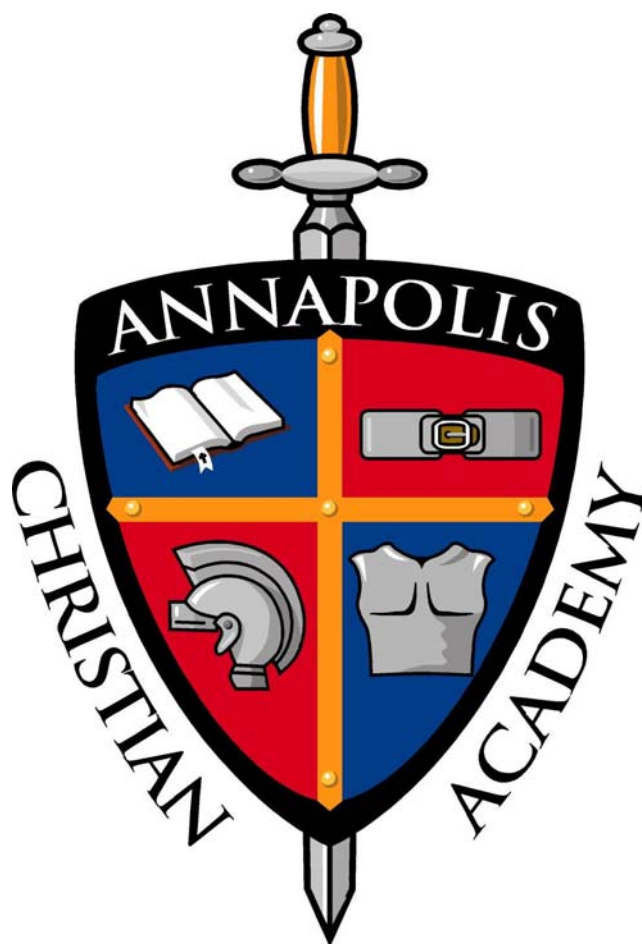


Parent / Student Handbook



Passion for Learning – Prepared for Life

Annapolis Christian Academy

“Mighty Warriors”

School Song

NON NOBIS

**NON NOBIS DOMINE, DOMINE
NON NOBIS DOMINE
SED NOMINI, SED NOMINI
TUO DA GLORIAM**

“Not to us, Not to us,
But to Thy Name, O Lord,
Give glory...”
(English translation, from Psalm 115:1)

School Colors

Navy Blue & Scarlet

Motto

Passion for Learning – Prepared for Life

ANNAPOLIS CHRISTIAN ACADEMY

*

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Corpus Christi, TX 78411
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Email: academy@aca-cc.org

Website: www.aca-cc.org

*

Accredited by
The Association of Classical and Christian Schools (ACCS)

Member of
The Association of Christian Schools International (ACSI)

*

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Brittany DeVos, *Secondary Principle*
Shannon Ross, *Grammar Lead Teacher*
Debbie Ehlen, *Director of Operations and Business*
Dale Berry, *Director of Advancement*
Martisha Liefer, *Athletic Director*

Board of Directors

Karen Lowrance, *Chairman*
Pat Kinner, *Vice Chairman*
Kyle Long, *Treasurer*
Tonya Webber, *Secretary*
Connie Bergsma

Annapolis Christian Academy will admit students of any race to all rights, privileges, programs, and activities generally made available to all students. Annapolis Christian Academy practices a biblical philosophy of admissions, not discriminating on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletic and other school-directed programs.

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HANDBOOK AGREEMENT

Identity and History

The story of Annapolis began when a group of parents who were concerned about the declining educational standards and lack of a biblical worldview in Corpus schools began meeting together to pray about educational alternatives for their children. Inspired by the classical Christian philosophy of education, these innovative parents began making plans to found a school that would promote high academic standards, foster a robust Christian faith, train students in virtue, and equip them with the wisdom and leadership skills necessary to impact their culture for Christ. By God's grace Annapolis Christian Academy opened for instruction in September of 1995 as an inter-denominational, classical Christian school providing educational programs for Pre-Kinder through 12th grade. The name "Annapolis" was inherited when Annapolis Prep School, a 9th-12th grade ministry of Church of the King on Annapolis Street teamed up with the now K-12th grade Annapolis Christian Academy. Since that time, Annapolis has seen steady growth both in enrollment numbers as well as the maturity of its programs requiring occupation of facilities in four separate locations. In 2008, Annapolis' growth reached a critical mass that prompted to school board to embark upon a campaign to purchase a permanent 10 acre campus and facilities in the heart of Corpus Christi to ensure the continued growth, institutional maturity, and positive impact on the Coastal Bend community for generations to come.

Mission

Annapolis Christian Academy exists to assist parents in educating their children through the natural, timeless, and proven combination of a Christ-centered curriculum and a classical approach to learning.

Vision

Annapolis Christian Academy aims to graduate young men and women who:

- Think clearly and listen carefully with discernment and understanding;
- Reason soundly and speak persuasively;
- Evaluate everything from a biblical worldview;
- Distinguish cultural from biblical influences, seeking to influence the former with the latter;
- Possess knowledge, wisdom, understanding, and virtue;
- Understand and apply the tools of learning;
- Are prepared for the academic and social challenges of college and university life;
- Are socially graceful and spiritually gracious;
- Have a passion for learning and are prepared for life.

Definition of Classical and Christian Education

We define Classical Christian education as a developmentally sensitive approach to education that combines a biblical worldview and rigorous training in the liberal arts and sciences with a conscious effort to impart the best of our cultural inheritance in order to fully equip students to be virtuous and wise image bearers of God and prepare them for lifelong learning and service to God and their fellow men.

Statement of Faith

The following is the foundation of beliefs on which Annapolis Christian Academy is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels.

- 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 alone.
- We believe 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 that are lost to the resurrection of damnation.
- We believe in the spiritual unity of all believers in our Lord Jesus Christ.

Secondary Doctrine Policy

“In essentials unity, in non-essentials liberty, in all things charity.” Annapolis Christian Academy celebrates the diversity of beliefs and practices found within the larger Christian community and is committed to preserving the unity of all Christians in the bond of peace. As an interdenominational and ecumenical community, Annapolis seeks to serve the educational needs of Christians from all denominational and nondenominational faith traditions. Therefore, doctrinal issues which are not addressed in the Annapolis Statement of Faith are called “Secondary Doctrine.” Classroom discussion of secondary doctrine is only addressed on an informative, non-partisan, and non-coercive level. Teachers are trained to be careful not to speak to the students in a manner that would cause offense to the parents. Presentation of all sides of an issue is encouraged and teachers direct students to follow up any questions they have with their parents and pastor.

In Loco Parentis

To ensure that the relationship between parental and teacher authority over the education of students is properly understood, ACA has adopted a policy of *In Loco Parentis*.

The term *in loco parentis* is Latin for "in the place of a parent," and refers to the legal / moral responsibility of a person or organization to take on some of the authority, functions, and responsibilities of a parent. Taking root in colonial American schools, *in loco parentis* was an idea derived from English common law. The colonists borrowed it from the English ideal of schools having not only educational but also moral responsibility for students. With this duty went the equivalent of parental authority.

The policy is significant in several areas:

- First, it serves as a reminder that teachers do not function above parental authority, but rather, they stand in the place of the parents (in loco parentis) with delegated authority, and it also serves to remind parents that they have delegated parental authority to teachers who “stand in their place” and act as legitimate authorities over their children to be respected and obeyed. Behind every teacher, students should see their parents.
- Second, the policy allows institutions such as private schools to act in the best interests of the students as they see fit and in accordance with their *established* vision, mission, and behavioral standards. For instance, *In loco parentis* allows schools to punish/prohibit student expression that the school or teacher believes contradict the school’s interests and educational goals as well as search lockers and other personal space while on school property, indicating that students are not afforded the same rights as adults in other settings while under *in loco parentis*.

The Annapolis vision and mission statements represent the desired results which we believe will come from our educational support of godly homes. We intend to fulfill these established goals through supporting parents who are already dedicated to such goals in their respective households. However, the school’s implementation of our vision and mission statements is not intended to supplant the responsibility of parents before God for the nurture and education of their children.

