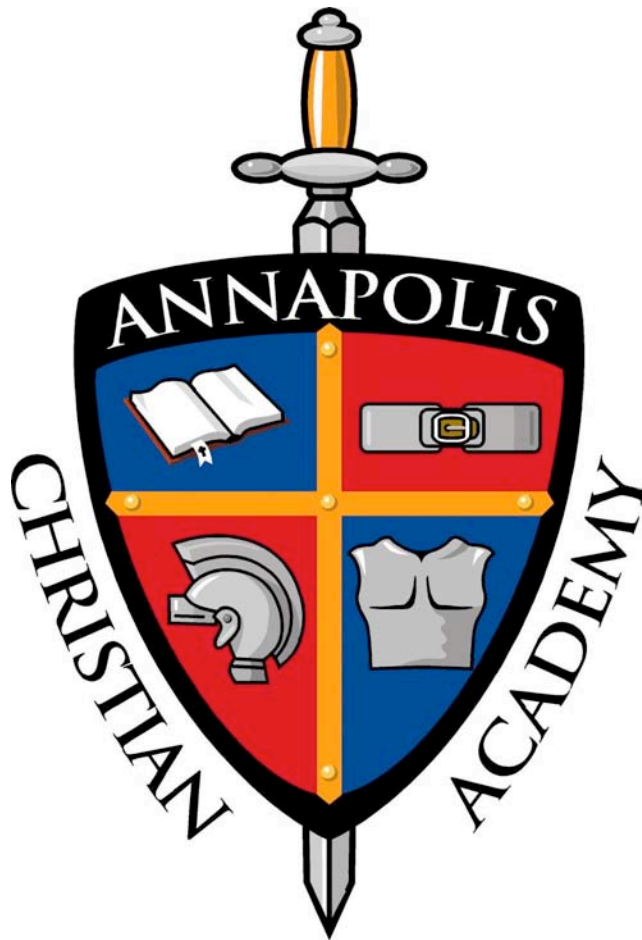


Warrior Handbook 2011-2012



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The Mission

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

The Vision

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

Administrative Team

Peter B. Hansen, *Headmaster*
Brittany DeVos, *Secondary Principal*
Pat Kinner, *Grammar Principal*
Martisha Liefer, *Athletic Director*
Jamie Gohlke, *Business Manager*
Beth Kingsbury, *Director of Advancement*

Board of Directors

Tonya Webber, *Chair*
Frank Dodson, *Vice Chair*
Bill Avery, *Treasurer*
Sarah Borchardt, *Secretary*
Jeanine Denais
David Crossland

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Acknowledgments and Disclaimers

Purpose and Use of Handbook

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

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

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

ACKNOWLEDGEMENT OF RECEIPT

I acknowledge that I have received a copy of the Warrior Handbook (2011 – 2012 edition).

I understand that it replaces and supersedes any prior version of the handbook. I understand that it contains important information about the educational policies applicable to me and my children and about my privileges and obligations as a member of the school community. I will familiarize myself with the material in this handbook, and I understand that I am responsible for knowing and abiding by its contents.

Since the information, policies, and procedures described here are subject to change, I acknowledge that revisions to the handbook may occur without prior notice. While the school strives to communicate such changes in a timely manner, I understand that revised information may supersede, modify, or eliminate existing policies before such notices are officially published.

I understand that I should consult with the Headmaster regarding any questions not answered in the handbook. I acknowledge that I have read this form and have received a copy of the Warrior Handbook, which I will read and understand and by which I agree to comply.

This form must be signed and dated and returned to the Main School Office promptly upon receipt of the handbook and review of this form.

In the space below please note any missing or unclear items. Also please state any questions you may have regarding the contents of this handbook.

Parent Signature

PRINTED Name

Date

Introducing Annapolis Christian Academy

A WORD FROM THE HEADMASTER

Welcome to Annapolis Christian Academy! If you are a new parent or student, I want to welcome you to the Warrior Family. We are very glad that you have decided to join our school community. If you are a returning parent or student, it is a great pleasure to welcome you back to what promises to be another fine year in the growth and development of the school and our students.

