Quiet talk and good behavior are to be the standard. Violators will be sent back to class and given cleaning assignments.
10. Teachers are to dismiss their classes to recess. Students are not to run into the building after recess or during to use the bathroom. They are to walk in and out of the building quietly.

17 HONORS/AWARDS

17.1 Purpose

- The recognition of good work is endorsed in the Scriptures from the writings of Solomon (Proverbs) to those of Paul (Romans, Ephesians, 1 Timothy, etc.). Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.
- We hope to encourage the motivation to good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but rather it is noticed and commended.
- We want to draw public attention to the high quality of work being done by our students to the glory of God.



18 DISCIPLINE POLICY

The kind and amount of discipline (correction) will be determined by the teachers and, if necessary, the headmaster. The discipline will be administered in light of the student's problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), swift punishment, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level.

Love and forgiveness will be an integral part of the discipline of a student.

18.1 Office Visits

There are five basic behaviors that will **automatically** necessitate discipline from the headmaster (versus the teacher). Those behaviors are:

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

During the visit with the headmaster, the headmaster will determine the nature of the discipline. The headmaster may require restitution, janitorial work, and parental attendance during the school day with the student, or other measures consistent with biblical guidelines, which may be appropriate.

If for any of the above or other reasons, a student receives discipline from the headmaster, the following accounting will be observed. Within any *quarter* of the school year:

1. The first *two* times a student is sent to the headmaster for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
2. The *third* office visit will be followed by a meeting with the student's parents and the headmaster.
3. Should the student require a *fourth* office visit, a **two-day suspension** will be imposed on the student.
4. If a *fifth* office visit is required, the student will be **expelled** from the school.

18.2 Expulsion

The Grace Christian Academy 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 fifth office visit, the student will be expelled.

18.3 Serious Misconduct

Should a student commit an act with such serious consequences that the headmaster deems it necessary, the office-visit process may be bypassed and **suspension** or **expulsion** imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct that occurs after school hours.

18.4 Readmittance

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



19 ADMISSION PROCEDURES/REQUIREMENTS

19.1 Admission Procedures

1. Upon return of a completed application, an interview with the family will be arranged with the headmaster.
2. After the interview, and after reviewing all other required materials (as stated on the application form), the headmaster will make the decision whether or not to admit the student(s). The administration of Grace Christian Academy **Entrance Exam** will be used for a better evaluation of the student(s). Any nondisclosure of pertinent information pertaining to the student will result in forfeiture of enrollment.
3. The headmaster will then notify the parents with the decision regarding acceptance. If accepted, the parents will receive a Transfer of Records form if the student attended another school previously. All decisions from the headmaster are final.
4. All financial arrangements between the family and the school must be understood before an admission is considered final.
5. The new family is strongly urged to attend the Parent Night held at the school during an evening normally in August.

19.2 Admission Requirements for the Student

1. A child must have reached the age of five years by September 30th of the fall in which he would be entering kindergarten.
2. A child entering first grade must have reached the age of six years by September 30th of the fall in which he would enter Grace Christian Academy.
3. If a child has successfully completed the previous school year and his schoolwork and behavior compare favorably to the comparable grade at Grace Christian Academy, the child will likely be placed in the grade for which he is applying. However, if, through the administration of Grace Christian Academy Entrance Tests or other evidence, it is determined that the child may not be adequately prepared for the next sequential grade level, it may be necessary that he repeat the previous grade.
4. The child should understand that his parents have delegated their authority to the school. Therefore, he is subject to the instruction and discipline of the teachers and headmaster in their prescribed roles at Grace Christian Academy.
5. Grace Christian Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

19.3 Admission Requirements for the Parents

1. Though not required to be Christians, the parents of students in Grace Christian Academy should have a clear understanding of the biblical philosophy and purpose of Grace Christian Academy. This understanding includes a willingness to have their child exposed to the clear teaching (not forced indoctrination) of the school's Statement of Faith in various and frequent ways within the school's program.
2. The parents should be willing to cooperate with all the written policies of Grace Christian Academy. This is most important in the area of discipline (see Discipline Guidelines and School Rules) and schoolwork standards, as well as active communication with the respective teacher(s) and administration.



20 TUITION POLICY

Tuition is set on a yearly basis. Information regarding tuition for the upcoming school year can be found on the school website at www.gcanevada.org (see Parent Forms, Tuition Packet). Grace Christian Academy defines Tuition to include the costs of the following items: teachers, administration, curriculum, books, maintenance and other school related items and services. Registration and book fees are also included within tuition. Tuition discounts are provided based on special circumstances.