The Trivium

In 1947, Dorothy L. Sayers, novelist, playwright, translator, and apologist, was asked to address the faculty at Oxford University on the topic of education. Claiming to enter the educational debate merely as a “concerned amateur,” her sly and witty contribution to the debate over traditional vs. progressive models of education has become the foundation of a resurgence of classical education in America. In her speech entitled “The Lost Tools of Learning,” Ms. Sayers sides with the likes of T.S. Eliot and C.S. Lewis to criticize and oppose the “progressive” educational reforms of her day. In her speech, Ms. Sayers turns the tables on modern progressive educators by arguing that the very things these modern educators wish to achieve (i.e. “making students fit for the modern world” etc.) can only be achieved by recovering the medieval model of a classical liberal arts education which these educators were rejecting. She states: “If we are to produce a society of educated people, fitted to preserve their intellectual freedom amid the complex pressures of our modern society, we must turn back the wheel of progress some four or five hundred years, to the point at which education began to lose sight of its true object...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’ program for reform seeks to recover the “lost tools” of medieval Scholasticism—namely, the grammar, dialectic, and rhetoric of the Trivium. In Sayers’ view, the Trivium develops a disciplined mind prepared to master any subject. All subjects, in fact, such as history and mathematics, have their respective “grammars” of rudimentary knowledge, “dialectics” of how that rudimentary knowledge systematically coheres, and “rhetorics” of how they are expressed, articulated, and presented. Any teacher who has faced a classroom filled with bright students who seem to lack all background knowledge, to lack any foundation on which to build, will appreciate Sayers’ recommendations. In applying this insight, ACA teachers are encouraged to organize the teaching and presentation of their subject material according to this trifold division seeking to teach the grammar, logic, and rhetoric of their respective subject matters.

In addition to applying the medieval concept of the Trivium to individual subjects, Sayers also applies it to childhood development: grades Kinder – 6th grade corresponding to the “Grammar” phase; 7th – 9th corresponding to the “Dialectic” phase, and 10th – 12th corresponding to the “Rhetoric” phase.

The Grammar Phase: The foundation of knowledge in facts, rules, and skills

This period of learning, traditionally referred to as the “Poll Parrot Stage” of learning, corresponds with the elementary years of childhood development when observation and memory are the “master faculties.” During this time, students are best equipped to memorize and order the many facts and particulars of various subject areas. All subjects can be broken down into a foundational set of basic facts, rules, and skills to be committed to memory. These elementary facts, rules, and skills we refer to as the “grammar” of each subject. While other elements of the trivium (i.e. logical reasoning, oral presentation, etc.) are certainly present during this stage, the emphasis of the curriculum is slanted in favor of memorization and imitation of the “grammar” of subjects in order to provide the foundational background knowledge necessary to build on in the later years when reason, analysis and expression are emphasized.

In addition, during the Grammar phase students are trained in Latin which is a vital foundation for understanding a wealth of material including but not limited to grammatical concepts, vocabulary, sentence structure, and western civilization.

In the Grammar phase, knowledge is absorbed, reinforced and unified in a Christ-centered worldview, forming the beginning of a more complete and full Christian understanding of the world.

The Dialectic Phase: Reason, Analysis, Understanding

Formal logic, correct argumentation, analysis of information and deductive and inductive models of reasoning comprise the “master faculties” at what has traditionally been called the “Pert Stage” of childhood development.

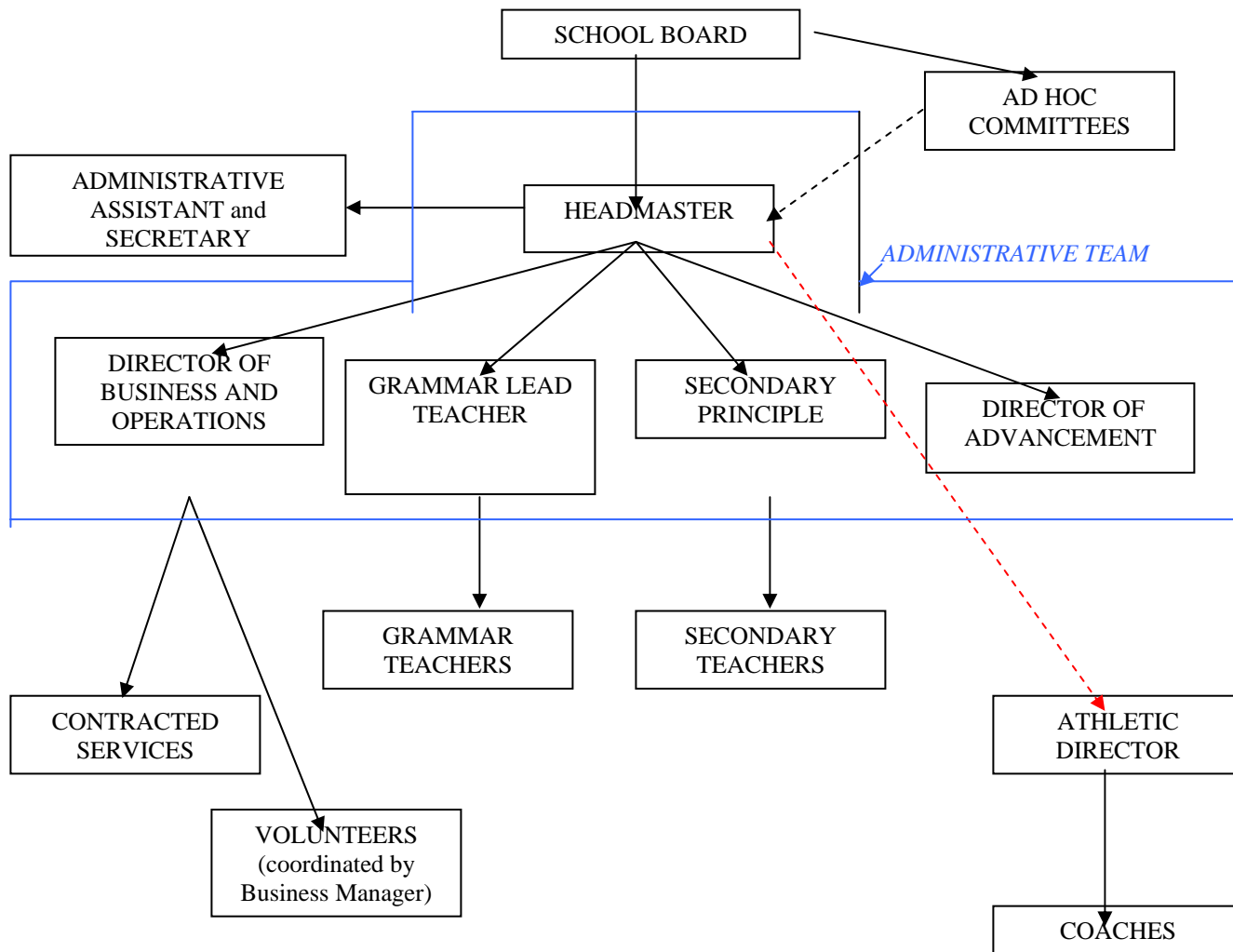
Students use the tools they have acquired to develop understanding and advance theories and arguments based on logical processes. In this stage, learning in all traditional subjects continues allowing students who have mastered the foundational “grammar” of a subject focus on analyzing the “hows” and “whys” of a subject through discussion, Socratic questioning, deduction, and constructive criticism. Students are encouraged to ask questions and develop answers systematically; assertively challenging fallacious arguments, faulty reasoning, and unsound thought processes. Learning through this phase and mastering “the tools” of questioning, logical reasoning, and analysis is critical to the proper growth of the imagination and is the basis of the final stage of the Trivium.

The Rhetoric Phase: Wisdom in Bloom

The Rhetoric phase, also known as the “Poetic Stage” of development, equips students with a level of intellectual freedom to explore self-expression, creativity, and scholarly application through original compositions and oral presentations that engage with a challenging Great Books college preparatory curriculum. This phase of education engages students when they are naturally concerned with presentation and polish and seeing things “as a whole.” It challenges them to combine the knowledge learned in the Grammar phase and the analytical and logical skills learned in the Dialectic phase with skills of presentation and persuasion learned through the discipline of formal rhetoric and Socratic style seminars. In this phase, these budding orators begin to express their ideas on subjects in clear, forceful, persuasive, and elegant language. They engage in the “great conversation” of thinkers and authors in the tradition of western authors, artists, philosophers, and scientists seeking wisdom and eloquence. The result is informed, engaged, articulate students prepared for cultural leadership and representative of the classical Christian education provided them at Annapolis.

SECTION II – ORGANIZATIONAL CHART

Organizational Chart



SECTION III – STAFF AND PARENT INFORMATION

and Parent Communications

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

There are a number of ways that teachers formally communicate with parents:

- The mid-quarter progress report serves as an important tool for teachers in communicating to parents as it provides information on academic progress as well as a routine way for teachers to inform parents of student effort and conduct. The progress report alerts parents to possible need for action on their part so that deficiencies can be corrected before report cards are issued.
- Teachers often develop their own additional methods of informing parents of student progress or problems. Teachers may require students to obtain parent signatures on tests, or they may send newsletters or personal notes home with students. They may also utilize other forms for contacting parents via email or telephone.