The name “Annapolis” comes from two Greek words meaning “City of Grace.” Our name symbolizes our identity as an interdenominational community of Christian families committed to the classical and Christian ideals of truth, goodness, and beauty, the cultivation of wisdom and virtue, and the integration of faith and learning with all of life. Our motto is “Passion for Learning, Prepared for Life” and our mission is to support Christian families in the Coastal Bend area by providing educational programs and services aimed at motivating students for life-long learning and preparing them for a life of wisdom, virtue, and service to God and man. In pursuit of these ideals, we strive to create a unique environment that fosters faith and promotes high standards of excellence in all areas of life. Annapolis is part of a national and international classical Christian school movement that seeks to educate students for a lifetime of learning, cultural leadership, and virtuous citizenship.

As you familiarize yourself with this handbook, please understand that it is intended to be a guide to our school’s philosophy, standards, policies, and procedures. It is not meant to detail each and every standard or practice of the school, but rather to serve as a reference for the main aspects of daily life at the school and a larger vision of the school’s ideals and expectations. If you have any questions about the information contained in this handbook, please do not hesitate to speak with me at any time.

Gloria Deo,

Peter B. Hansen
Headmaster
Annapolis Christian Academy
Passion for Learning – Prepared for Life

Our Identity and Mission

Annapolis Christian Academy (ACA) is an independent, non-profit, inter-denominational, co-educational, college-preparatory pre-kindergarten through twelfth grade day school that integrates a biblical worldview with a developmentally sensitive and rigorous training in the liberal arts and sciences in order to fully equip and train students to be wise and virtuous in their lifelong service to God and their fellow men.

Impacting Lives...It's more than academics. What characterizes Annapolis is our deep sense of mission. Annapolis Christian Academy exists to glorify God by providing an educational community committed to the classical and Christian ideals of truth, goodness and beauty, the cultivation of wisdom and virtue, and the integration of faith and learning with all of life.

Daring to be Wise...We are passionate about learning and place a premium on a rigorous curriculum and high academic standards. We are also dedicated to preparing our students for the real world of high school, college, and the responsibilities of family, work, and responsible citizenship. Annapolis aims to shape its students into thoughtful and articulate Christian leaders with the wisdom and integrity to serve God and their fellow men. That's what Annapolis is all about.

A Lifetime of Benefit...A classical Christian education has the power to profoundly shape a student's future and provide benefits that last a lifetime. At Annapolis, our goal is to provide students more than just a basic education. We strive to be a dynamic community of Christians dedicated to life-long learning and integrating faith with all of life. We aim to provide a safe and nurturing learning environment with small classes led by professional Christian educators with a heart for students, a passion for learning, and a commitment to excellence. We desire to produce students with wisdom and integrity, passionate about learning and prepared for a lifetime of achievement.

Our Story

The Big Picture...In the wider context of the culture wars over education in America, the revival of classical Christian education is arguably one of the most radical developments in American education in the past 150 years. From the founding of the first schools in Puritan New England in the 18th century, education had been overwhelmingly Christian and classical. What changed? In the 19th century, educators adapted education to meet the needs of the immigrants. Later, the technological push of the 1950's aimed education at training technologists for vocational careers. This "Vo-Tech" emphasis, combined with a focused effort to secularize school campuses has tended to create learning environments not only hostile to biblical faith and traditional values, but hostile to the true object of education: the development of the human person made in God's image. Not surprisingly, these "progressive" trends have tended to alienate an increasingly large and dissatisfied public who are seeking a return to common sense and the educational traditions that made Western Civilization and America great.

The Dream Comes True...The story of Annapolis begins with a dream in the hearts of a small group of South Texas parents to provide a better education for their children than they had received. Inspired by the classical Christian vision of education, these innovative families began making plans to found a classical Christian academy in Corpus Christi that would promote high academic standards, teach a biblical worldview, and train students to be leaders in their

community. By God's grace Annapolis Christian Academy opened for instruction in September of 1995 as an interdenominational Christian academy providing educational programs for Kinder through 12th grade. Since that time Annapolis has seen steady growth both in enrollment and the maturity of its programs and in the spring of 2008, Annapolis' growth reached a critical mass prompting the school board to embark upon a campaign to purchase a permanent campus and facilities to ensure the continued availability of an excellent classical Christian education to the Coastal Bend.