20.1 Tuition Payment

All families shall be expected to make tuition payments according to one of the following payment plans. (Each family's preferred manner of payment must be submitted each year at the time of student enrollment.) Options for payment shall include:

- A. Full Payment. Under this plan, the entire tuition is paid on or before June 1st and entitles you to a discount (see below). This payment is made directly to the school office.
- B. Monthly Payments. Under this plan, the outstanding tuition balance is paid monthly over a ten (10) month period beginning in August through the FACTS Tuition Management Plan. This plan is an automatic payment plan made through your checking or statement savings account. Those choosing this plan will complete a FACTS agreement form to authorize the automatic monthly payments on either the 5th or the 20th of each month. There is a yearly fee per family to set up payments with FACTS.

20.2 Late Payments

It shall be the responsibility of each school family to keep the headmaster informed of their need to make any changes in their preferred tuition payment plan or adjustments in the amount expected to be paid. Without such information, the following policy will apply when tuition payments are received late.

- A. Full Payment. If payment is not made on or before June 1st, the discounted rate of tuition will not apply. When full payment has not been made on or before June 1st, the headmaster will contact the family within five (5) days concerning the missed payment and alternative tuition payment options will be offered. If funds are not received according to a new agreement, all tuition payments must be made through the FACTS Tuition Management Plan.
- B. Monthly Payments. School families who choose the ten (10) month payment plan and miss a monthly payment due to insufficient funds will be assessed a missed payment fee by FACTS and may incur a fee from their own financial institution. The missed payment will be reattempted by FACTS within 20 days.

20.3 Non-Admission of Students Due To Tuition Delinquency

School families failing to pay tuition according to the agreement which they have made with the school or who have been unwilling to make suitable alternative arrangements with the headmaster will be informed that their child(ren) will not be readmitted to our school. All families must be current in their payment of tuition.

Before student(s) attend their first day of the school year, parents must either: (1) submit a completed FACTS tuition payment agreement, along with any fee and/or advance tuition payment due or (2) submit full payment of all annual tuition and fees.

If at any time during the school year FACTS payments become more than 30 days delinquent, parents will be notified by the headmaster that their student(s) enrollment is on hold. Student(s) will be readmitted to school only *after* all delinquent payments are brought current.

No report cards will be issued, or permanent record provided to students with delinquent accounts.



20.4 Tuition Refunds

Families withdrawing students prior to the first day of school will be refunded the entire amount of tuition that has been paid for the current school year, minus the down payment and any late enrollment fees. After the first day of school, tuition refunds shall be pro-rated per quarter. Also, any discounts for prepaying the tuition will be forfeited. If a student is expelled, there shall be NO refund.

20.5 Tuition Discounts

20.5.1. Prepayment Discount

A 3% Discount will be given to those who prepay the entire year's tuition on or before June 1st. This payment will be made directly to Grace Christian Academy. This discount is applied before any other. One of the following may also apply.

20.5.2. Full Time Christian Workers' Discount

A 25% tuition discount will be given to full time Christian workers. Parents who are full time Christian workers are eligible for this discount. A 'full time Christian worker' is defined as one who is employed full time by a recognized Christian organization. This discount is specifically created for full time pastors of Christian churches and full time Christian missionaries. This discount may be applied to other full time Christian workers as approved by the Grace Christina Academy School Board.

20.5.3. Multiple Child Discount

A 30% tuition discount will be given to families with more than one child enrolled in Grace Christian Academy during the same school year. The child in the highest grade must be enrolled at full tuition. This discount is applied to each additional child enrolled during the same school year.

20.6 Late Enrollment Tuition Pro-ration

As space allows, GCA may enroll students after the first day of the school year. In such cases, \$500 and 5% of the annual tuition is payable to GCA, without prorating, before the student's first day of attendance. The balance due will be prorated based on the number of weeks remaining in the school year as of the student's first attendance. Minimum annual tuition is equal to no less than one quarter's full tuition.

20.7 Late Enrollment Tuition Payment Options

- A. Full payment: Under this plan the entire remaining balance of pro-rated tuition is due and payable directly to the school before the student's first day of attendance.
- B. Monthly Payments: Under this plan, the minimum annual payment of one quarter's full tuition is paid directly to the school before the student's first day of attendance. The remaining balance of pro-rated tuition is spread over the remaining months of the school year through the FACTS Tuition Management Plan. This plan is an automatic payment plan made through the parents' checking or statement savings account. Those choosing this plan will complete a FACTS agreement form to authorize monthly payments on either the 5th or 20th of each month. Full payment must be completed no later than May 20th of any school year. There is a yearly fee to set up payments with FACTS.