Teachers are expected to contact parents if a serious problem develops or if a small one continues. Repeated discipline problems where a student has failed to respond to in-class correction, for example, may merit a phone call to the parents for their action before taking the next step of sending the student to the office. Parents are also expected to keep up regular communication with teachers.

In addition, the headmaster may require mandatory parent/teacher conferences at different times during the school year. At such meetings, both parents are strongly encouraged to attend.

Grievance Policy

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. Throughout the grievance process, all parties are expected to demonstrate mutual respect to preserve the dignity of all parties involved. The focus of discussions should be on problem resolution rather than on developing an adversarial conclusion and proper written documentation be kept for purposes of accountability.

- It is understood that in all cases, all parties should:
 1. Maintain a positive attitude.
 2. **Refrain from gossiping or discussing the situation with others not involved:** this only sows seeds of discord.
 3. Give a "good report" at all times, refraining from being critical or judgmental.

Students/parents to teachers:

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

Parents/patrons to administrator:

- If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Headmaster.
- If there is still no resolution, they should request a hearing from the Annapolis Christian Academy Board. This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the

Board. All appeals to the board should first be in writing and passed to the board through the Headmaster.

Parental Involvement Requirements

- It is the desire of Annapolis to serve as a partner with parents in educating their children and volunteer service plays an important role in keeping costs down. Consequently, we not only welcome parental involvement, we expect it. Parents are required to donate 10 hours of volunteer service per year. Volunteer time can be donated to the following needs:
 1. Substitute teaching / teacher assistance
 2. Library/office help
 3. Fundraising
 4. Facility maintenance
 5. Assistance / Sponsoring with extra-curricular programs.
 6. Hot Lunch assistance
 7. Hospitality / Event Preparation assistance
 8. Chaperoning school field trips
 9. Prayer support through “Mom’s in Touch”
 10. Scheduled workdays

SECTION IV – STUDENT INFORMATION

Staff and Student Relations

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

- Students are to keep in mind that teachers and other school staff are professional, adult role-models with delegated authority from parents. Relationships between staff members and students should be friendly, courteous, and professional, not familial or intimate. Students are required at all times to respect the authority of school staff and submit to their authority with cheerful attitudes.
- Students and Staff members are to be careful that any physical contacts and verbal interchanges with each other avoid even the appearance of impropriety (I Peter 2:12).
- Flirtation, sexual innuendos, casual disrespect toward authority, excessive familiarity, etc. are examples of the kind of unprofessional and inappropriate behavior that are unacceptable between students and staff. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.
- If it is necessary for a staff member to spend time alone with a student or another staff member, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.)
- Students shall not travel alone in a car with a staff member, without prior written consent of the parent (unless it is a medical emergency). Staff members are expected to notify the headmaster in advance whenever staff members anticipate transporting students.

Student Supervision

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

Standards of Conduct

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

- Students are expected to cooperate with basic Christian standards of behavior and conversation at all times, both in and out of class. Casual cursing, crudeness, idle talk, and unkind speech are all unacceptable. In addition, students should not engage in gossip about fellow students or faculty members and should avoid all forms of grumbling and complaining. Cheerful obedience, willful submission, believing the best about others, not taking offense, patience, kindness, graciousness, and self control should be characteristics of their speech and behavior.
- Students are expected to submit to all rules and regulations established by the board, administration, and individual classroom teachers.
- 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.
- Students are expected to treat fellow students with kindness, respect and dignity at all times. No bullying, mistreatment, mean-spirited teasing, criticizing, or name-calling will be tolerated, and students are encouraged to bring such mistreatment to the attention of a teacher or administrator when they become aware of it.
- Students are expected to be on time and prepared for all classes.
- Quiet, orderly conduct is expected while passing through the hallways or on the playground, as well as in the classrooms.
- The following items are not permitted at any time on the school campus and are subject to confiscation: anything that is illegal for a minor to possess, alcohol or tobacco products, guns, knives, personal music and video devices, video games, or chewing gum.
- Students are forbidden to have on their person or in any way use cell phones during regular school hours.
- Students are expected to be aware of and to avoid the off-limits areas of the building or grounds. Our campus is closed. Students are not permitted to leave the campus grounds 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.)
- The school telephone is a business phone and is not generally available for student use without express permission from an office staff member and/or situations legitimately defined as an "emergency."
- Students are forbidden to display romantic attachments at the school. Students are expected to treat each other as friends and brothers and sisters in Christ. We desire for the students to form godly friendships and a sense of camaraderie as classmates.
- Students are expected to treat worship, prayer, and class discussions with proper reverence and decorum.
- It is expected that students work diligently and concentrate fully on their work while in school. They are to be wise and godly stewards of their time. Class time should not be wasted with procrastination, idle talk, or sleeping. Students should strive for alertness and attention at all times of the day.
- Proper classroom decorum/etiquette is to be observed at all times during regularly scheduled classes.

Classroom Etiquette

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

- Students should be seated quietly when the bell rings fully prepared for the start of class. Failure to do this will result in tardiness. Students coming to class without having a pencil or book or paper and needing to return to their lockers to get supplies will be treated as tardy.
- Students should not walk across desks or seats or dash across the room to get to their desks.
- Students should comply with all assigned seating arrangements for their classes.
- Students are required to sit with good posture at all times in class. No slouching, resting of head on the desk, leaning back in chairs, or putting feet up on the desk.
- Students should not throw paper from their desks to the trash.
- Students are forbidden to throw anything across the room.
- Students should not eat or drink in class except during lunchtime meetings or class parties or with the express permission of the teacher.
- Students are not permitted to disturb anything on a teacher's desk (including reference works) without permission
- Students are not permitted to sit at teacher's desks or open drawers in the desk when the teacher is not in the

classroom.

- Students are absolutely forbidden to write on any school property (especially tables!). Willful damage to school property may result in immediate suspension.
- Students are expected to pick up any trash around their desks before leaving class, regardless of whose mess it is.
- Students are not permitted to rearrange desks, tables, or chairs without permission from the teacher.
- Students are not permitted to pass notes or talk while the teacher is talking or interrupt other students during class discussion.
- Students must make use of the entire class period for school related work. Students are not permitted to work on non-school related things during class periods and are required to work on homework assignments, long-term projects, or bring school-related reading material during study halls or when the teacher allows time in class. Students are not permitted to sleep during class or study halls.
- Students should show respect for all visitors and staff members by standing when they enter the room.
- Students should greet all adults in passing with a respectful greeting and eye contact.
- Students are expected to be in uniform at all times during school hours while on campus and maintain the uniform standard and grooming guidelines.
- Students are expected to meet all due dates for work set by their teachers.
- Students are expected to follow policies on headings, late papers, and make-up work for absences.
- Students should attend to every lesson giving their full attention to the instruction or assignment material.
- Students are expected to use the passing periods and breaks for use of the restroom and for getting water. Students should not expect to be dismissed from class for these things on a regular basis.
- Students are not permitted to write on the whiteboards without a teacher's permission.
- Students are required to maintain their work areas and classrooms in an orderly manner.

Finally, brethren, whatever things are true, whatever things are honorable, whatever things are right, whatever things are pure, whatever things are lovely, whatever things are of good report, if there is any thing excellent, and if there is anything praiseworthy, think on these things. Philippians 4:8

ACA Student Honor Code

Mission and Vision

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

Objectives

The Honor Code at ACA specifically aims to accomplish the following:

- Create and secure an environment where the commitment to Truth and Goodness (honesty and morality) is explicitly acknowledged and academic integrity and moral virtue can flourish.
- Reinforce ACA's commitment to the ideals of honesty, trust, fairness, respect, and responsibility and make those ideals an explicitly defined part of the ACA educational experience.
- Enable students to become personally invested in the ideals of Truth and Goodness and provide a forum in which they can exercise moral leadership, express personal commitment to the ideals, and hold their fellow students accountable.
- Ensure that students, faculty and administrators understand that the responsibility for upholding academic and moral integrity at ACA lies with them;
- Prevent any students from gaining an unfair advantage over other students through academic or moral misconduct
- Ensure that students understand that academic dishonesty is a violation of the profound trust of the entire academic community and that moral virtue is a Christian duty.

- Clarify what constitutes academic misconduct among students at ACA and what is expected of them by the administration, the faculty, and their peers
- Cultivate an environment at Annapolis where academic dishonesty is not tolerated among the students
- Secure a centralized system of education and awareness of the Honor Code.

Student Responsibilities

- As citizens of a Classical Christian academic community committed to the ideals of Truth, Goodness, and Beauty, ACA students do not lie, cheat, or act immorally whether they are on or off campus.
- Neither should they suffer by the dishonest or immoral acts of others.
- Students are expected to act according to the highest ethical standards both on and off campus.