Our Faith

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

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

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

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

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

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

We believe that faith without works is dead.

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

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

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

Our Philosophy

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

The Tools of Learning... You know the old proverb: "Give a man a fish and feed him for a day. Teach a man to fish and feed him for a lifetime." This simple yet profound truth is the engine that drives the education at Annapolis. Dorothy Sayers echoes this simple truth when she writes, "...the tools of learning are the same, in any and every subject; and the person who knows how to use them will, at any age, get the mastery of the new subject in half the time and with a quarter of the effort expended by the person who has not the tools at his command....the sole true end of

education is simply this: *to teach men how to learn for themselves*; and whatever instruction fails to do this is effort spent in vain.” Sayers advocated recovering the “lost tools” of the Trivium—grammar, logic, and rhetoric -- because of its proven ability to develop a disciplined mind prepared to master any subject. Sayers also recognized that classical educators tended to teach students these tools at certain developmental stages. As the students age and mature, teachers adjust the manner and means by which they teach, following a student’s natural cognitive development. As Christopher Perrin puts it, “When children are astonished with the human tongue, we teach them language and grammar. When children are ready to challenge every assumption, we teach them logic. When students are yearning to express themselves with passion, we teach them rhetoric.” These are the tools of learning that, when mastered, equip students for college, the workforce, and a lifetime of learning.

Our Programs

Passion for Learning - Prepared for Life...The first thing you’ll notice when you visit our campus is that Annapolis students *enjoy* learning. You’ll hear ***grammar school*** students singing and clapping out history timelines, math facts, Latin prayers, Bible verses, science facts, and grammar rules in perfect unison and having a ton of fun in the process. You’ll witness ***middle school*** students spending a good portion of their day in vigorous and lively debate and discussion with their teachers and peers, analyzing a piece of classic literature or debating a finer point of theology. You might be surprised to see their teachers actually encouraging them to argue more not less! That’s because they are teaching them how to use logic and how to argue well. In our ***high school*** classes you’ll see students giving presentations and delivering speeches. Having mastered how to win an argument, these students of rhetoric are studying how to win people through persuasive writing and speaking. Above all, you will find that education at Annapolis is a joy unto itself because our students are taught to love learning and are equipped with the tools necessary for life.

Do you have what it takes to be a Warrior?...Annapolis is the home of champions! With multiple state championship titles in varsity football and volleyball, athletics aren’t just an extracurricular afterthought, they’re an integral part of our educational program. Rightly understood, athletics compliment our greater mission at Annapolis. Whether on the football or soccer field, basketball or volleyball court, our students learn valuable lessons of commitment, teamwork, tenacity and overcoming adversity. Our student-athletes experience great life lessons and build relationships that last a lifetime. The Warrior athletic program began in 1996 and has expanded to include varsity and junior varsity teams in football, basketball, and volleyball. Do you have what it takes to be a Warrior?

Art For God...God is an artist and he calls each of us to be artists too. Our commitment to the classical Christian ideal of beauty can be seen in every stage of the education we provide. From a very young age, all students at Annapolis begin training in the Fine Arts through our Meet The Masters, Fundamentals of Music, and Junior Choir programs. Their training continues through middle and high school years with art and music appreciation, drawing, painting, graphic design, drama, and choir. All of our students are taught to dedicate work and play to the glory of God.

Our Community

The Warrior Family...Something magical happens when you first step foot on our campus as a student, parent, grandparent or teacher. You become part of something bigger. You become part

of the Warrior Family. As a K-12 campus, our high school students act as role models and mentors to our junior high and elementary students. Parents of younger children benefit from the support system of older parents who encourage and guide them through their time at Annapolis. Master teachers help support and train new teachers. This kind of community is what makes Annapolis such a truly special place. We laugh, cry, and labor with one another as we walk out God's plan for our lives together.