21 ATTENDANCE REQUIREMENTS

A student enrolled in Grace Christian Academy is expected to be present and on time in school every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered. The individual classroom teachers will keep attendance records for students. A record for attendance will also be kept in the office; the total number of days absent and days present will be recorded on the student's quarterly and final report card.

21.1 Short-Term Absences

If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible. The student is also required to complete all missed assignments. The number of days missed will usually equal the number of extra days given to complete the missed assignments.

21.2 Long-Term Absences

If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork that the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.

21.3 Extended Absences

We will gladly cooperate with families taking their children from school for vacations, hunting trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed. We recommend that prior to any planned, extended absence, the student(s) work ahead as much as possible. This eliminates the need to both work on vacation and do a significant amount of make-up work. **Parents should notify the school in writing a minimum of one week advance notice.**

21.4 Maximum Absences

Upon the occurrence of a student's 10th and again on the 15th absence or tardy, a letter will be sent home explaining the attendance policy. Upon the 20th occurrence, a conference with the headmaster and/or teacher will be mandatory in accordance to state law. In addition, the student will be considered for grade retention or credit not being awarded.

A student must complete final exams before a semester grade will be given. 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.

21.5 Sickness

Sickness and school don't go well together. Please keep our students & staff healthy by following the guidelines below.

1. Please only send a "well" child to school. This is not only for the benefit of your child, but for the rest of the school as well. When you send your child sick, it exposes everyone else to his or her illness. Also, your child cannot perform at his or her best.
2. A good rule of thumb for the flu – don't send your child to school for 24 hours after vomiting.
3. Don't send your child to school with a green or yellow runny nose.
4. Don't send your child to school with a constant or frequent cough.
5. A fever present most likely means the child is contagious and he or she continues to be contagious until antibiotics (if required) have been administered for at least 24 hours.
6. Reinforce good hygiene habits at home.

22 LEARNING DISABILITIES POLICY

Grace Christian Academy not only seeks to excel in Christian education, it also seeks to excel in Christian character and compassion. As a Christian institution Grace Christian Academy desires to minister to and educate all children, including those with disabilities. However, due to state regulations and requirements pertaining to disabled children (NRS 394.372), we are unable at this time to provide the state required programs for disabled children.



Grace Christian Academy is committed to revisit this issue on a regular basis, with the express intent of trying to find ways to minister to and educate children with disabilities.

All students of Grace Christian Academy will be held to the same academic, disciplinary and dress code standards. All students will be given the same amount of individual instruction and encouragement.

23 ELEMENTARY YEARLY SPECIAL EVENTS/PROGRAMS/HOLIDAYS

The following list of calendar dates, events, holidays, and programs is not meant to be entirely comprehensive. New ideas may be introduced at any time. These guidelines are presented to illustrate what is intended to be a consistent approach to the school's involvement or non-involvement in special events and holidays.

"Examine everything; hold fast to that which is good." (1 Thess. 5:21)

CALENDAR DATES/EVENTS	DATE(S)	SCHOOL INVOLVEMENT
Student Registration Begins	March	Enrollment and full payment discounts avail.
Parent Orientation	Aug	New family info night (held as necessary).
Parent Night	Aug	Parents meet with teachers and headmaster the Thursday before the first day of school.
School Starts	Mid-Aug	Class supply lists available on the web.
Columbus Day	Mid-Oct	No time off. Encourage emphasis on Columbus' work.
Protestant Reformation Day	Oct 31	No time off. Short teachings on historical, spiritual importance of this event.
Nevada Day	Late Oct	Day off. Some education as to reason for the holiday.
Veterans' Day (Armistice Day)	Mid-Nov	Day off. Teachers free to emphasize meaning of day.
Thanksgiving	Late Nov	Normally two and half days off. Major emphasis and education on historical and biblical purpose of holiday.
Christmas	Dec 25	Three weeks off. Major emphasis on Christ's birth and mission. Special assembly and class celebrations.
Presidents' Day	Mid-Feb	(Mon) One day off. Encourage knowledge of Washington/Lincoln.
Valentine's Day	Feb 14	No time off. No class parties. No card or candy exchange.
Re-Enrollment Month	March	Current families re-enroll for next year.
Grandparent's Day	Spring	Morning Assembly, reception and classroom visitations
Good Friday/Resurrection Day	Mar/Apr	Day off, included in Easter Break.
Easter Break	Mar/Apr	Two weeks off. Major emphasis on Christ's death, burial and resurrection.
Memorial Day	Late May	Monday off. Some education as to reason for the holiday
Open House/K-Grad/Awards Assembly	Year End	Year-end awards, thanks given to students, staff parents, others
Last Day of School	Mid-June	Early Dismissal – half day.