Academic Misconduct Defined

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

- **Plagiarism:** Portrayal of another's work or ideas as one's own; Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism) or
- **Forgery:** Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit; forging a parent or teacher signature on any document. Forgery, alteration or misuse of any school document relating to the academic status of the student.
- **Cheating:** Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any homework, essay, laboratory report, examination, quiz, or other assignment included in an academic course
- **Fabrication:** Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor;
- **Aid of Academic Dishonesty:** Intentionally facilitating plagiarism, cheating, or fabrication; substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;
- **Lying:** Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission; deliberate falsification of a written or verbal statement of fact to a member of the faculty so as to obtain unearned academic credit.
- **Bribery:** Providing, offering, or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty;
- **Threat:** An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Honor Code violation.

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

Students will be expected to sign agreement with this statement at the beginning of each school year.

Substance Abuse Policy

Annapolis Christian Academy promotes a chemical-free life-style for all students. Substance abuse is defined as the use of tobacco by minors, illegal drugs, or misuse of alcohol, over-the-counter medications, or prescription medications.

Guidelines:

- If a staff member, observes, has knowledge of, or suspects substance abuse, the staff member will notify the Headmaster. If the allegation appears valid, the student will be removed from class immediately, and the parents will be called to come to the school for a conference to determine appropriate action.
- If parents suspect or become aware of substance abuse, they are expected to notify the school immediately.
- In either case (school or parent detection), parents will be responsible for withdrawing the student immediately.
- In the case of tobacco use the student must show proof of enrollment in the state's tobacco education program in order to be re-enrolled.
- In the case of alcohol and/or drugs it will be the responsibility of the parents to obtain testing to verify the allegation. If a positive test confirms substance abuse, the student will be suspended for a minimum of one week. A student may return after a one week suspension on a probationary basis only if test results show negative substance abuse. The parents are responsible for obtaining appropriate counseling and/or treatment for the student.
- Once readmitted, a student will be allowed to remain in school as long as he/she continues to test negative for alcohol and/or drugs on a monthly basis for a period of one calendar year after re-entrance. Parents are responsible for obtaining and paying for the testing.
- If a readmitted student is found to be using tobacco or tests positive for substance abuse, the parents are expected to withdraw the student immediately. Students in this situation must follow the testing procedure above but will also be required to request re-admittance from the headmaster.

Student Discipline

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

The purpose of discipline is, first and foremost, to teach and train the student in the nature and character of God and the necessity of heartfelt obedience to His standards and to those who have been placed in authority over him; secondarily, discipline is intended to keep and maintain a safe and orderly learning environment.

- ACA seeks to provide an environment where the students are encouraged and challenged to exemplify Christian behavior in all aspects of the school day. It is imperative that our school be a haven of safety for all children. Actions that jeopardize the safety of others are dealt with promptly and severely where necessary.
- Discipline is first the responsibility of the teacher and the parents. Thus, the vast majority of discipline problems are to be dealt with by the teacher while in or out of the classroom in close conjunction with the parents. Teachers are to exercise their God-given and parent-delegated authority inside and outside of the classroom and should hold students accountable to God's standards and those of the school.
- Parents should be involved in/apprised of all stages of discipline since this is their biblical responsibility. We encourage parents to discuss the role of the teacher as their representative in the classroom with their children prior to each school year and throughout the year as issues come up so that there is no confusion over the authority of the teacher in the life of the student. Behind every teacher the student should see his parents. Teachers have the responsibility of bringing concerns regarding behavior and spiritual issues to the parent when they arise.
- The kind and amount of discipline (punishment) will be determined by the teacher, and if necessary, the appropriate administrative staff. Discipline, like instruction, must often be individualized. What works with one student may not work with another, and every student serves disciplinary measures that are effective for him or her. In addition, the punishment should fit the crime and clear principles of justice should be evident. Therefore, the kind and amount of discipline will be administered in light of the individual student's problem and attitude.
- All discipline should proceed from love and be based on biblical principles. In disciplining students, teachers and parents should follow the following guidelines:
 1. Confession of sin / Acceptance of responsibility for actions
 2. Repentance
 3. Swift punishment
 4. Restitution/apologies (public or private)
 5. Forgiveness and Restoration of fellowship / reconciliation

- **Office Visits:** There are five basic behaviors that will automatically necessitate an office visit to an administrator. Those behaviors are major instances of:
 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, profane, or blasphemous language**
- Should a student be sent to the headmaster's office for any of the above offenses or for other reasons determined by a teacher to be of a serious nature requiring an office visit, the following accounting will be observed:
 1. First Offense: The headmaster will assess the nature and extent of the infraction and determine the appropriate discipline which may include suspension for **one full day** or any other measures consistent with biblical guidelines which may be appropriate. 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. Second Offense: The headmaster will assess the nature and extent of the infraction and determine the appropriate discipline which may include suspension for **two full days** or any other measures consistent with biblical guidelines which may be appropriate. The student's parents will be contacted and given the details of the visit. The headmaster may request a meeting with the parents and the student.
 3. Third Offense: The headmaster will assess the nature and extent of the infraction and determine the appropriate discipline which may include suspension for **five full days** or any other measures consistent with biblical guidelines which may be appropriate. A meeting with the parents and the student is required.
 4. Fourth Offense: The headmaster will assess the nature and extent of the infraction and determine the appropriate discipline which may include **expulsion** for the remainder of the school year.
- **Note:** All office visits requiring suspension will be documented by the Headmaster and placed within a student's file. On the day of suspension, a student will receive a 0 on all daily work (homework, classwork, quizzes, etc.) and a 20% penalty on all major tests or assignments given that day. If cheating is involved, students are to receive a 0 for the work on which they cheated in addition to the above mentioned penalties. Discipline records from prior years will always be used in making decisions concerning discipline, suspension, and expulsion.
- On occasions where students commit acts that go beyond normal disciplinary procedure or are determined by the administration to deserve special disciplinary action, 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 of school property, violations of civil law, or any act in clear contradiction to scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.
- Students who are suspended from school will not be allowed to participate or attend any school events on the days of their suspension.
- At the discretion of the Headmaster, a student may be refused re-enrollment for the following school year. Such refusal to re-enroll is not considered a direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to re-enroll is not the equivalent of suspension or expulsion.¹² Should an expelled or non-re-enrolled student desire to be readmitted to Annapolis Christian Academy at a later date, the Headmaster will make a decision based on the student's attitude and circumstances at the time of reapplication.

Dress Code / Uniform Policy

- Uniforms are required for all students. Uniforms are meant to encourage and promote an atmosphere of excellence and beauty at school. Students are expected to dress appropriately and modestly, without drawing undue attention to themselves. Administrators are the final authority on what is appropriate and acceptable where policies are unclear. 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.**

- General Uniform Requirements:
 1. **SHIRTS:** Students must keep shirts tucked in at all times on campus during school hours (exceptions to this rule include playground sports activities and female uniform shirts meant to be worn untucked). Shirts should be neither too tight nor too baggy, fitting loosely enough to be comfortable and modest and of a sufficient length to be tucked in. If an oxford button dress shirt is worn, it must be buttoned appropriately at all times. For undershirts, students are only allowed to wear a plain white short sleeve undershirt with no logos.
 2. **PANTS/SKIRTS:** Hems of skirts and pants 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 at or no more than 1" above the kneecap when standing straight and skirt is level at the waistline. All pants should be no longer than the bottom of the heel on the shoe.
 3. **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 plain black or brown leather with a normal-sized belt buckle (no studs or designs of any kind are permitted on the belt or buckle).
 4. **SHOES:** Shoes must be worn at all times on campus during school hours. **Shoes must have a fully enclosed toe and heel.** Shoe soles and heels may not be more than 1" in height. High school female students alone are permitted to wear heels no more than 3" high. Combat style boots and knee-high boots are not permitted. All shoelaces must be tied. No sandals of any kind are allowed. **Note:** Grammar students are permitted to wear athletic / tennis shoes on non-chapel days but Secondary students are required to wear a black, brown, or navy non-athletic / non-tennis shoe. Shoes must be worn at school at all times.
 5. **SOCKS:** Boys in the grammar school are required to wear white or dark socks only with their shoes at all times on campus during school hours while boys in the secondary school are required to wear a dark sock only. Girls in the grammar school are required to wear socks or tights at all times on campus during school hours. Secondary female students are not required to wear socks. All female students (grammar and secondary) are permitted to wear white or navy knee-high or ankle socks only as well as white or navy tights/hose only. Secondary female students alone are permitted to wear skin-toned tights/hose.
 6. **OUTERWEAR:** On very cold or rainy days, students are permitted to wear larger non-uniform jackets or rain jackets to school but they must be removed and stored in a locker or on a jacket hook at all times on campus during school hours or until the student leaves the campus. During school hours on campus, students are permitted to wear uniform approved sweaters and jackets only in class. These include letterman jackets, chapel blazers, and those sweaters and fleeces listed on the specific uniform guidelines published each school year. The purpose of the jacket or sweater is to keep the student warm, not to cover up the uniform.
 7. **HATS/ CAPS:** Hats, caps, or other head coverings such as beanies and bandanas are not a part of the uniform and are not allowed to be worn on campus during school hours.
- Uniform Violations
 1. Should a student come to school in clothes other than the approved uniform, the student may be removed from class until the proper uniform item is supplied.
 2. Repeated or calculated offenses to the school's uniform policies will be considered disobedience and rebellion by the administration and appropriate disciplinary action will be taken.
- General Grooming
 1. Students are expected to be well-groomed while on campus during school hours, including neat, clean and appropriate hair length and style. Examples of inappropriate grooming include excessively long hair on boys (i.e. in the eyes, below the top of the ear, below the top of the collar), unnaturally colored hair, pony-tails (on boys), facial hair, earrings for boys, any body piercing for boys or girls, and any visible tattoos or ink markings.
 2. Uniforms are also expected to be kept neat and clean in appearance (ironed and washed).
- Chapel Dress / Event Dress
 1. Since Chapel Day is a special day during the week where students gather together to honor the Lord, it is reasonable that our dress code on that day should be commensurably enhanced.
 2. It is also important that students be appropriately attired at special public events that the school holds throughout the year as this reflects positively on Annapolis Christian Academy.