Meet our Faculty... "A Student, when he is mature, will be like his teacher" Luke 6:40. Teachers and coaches are the heart and soul of our school. Because teachers and coaches are the ones who will shape the minds and lives of your child, nothing -- not facilities, rankings, programs, or traditions -- is more important than ensuring their unimpeachable integrity and quality. At Annapolis, teaching is more than just a job, it's a passion and a calling. With small classes, your student will get to know the faculty not just as teachers, scholars, and athletes but as mentors, role models, and friends. True education is nothing less than learning wisdom and knowledge from faithful, godly teachers. That's the beauty of education at Annapolis!

Parents Welcome... God has given parents the primary responsibility for educating their children and we wish to support them by providing services that will assist them in this awesome responsibility. Annapolis parents play an especially important role in the Warrior Family as they support the teachers and perform valuable volunteer services to the school. Whether it's a dad coaching a basketball team or a mom working on a fundraising committee - parents get involved. Our field trips and events are spilling over with active, impassioned parents. Many parents will say, "Wow! I wish that I had this kind of education! Do you take late-comers?!"

In Loco Parentis... This phrase means, "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 idea 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 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 PK – 2nd correspond to the “poll parrot” or pre-grammar phase. 3rd – 6th grade correspond to the “Grammar” phase; 7th – 9th correspond to the “Dialectic” phase, and 10th – 12th correspond to the “Rhetoric” phase.

The Poll Parrot and Grammar Phase (PK – 6th) : Foundation of facts, rules, and skills: These periods of childhood development and learning, correspond with the elementary years of childhood development when observation and memory are the “master faculties.” During these phases, 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 important concepts foundational to western civilization.

In the Pre-Grammar and Grammar phases, 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.



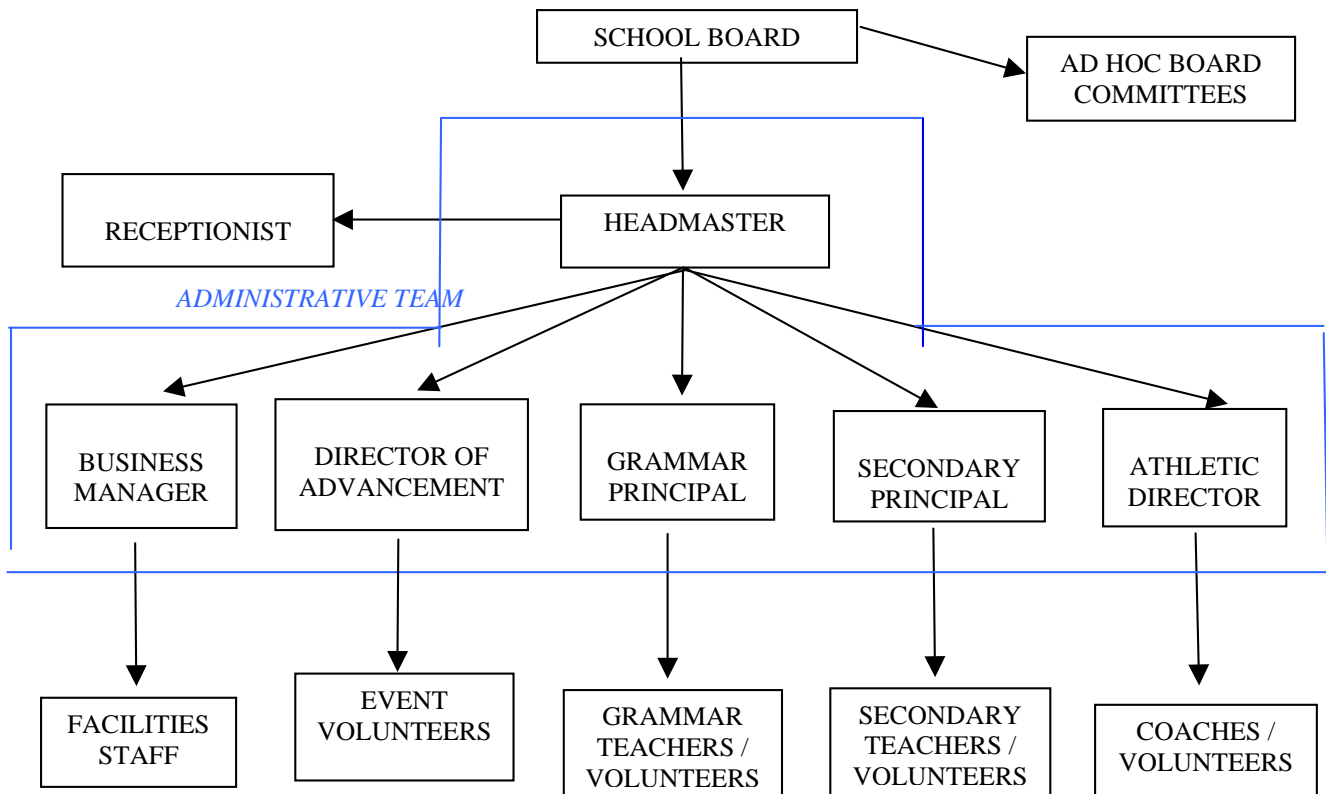
Annapolis Christian Academy K-12 Core Curriculum