Use of Computer Lab and Library

Students are not allowed to use the computer lab without the express permission and supervision of a member of the ACA staff. Personal, non-academic use of the computer lab by students is strictly forbidden. All established guidelines for use of the computer lab are to be followed at all times.

Awards and Rewards

“Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.”

In all things, students should be exhorted to do what is right because it is right and because it honors God, not for the recognition it brings from peers and authorities. Any classroom awards by individual teachers should be earned awards. School-wide awards are given for long-term accomplishments as encouragement to all students to persevere and press on toward honorable goals.

Awards that are given at Annapolis include quarterly honor rolls, awards for all A's all year, all A's and B's all year, Character Awards, and The Warrior Award for secondary students nominated by their teachers as outstanding Christian examples to their peers. In addition, character/virtue awards are given out at times determined by the headmaster or Lead Teacher.

SECTION V – ACADEMIC INFORMATION

Grammar School Program (Grades 1-6)

Preschool and Kindergarten prepare the soil for formal schooling by planting the seeds for academic mastery, starting with basic subjects: math, phonics, handwriting, reading, and Bible. In addition to these subjects, students are taught the skills of reading, writing, arithmetic, narrating, memorizing, questioning, and organizing. **Grades 1 through 6** nourish and water the seeds planted in these grades by expanding the knowledge of subjects and developing the skills/tools of learning.

BIBLE: The Bible is taught as the inspired Word of God. Students are encouraged to develop a personal relationship with Christ while learning the unified story of the Bible and internalizing biblical principles and character qualities. Portions of Scripture are memorized at every grade level.

ARITHMETIC: Mathematical concepts and computation skills are stressed. Students are trained to interpret and to solve mathematical problems. A firm foundation in arithmetical computation is critical to progress to the other branches of mathematics.

HISTORY: A biblical view of God in his relationship to and involvement in the history of man and culture is taught that organizes history according to the biblical pattern of Creation, Fall, Redemption, and emphasizes the sovereignty of God in directing history to its consummation as well as the responsibility of man in the use of his freedom. Beginning with creation, major events, people, and ideas are taught emphasizing the importance of the individual and his choices within God's plan. Each grade level builds a scope and sequence of historical events that is chronological. A four-year plan that repeats itself, as described in the book The Well Trained Mind by Jessie Wise-Bauer, is followed. Ancient History is studied in 1st and again in 5th grade. The Reformation time period is covered in 2nd grade and then repeated in 6th. Renaissance time period is covered in 3rd and 7th, and Modern times in 4th and 8th. Related people, ideas, inventions, discoveries, writings, and events will be studied in this same chronological sequence for the other subjects.

ENGLISH: Annapolis Christian Academy seeks to equip every student with the skills necessary for quality writing, including correct spelling and grammar as well as a clear style. Major emphasis is placed on good writing by requiring students to write often and correctly in each subject area.

READING/LITERATURE: Literature is taught in order to teach the art of reading, enlighten, entertain, instruct in wisdom, elevate the student's mind and heart to love the true, the good, and the beautiful, and introduce him/her to the literary heritage of western civilization. The student's imagination and creative potential are expanded as he/she delights in the great classics.

Studying them

develops critical reading and thinking skills and provides a model and inspiration for thinking and writing.

GEOGRAPHY: The purpose of teaching geography is to help the student gain a sense of the world that God has created and placed us within. In this way, geography becomes a tool of dominion as well as something to wonder about and praise God for. Basic geography skills are introduced, including the use of maps and globes.

SCIENCE: Students learn about God’s nature and character as revealed through the natural order and through the laws that govern it. The various disciplines of science are taught, emphasizing hands-on activities and methods of observation, formulating of hypotheses, and testing.

LATIN: Latin is taught in order to give the student a better understanding of grammar and the structure inherent in language as well as the roots of English vocabulary. The study of Latin also lays the foundation for learning other languages and reinforces the student’s understanding of the parts of speech taught in our traditional English course work.

ART: The basic fundamentals of drawing, design and color are taught as the students are introduced to the masters’ works of Western culture.

PHYSICAL EDUCATION: Biblical patterns of behavior through activities requiring cooperation, teamwork, and sportsmanship are stressed. Basic exercise and game skills, as well as good health, are emphasized.

MUSIC: Training in rhythm, beat, note reading, melody, and harmony are emphasized along with the skills of listening to and appreciating great music. In addition, students are introduced to the great masterpieces of music throughout history and the life and times of the composers. 3rd through 6th grade students also participate in a grammar school performing choir where they are taught the elements of singing and choral arrangement.

Secondary Program (Grades 7-12)

ACA is committed to providing a traditional liberal arts and sciences curriculum centered in the great books. As part of its “core curriculum” the greatest of the “great books,” the Bible, is studied from Genesis to Revelation in a four-year sequence from freshman to senior year. The disciplines of Grammar, Logic, and Rhetoric are studied in a three year sequence known as the Trivium which is designed to cultivate correct, logical, and eloquent use of language in both composition and oratory. Four years of a chronological inter-disciplinary study of history and literature is required that utilizes primary sources and classic literature and emphasizes the development of government, economics, religion, and culture from Ancient to Modern times. ACA offers two years of Latin, two years of Greek, and three years of Spanish. Our accelerated math curriculum requires students take algebra I, geometry, and algebra II and also offers elective courses in statistics, pre-calculus and calculus. In science, students are required to take courses in biology, chemistry, and physics with elective offerings of astronomy and advanced physics. All of our math and science courses are college preparatory and emphasize mastery and rigor. In the fine arts, students are offered courses in music appreciation, concert choir, art appreciation, art, and drama. ACA also offers a number of elective courses including health and physical fitness, computer, journalism, drama, yearbook, and apologetics. Finally, to graduate, all seniors are required to take a senior thesis course aimed at cultivating leadership through oratory and cultural engagement. The senior thesis culminates in the Spring with a twenty-minute oral presentation followed by a twenty minute cross-examination by a panel of judges before an audience composed of fellow students, faculty, parents, and outside members of the school community. ACA also possesses a thriving extracurricular sports program that includes football, basketball, volleyball, swimming, soccer, and track.

Grade 7

<i>Bible</i>	Bible Doctrines I
<i>History</i>	Modern History I
<i>Literature</i>	Modern Literature I
<i>English</i>	Grammar, Comp, Vocab.
<i>Math</i>	Pre-Algebra
<i>Science</i>	General Science
<i>Language</i>	Wheelock Latin I
<i>Fine Arts</i>	Music Appreciation / Choir
<i>Other</i>	Geography
	P.E.

Grade 8

Bible Doctrines II
Modern History II
Modern Literature II
Grammar Comp, Vocab.
Algebra I
Physical Science
Wheelock Latin II
Art Appreciation / Choir
Study Skills
P.E.

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Old Testament I	Old Testament II	New Testament I	New Testament II
Ancient History	Medieval history	Modern History I	Modern History II
Ancient Lit	Medieval Lit	Modern Lit I	Modern Lit II
Geometry	Algebra II	Pre-Calculus / Statistics	*Calculus
Biology	Chemistry	*Physics	*Astronomy
Trivium I	Trivium II	Trivium III	Senior Thesis
Latin III	Greek I / Spanish I	Greek II / Spanish II	*Add'l Foreign Language
*Elective	*Elective	*Elective	*Elective

Note: History courses include instruction emphases in Economics and Government

Note: A worldview / apologetics elective is offered each year to satisfy accreditation standards

Core Courses: Bible, English, Math, History, Science, Trivium, Foreign Language, and Senior Thesis

**High School Electives (dependent on enrollment):* PE, Drama, Art, Computer, Journalism/Yearbook, Calculus, Physics, astronomy, additional foreign languages, apologetics / worldview.

Classification: Credits: 0 = 9th; 7 = 10th; 14 = 11th; 21 = 12th

Student Promotion

Current students must meet the following criteria to be promoted to the next successive grade:

- Grammar students currently enrolled at Annapolis must meet the following basic criteria for promotion to the next successive grade:
 1. Pass reading, math, English, and writing with at least a 70% average in each subject
 2. Have no more than on "F" (or "U") quarter grade per year in any two subjects.
- For students in Kinder and First Grade, the following criteria should be used to determine promotion:
 1. Kindergarten to First Grade: Behavior maturity and reading readiness for First Grade
 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 neat, complete sentences. Able to add and subtract single digit numbers with at least 70% accuracy.
- Secondary students currently enrolled at Annapolis must maintain at least a 2.0 GPA to qualify for promotion to the next successive grade. Students seeking to graduate from Annapolis High School must meet all applicable graduation requirements.

Graduation Requirements

Graduates must meet the following minimum graduation requirements:

Bible	4.0 (transfer students may substitute electives)	Trivium	3.0
English	4.0	Senior Thesis	1.0
Math	3.0 (must include Alg. I and 2 higher maths)	Fine Arts	1.0
History	4.0	Electives	3.0
Science	3.0 (must include 2 lab courses)	Foreign Lang.	2.0
		Total Credits:	28.0

NOTE: Students graduating in 2010 must have 27 credits; students graduating in 2011 and beyond must have 28 credits. Also, Bible and Trivium requirements may be modified for students entering after the freshman year.

- In order to receive an ACA diploma and participate in the graduation ceremony a student must have attended ACA full

time for the 9th - 12th grade years that they are enrolled at ACA. It is anticipated that families of part-time students will make separate plans for their own graduation requirements and closure of their educational program.

- Students will be allowed to transfer credit from other schools at the time of admission. However, that credit will be applied toward graduation only if it directly relates to the graduation requirements. Transferring students must submit transcripts for review by the Headmaster.
- The valedictorian is selected no later than the 3rd quarter of a student’s senior year. The student with the highest GPA at the time of selection will be valedictorian. Only non-elective core courses count toward a student’s GPA. The valedictorian is required to have earned recognition as a distinguished scholar in at least one category (math, science, foreign language). In the case of a tie, the student with the highest numeric average will be valedictorian. Transfer students are disqualified from competing for valedictorian if any ACA graduation requirements have been waived. Only grades earned from Annapolis or from a transfer course specially approved by the Headmaster may count toward a student’s GPA.
- Students who take more than the minimum graduation requirements in math, science, or a foreign language will be classified as “Distinguished Scholars.” Distinguished Math Scholar = 4 or more math credits including calculus. Distinguished Science Scholar = 4 or more Science credits. Distinguished Language Scholar – 4 or more Foreign Language credits
- Academic Honors include Summa Cum Laude (3.75 – 4.0), Magna Cum Laude (3.50 – 3.74), and Cum Laude (3.25 – 3.49)

Grading Guidelines

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.

Secondary

%	Grade	Grade Point
100-90	A	4.0
89-80	B	3.0
79-70	C	2.0
69-0	F	0.0
I	Incomplete	

- Semester Grade for junior high (7-8) is calculated as follows-1st Qtr.=45%, 2nd Qtr.=45%, Sem. Test=10%
- Semester Grade for high school (9-12) is calculated as follows: 1st Qtr.=40%, 2nd Qtr.=40%, Sem. Test =20%
- Year End Grade as follows- 1st Sem. Avg.=50%, 2nd Sem. Avg.=50%
- Teachers at the secondary level are given flexibility to count daily assignments, homework, quizzes, tests, and projects with differing percentages that best reflect progress, with test quizzes, and papers.

Grammar

- The Kindergarten and first grade are evaluated with E for excellent, S for Satisfactory and N for needs improvement. The 2nd-6th grades receive E,S,N as well as numeric grades as above.
- 1st and 2nd grade – Teachers at this level will have the flexibility to count grades in a way that best reflects progress and evaluation of mastery.
- 3rd - 6th grade – Teachers are given flexibility to assign weights that best show progress and evaluation of mastery for a particular subject.
- Fifth and sixth grade can give a comprehensive test at the end of a quarter that counts a maximum of 20% of the total grade for any one subject.

Progress Reports

Progress reports will be sent home at the approximate midpoint of each quarter to keep parents advised of their students’ progress,

whether that progress is positive or negative.

Late Work

Late work may only be accepted one day after the due date for a 20% penalty. Work turned in more than one day late will receive an automatic 0. At their discretion, teachers may limit the type and amount of late work accepted.

Makeup Work

When a student is absent for an excused reason (defined exclusively as “illness or emergency”) that student will be given as many days as he or she was absent to make up the work as determined by the teacher or turn in assignments without penalty. For example, a student who was out for three school days with the flu will have three school days to make up the work after returning to school. Planned absences, however, should be arranged so that a student is able to turn in work, take tests, or complete assignments prior to the absence or immediately upon return.

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

Correct Headings

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

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

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

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

Extra Credit Guidelines

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

Homework

Homework is work specifically assigned to be done outside of school hours (not unfinished work that should have been completed in class). ACA 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	30 minutes
3 rd – 4 th Grades	45 minutes
5 th – 6 th Grades	1 hour
7 th – 8 th Grades	2 hours
9 th – 12 th Grades	2 ½ hours

Note:

The above times are meant to be **guidelines** and might work out differently for any particular individual. Also, when work is brought home to be finished due to a lack of wise use of time in class, this work is not “homework” by the above definition and is considered a separate issue altogether.

Student Attendance

Planned absences are any absences planned in advance with sufficient notice given to the school office and the teaching staff for reasons that are foreseeable such as family vacations, doctor or dentist visits, or programs that are not school-related.

Excused absences are absences not planned in advance but due to a legitimate cause such as an illness or an emergency. In all such cases, a parent must provide written or verbal notification to the school office providing the reason for the absence. Should notice not be provided by a parent, the absence will be considered unexcused.

Unexcused absences are absences that do not qualify as Planned or Excused.

Tardy – not being in class at the start of school or at the designated time for the start of a class.

Excused Tardy – Tardies caused by inclement weather, illness, or an unforeseeable circumstance such as a traffic accident etc.

Unexcused Tardy – Any tardy not classified as “excused.”

- Students enrolled at ACA are expected to attend all prescribed classes. Parents and/or students may not choose which classes to attend and which not to attend.
- A record of attendance for each student will be kept. The total number of days absent will be recorded on the student's quarterly report card.
- If a parent does not notify the school office of the reason for the student's absence from school verbally or in writing, the student's absence will automatically be considered unexcused.
- Students are permitted a total of 12 absences per class per semester with the total number of unexcused not to exceed 4. Should a student have more than 4 unexcused absences for a class, that student's semester average in that class will be reduced by one letter grade for each unexcused absence exceeding 4. Should a student have more than 12 absences per class per semester, whether planned, excused, or unexcused, that student will not receive credit for that class.
- Three unexcused tardies are equal to one unexcused absence.
- 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.
- In unusual circumstances, the headmaster may waive requirements set by provisions of this policy.
- When a student returns to school following an absence (of any kind), the student must
 1. Check in at the receptionist's desk and present a written note from the parent (even if the parent has previously telephoned the office)
 2. Students in Grades K-6 will be given an Admit Slip to take to the teacher, indicating that they have checked in (Parents may accompany students in Grades K-2 to their classrooms; students in Grades 3-6 should be able to go to the classrooms unescorted by parents)
 3. Students in Grades 7-12 will be given an Admit Slip. These slips will be presented to the first teacher of the day and to each successive classroom teacher that day, so that accurate attendance records may be kept. Each classroom teacher will sign the Admit Slip and return it to the student, except that the last teacher of the day will retain the Admit Slip, and will return it to the office for recordkeeping.
 4. The classroom teacher(s) will use the Admit Slip to verify attendance and return to school.
- The same procedure will be used when a student is tardy, except that the Admit Slip will only be presented to the teacher for whose class the student is tardy.

Academic Probation Policy (secondary students only)

- Secondary students are required to maintain at least a 2.00 semester GPA.
- If a student's GPA is at or below 2.0 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 2.0 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. In addition, use of Weekly Progress Reports should be put into effect for purposes of accountability, and the student will be required to attend weekly tutorials provided either by the school or privately by the parents. If private tutoring is obtained, this must be verified and proof must be presented to the school office.
- If a student's GPA is less than a 2.0 for two consecutive semesters, that student will be expelled.
- Students on academic probation are ineligible to participate in extra curricular activities.

Summer Reading

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

Field Trips

General Guidelines

- A parent permission slip must be signed by parents returned to the school by each child attending the field trip prior to leaving on the trip.
- Normal school uniforms will be worn for all field trips. Exceptions can be made to accommodate the nature of the field trip with prior approval from the Lead Teacher or Headmaster.
- Teachers leading trips must take a first aid kit and a copy of the students' Emergency Care forms on any school-sponsored activity. Staff members will request and have approved by the appropriate administrator all events prior to announcing them.
- Appropriate attire and decorum is required at all times for students, teachers, and parents. Siblings or children not in the class are not permitted on school-sponsored trips or activities. 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. The school does not usually cover admission fees or other costs for drivers and chaperones.

Field Trip Leadership

- Annapolis staff are the official leaders of trips and school functions. Staff 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 staff before the trip. In all cases Annapolis staff has 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 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.

Legality and Liability

- All drivers must be pre-approved by the school and must have a good driving record. A copy of the driver's proof of insurance (copy of insurance card) 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. A person with a driving record with excessive or severe violations may not drive or operate any vehicle at Annapolis events. 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. Each automobile must have a current inspection sticker. 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).

Safety

- When traveling, drivers will require that all their passengers wear seatbelts and that posted speed limits always be observed. Drivers are never allowed to pick up hitchhikers or stop to assist another motorist while transporting students. Drivers should stay within sight of the other vehicles on the trip and stay with the pre-planned route. If there is a mechanical problem or an accident, the driver must ensure the safety and medical care for the students as a first priority. Students may never be left alone with or near a vehicle. Drivers will not allow or participate in horseplay or other distracting or potentially dangerous activities in a vehicle. Chaperones (staff or parents) **may not** drink alcoholic beverages or use tobacco products at any time during school-sponsored events.

Decorum/Department

- Personal music devices or electronic games may not be brought to any school-sponsored trip or event. If staying in hotels, the television may not be used without direct adult supervision. Television programming and movies, except for those with a “G” rating may not be viewed during a school field trip without written parental consent. For school-sponsored parties, such as a dance, music must be approved by Annapolis staff according to school guidelines. All adults are required to set a proper example for students. Parents are encouraged to enjoy the experience with our students, but they must lead in acceptable standards of etiquette and behavior. For example, adults should freely enter into planned activities and events with students; however, they should not encourage or permit spontaneous activities (e.g., raids to other’s rooms, practical jokes, etc.) without the permission of staff. Every event is etiquette training for our students; therefore, every adult must also model appropriate decorum including courtesy, tactfulness, graciousness, and self-control in all settings. Staff will not allow parents to chaperone who choose not to abide by these guidelines. Chaperones will see that students assume the same responsibilities on an event as they do during a regular school day. For example, on a field trip, students will give their full attention to the events on the trip itinerary and will be held responsible for the educational content of the trip. They will be held to a high standard of behavior as well. Students are expected to listen attentively to presentations, speak and act respectfully to each other and to adults, and obey instruction of the teacher, parent, chaperones and tour leaders promptly and cheerfully. Chaperones are expected to assist the teacher in holding students to this standard of behavior. Student misbehavior will result in such discipline as deemed appropriate by staff, as well as such discipline as may be necessary upon the student’s return to school following the trip or activity.

Field Trips and the Right Place

- Unless otherwise instructed by the teacher, students are to remain together at all times during the field trip. If attending a school-sponsored activity, such as a school party, students will not be allowed to leave the event and then return again later. Neither may they leave the room or area of the activity without permission of the teacher in charge.
- If the students go out for a meal as part of a school-sponsored activity, the teacher and chaperones will require them to sit at the table using proper manners until the teacher dismisses them. They may not be permitted to play or disrupt others in a restaurant or other social setting. When staying at a hotel or other lodging facility, teachers and chaperones will restrict students of the opposite sex from entering each other’s rooms. The only exceptions to this are devotional times and meal times with adult supervision. Students are expected to respect each other’s property and to regard the luggage of others as private. Sleeping arrangements will be made so that there is appropriated adult supervision. All students must stay in the designated accommodations. In case of questions regarding sleeping arrangements, staff will make the final decision.

Standardized Testing

Each year the school administers standardized tests for grades 1 – 11. We administer the **PSAT** and the **SAT** for our high school students. In the grammar school, individual grade level teachers will be responsible for administering the tests according to all the testing specifications and timetables. In the junior high and high school, full time teachers will be responsible for administering the tests.

High School/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 college 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.

SECTION VI – EXTRACURRICULAR INFORMATION

Extracurricular Policy

Extracurricular activities are organized, school sanctioned activities intended for student participation and enrichment beyond the normal academic (curricular) activities. Participation in such activities (which generally occurs outside of regularly scheduled class time) is considered voluntary. Examples include student organizations, clubs, and athletics.

- Extracurricular activities will not take priority over the academic program at Annapolis Christian Academy.
- Each student must have parental permission in writing to participate in extracurricular activities. All students participating in athletic extracurricular activities are required to have a current / annual physical exam by a licensed medical practitioner on file before that student can participate in practices or games.
- The hiring of all directors or coaches must be approved by the Athletic Director and Headmaster.
- The purpose of all such activities must conform to established Annapolis Christian Academy philosophy and standards.

- All Annapolis Christian Academy students participating in extracurricular activities must pass all curricular courses. Eligibility will be determined either by league standards or the following ACA policy, whichever is more stringent. To be eligible initially, a student must not be on academic probation from the previous year. At the start of school grades will be checked and reported at two week intervals throughout the school year to ensure that students participating in extracurricular activities are passing all courses. If a student is failing one or more classes at the time of a two week interval check, that student will become ineligible to participate in extracurricular events until they are found passing at the next two week interval check.
- Participants in extracurricular activities must either be enrolled as students at the school taking a minimum of one class or be enrolled as homeschooled students in our extracurricular program for an additional fee per sport/activity. Each team sponsored by the school may have no more than 25% of the team signed up as homeschooled students. Parents of homeschooled students enrolling as non-students in our sports program must sign agreement with the school's statement of faith and agreement that students must abide by ACA's standards of conduct while participating in our extracurricular programs. Homeschooled students must also provide proof of age and academic eligibility as well as turn grades in according to deadlines. Students enrolled at ACA who withdraw completely from the school will not be eligible to play as homeschooled students for two semesters.
- Operating expenses for such activities will be paid by participant fees or by participant-initiated fundraising, unless funds are specifically included in the Annapolis Christian Academy annual budget.
- An extracurricular activity will be established only when there are reasonable grounds for believing that the activity can be accomplished consistently over a number of years, and must be approved by the Headmaster.

Athletic Philosophy

- Our academic and athletic programs are not structured to be in competition with one another. We reject as a false dichotomy the idea that either the academics must serve athletics or vice versa. Our goals and vision statement state the educational mission of our school, and we seek to use both academics and athletics as instruments to help us accomplish those goals.
- Our athletic and physical education activities are considered an important component of our classical and Christian curriculum. We recognize that the training of the body has been part of the classical approach to education from the very beginning. Further, our understanding of the Christian worldview does not permit us to artificially limit a course of training to the mind only. Our goal has always been to educate our students in all aspects of life, with the Scriptures at the center of all things as the point of integration. We have the same standard for our athletic program and physical education classes and see this point of integration as particularly important.

Physical Education Program

- Physical education in the grammar stage focuses on the development and mastery of stability, loco motor, and manipulative skills. This also includes an introduction to the grammar of sports. When grammar students complete their program, they should be able to perform at an age-appropriate level. PE also strives to teach young students to love athletics and enjoy competing with sportsmanship. As they progress, grammar students advance in their understanding of competitive sports and apply basic skills to sport-specific strength training and the concept of lifelong fitness.
- Secondary students in the dialectic and rhetoric stages refine the skills they have previously learned and apply them to team and individual sports. The process of practice, self-discipline, and repetition in athletics teaches the upper school students valuable lessons that will make fitness and health a lifelong pursuit. Students at this stage are challenged to analyze the offenses and defenses of sports and to identify strategies to enhance team and individual play. When students are trained in these areas, the introduction of athletic teams is a natural progression.
- Students in the grammar school may wear their regular school dress for P.E. classes. Students in the secondary school are required to purchase standard school-issued P.E. uniforms.

Interscholastic Sports Objectives

- Competition in interscholastic sports at the junior high and high school level is the culmination of the grammar school physical education program, refining the skills students have learned and applying these skills to specific sports.
- Stude

nts on the court or field are held to the same academic and character standards that are found in the formal classroom at Annapolis. Students are to glorify God through their abilities, attitudes, and relationships.

Gym and Field House Usage Guidelines

- The gym and field house is strictly off limits to all students except for school approved and properly supervised activities. Any use of the gym or field house by students must be approved by and coordinated with the Athletic Director.
- The rock-wall in the gym is strictly off limits to all students at all times unless accompanied by adult supervision with appropriate harnesses and safety equipment.
- The gym may be rented for outside activities with the approval and acceptance of the school Headmaster or other appropriate authority. A fee will be charged to cover utilities, cleanup, and usage. In addition, any school sponsored or non-school sponsored event is required to pay for a member of the custodial staff onsite for the duration of the event at an hourly rate. No discounts are available to school families who desire to rent the use of the gym.
- All who attend basketball or volleyball games in the gym are expected to follow the rules listed below:
 1. Small children must be supervised by a parent or guardian at all times while in the gym.
 2. All those who attend athletic events or use the gym are expected to exhibit sportsmanship and behavior consistent with the mission and vision of Annapolis including such things as no rough housing, no foul language, and no harassing of referees or opposing team players.
 3. Chewing gum is strictly prohibited while in the gym.
 4. Clothing should be appropriate for gym use and befitting a Christian. Shirts and shoes are required at all times while in the gym.

Distribution of Promotional Materials

No one will be allowed to post, hand out, or in any way distribute non-school related extracurricular promotional material of any kind on campus. Any promotional material that can be directly related to curriculum must be approved by the headmaster before distribution. Any question about whether or not material is related to curriculum should be referred to the headmaster for approval.

SECTION VII – SAFETY INFORMATION

Student Health Requirements

- All students attending Annapolis Christian Academy must have on record with the school office a current immunization record or an exemption statement, according to Texas code, before entering school in the fall. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.
- It is expected that students are sent to school healthy, well rested, and ready for the school day. Students with fever, diarrhea, contagious viruses, severe colds, and the like will be sent home to avoid infecting others. They should not return to school until they are symptom-free and without a fever for at least 24 hours (without the aid of medication).
- Before the school will issue any medication to a student, it must receive written parental permission. In order to facilitate the general dispensing of nonprescription medicine (e.g. Tylenol or cough drops), the school has a form available for parents to grant a year's general permission to the school to issue nonprescription 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.
- Other forms necessary for student health records, obtainable from the school office:
 1. Health History: Describes the basic health/illness history of each student.

mergency Form: Lists the emergency contact names and phone numbers of people who may need notification in a medical emergency. Includes signed waiver in order to facilitate necessary surgery.

Closed Campus / Campus Visitation

Annapolis Christian Academy is a closed campus. Students are not permitted to leave campus during the school day unless signed out by a parent in the presence of an Annapolis staff member. Similarly, Annapolis does not entertain visitors and guests during the school day except under the following conditions:

- Visitors and guests are restricted to either adults directly related to a student (i.e. parents or grandparents), an alumnus in good standing, or a prospective student or family.
- All visitors must sign in with a staff or faculty member and receive a visitor's badge that must be worn visibly at all times while on campus. Upon leaving the school, visitors must sign out and return the visitor's badge.
- All visitors are restricted to lunch visits unless prior approval from the Headmaster has been granted.
- All visitors must abide by Annapolis standards of conduct and dress.
- The school reserves the right to refuse admittance to any guest or visitor at any time for any reason.

At no time during the school day is a student to leave campus without being signed out by a parent or legal guardian. Students must have a signed permission slip or the parents/guardians must personally sign the student out. To sign a student out of school, the parent / guardian must go to the front desk, complete the sign out sheet, and wait there until the student reports to the front desk. For safety reasons, teachers will not release students without a signed release slip from the office or a call from the office. When returning the same day, parents/guardians must sign the student back in at the front desk.

Emergency Procedures

Whenever the weather is extreme, such as flooding, hurricane, or freezing conditions, Annapolis will remain open as long as CCISD is open, and will close when CCISD is closed. This allows Annapolis parents to check any local TV or radio station for school closing information. Also, whenever possible, there will be a recording giving such closure information on the school answering machines. Any exceptions to this should be rare and would be handled by teachers and administrators of the school calling by phone, to all of the parents, with closure information.

The following are school emergency codes:

Code A – Alert

This is largely precautionary, with no direct danger present. The students would stay in place, and normal school instruction would continue with certain possible precautions, such as no outdoor recess, the cancellation of all outdoor activities, and field trips evaluated on an ad hoc basis. Dismissal at the end of the school day would be conducted in the same manner as usual, but parents would be asked to leave the campus immediately after picking up their children.

Code D – Dismissal

School would be dismissed immediately due to an emergency, either one particular to the ACA campus or a general emergency involving the larger area. This code could be initiated either by weather-related conditions or by a security/emergency situation. Parents would be notified of this unscheduled dismissal through a variety of means in the following hierarchical order: phone, email, the school's web page (www.aca-cc.org), a message on the school's answering machine, or CCISD Website (ACA always follows CCISD closings). The school's normal dismissal policy would be modified accordingly: Student-to-student dismissal will be disallowed. Parents, carpoolers, or authorized emergency contacts would be required to sign out children from their classroom/homeroom. In the unlikely event that neither parents nor carpoolers can be contacted, an ACA staff member will take that child off school grounds to the staff member's home, typically two hours after the dismissal has been announced. *(This would occur only after all other emergency contacts have been exhausted.)*

Code L – Lockdown

In case of a dangerous intruder on the campus or in our immediate area, the school would institute a lockdown with precautionary measures to ensure the safety of its students. The priority would be to immediately contact 911 for assistance; students will be moved to the safest part of the building. Student, faculty, and staff safety would be the foremost priority. Parents will be contacted and pickup instructions would be conveyed as the emergency situation and its resolution allowed.

Code S – Shelter-in-Place

In certain situations, it may be necessary to keep students and staff indoors for an extended period. This would be used for weather-related emergencies as well as chemical, biological, or radiological emergencies. Under these conditions, where removing students from campus would be dangerous, the first priority would be to safeguard the students and secure the building. Parents would be contacted via telephone as soon as the building has been secured. The duration of Code S would be contingent upon the particular emergency situation and the direction of public safety officials.

Communication

For the necessary contact information, the school will rely on the Emergency Form to be completed by every family. Parents will be notified of emergency conditions through a variety of means in the following hierarchical order: telephone, email, the school’s web page (www.aca-cc.org), a message on the school’s answering machine.

First Aid

The building is equipped with a first aid kit. In addition, we have several registered nurses on our teaching staff.

The following websites can provide useful emergency preparedness information:

- www.redcross.org (American Red Cross)
- www.fema.org (Federal Emergency Management System)
- www.dhs.gov (Department of Homeland Security)

SECTION VIII—GENERAL SCHOOL INFORMATION

Location

The grammar school (PreK-6th) and the secondary school are located at the intersection of Holly and Staples and Staples and Cain Dr. Office hours are 8:10-4:00 Monday -Friday. The main school office is also open for registration during the summer months.

School Hours

<u>Grade</u>	<u>Hours</u>	
Pre-K	8:30 a.m. - 12:30 p.m.	Monday / Wednesday / Friday
Kindergarten ½	8:30 a.m. - 12:30 p.m.	Monday – Friday
Kindergarten Full	8:30 a.m. – 3:30 p.m.	Monday - Friday
1 st – 6 th	8:30 a.m. - 3:30 p.m.	Monday – Friday
7 th – 12 th	8:30 a.m. - 4:00 p.m.	Monday – Friday

Miscellaneous

The school calendar begins in mid to late August and concludes near the end of May. Holidays and days off include: Labor Day, a week in October (Fall Break), three days at Thanksgiving, two-weeks at Christmas, Martin Luther King, Jr. Day, Presidents Day, a week in March (Spring Break), and the Friday and Monday of Easter weekend, as well as almost three months for summer break. (Refer to Annual School Calendar for exact dates.)

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. **All early release times are scheduled for 12:30 pm.**



Our teachers are committed to the philosophy of classical Christian education, and they **regularly pray** for their students and for the school with its emerging role in our community. There is a Moms-In-Touch weekly prayer gathering as well.

We are in the process of building a grammar school library and secondary school library of donated books. We have over 1000 books in our present libraries. We also have a computer lab of 14 networked computers on the secondary campus with internet research capabilities.

Policies may be added, deleted or modified at any time as determined by the Annapolis Christian Academy Board of Directors. The procedures contained in this handbook may be subject to interpretation or modification at the discretion of the Administration.