Grades	Bible	History	Literature	Math	Science	Foreign Languages	Language Arts	Fine Arts
K-2 nd	Chronological Bible Reading Program: Old Testament and Four Gospels	Ancient	Children's Classic Literature: poetry, fables, fairy tales, narratives, historical fiction	Saxon 1-3	Nature Studies	Latin Vocabulary	Grammar Phonics Spelling Composition	Fundamentals of Music, Concert choir Meet the Masters Art Program
3 rd		Early American		Saxon 4	Chemistry	Latin Primer I		
4 th		Civil War to Present		Saxon 6/5	Physics	Latin Primer II		
5 th		Ancient		Saxon 7/6	Life Science	Latin Primer III		
6 th		Middle Ages		Saxon 8/7	Astronomy	Latin Primer IV		
7 th	Bible Doctrines I	Renaissance to 1850	Early Modern Classics	Pre-algebra	General Science	Wheelock's Latin	Grammar & Composition	Art Appreciation
8 th	Bible Doctrines II	1850 to Present	Late Modern Classics	Algebra I	Physical Science	Wheelock's Latin	Grammar & Composition	Music Appreciation
9 th	Bible I: Old Testament Studies	Ancient	Ancient Classics	Geometry	Biology	Advanced Latin	Trivium I: Grammar, Logic, Rhetoric Trivium II: Grammar, Logic, Rhetoric Senior Thesis	Concert Choir
10 th	Bible II: Old Testament Studies	Medieval	Medieval Classics	Algebra II	Chemistry	Spanish I or Greek I		Drama
11 th	Bible III: New Testament Studies	Early Modern	Early Modern Classics	Pre-calculus	Physics	Spanish II or Greek II		Drawing
12 th	Bible IV: New Testament Studies	Late Modern	Late Modern Classics	Calculus	Astronomy	Spanish III or Greek III		Painting

Annapolis at a Glance

School Structure	Annapolis is a PK – 12 th grade, non-profit 501(c)(3), interdenominational Christian day school established in 1995		
Accreditation	The Association of Classical Christian Schools (ACCS)		
Affiliations	Educational Records Bureau (ERB), Society of Classical Learning (SCL), Institute of Classical Schools (ICS), Texas Private School Accreditation Commission		
Students	Annapolis admits students of average to above average abilities. Students generally come from all parts of Nueces County and surrounding areas and represent diverse socioeconomic, racial / ethnic, and denominational backgrounds.		
Staff	Annapolis teaching faculty are required to possess a minimum of a Bachelor of Arts or Science degree from an accredited university, ACCS teacher certification, a strong biblical worldview, and membership in good standing in a local Christian church.		
Academics	Annapolis offers a PK – 12 th grade college preparatory, Liberal Arts and Sciences curriculum including distinctive subjects such as grammar, logic, rhetoric, Senior Thesis, Bible, apologetics, Latin, Greek, advanced mathematics, dual credit courses, SAT prep, and classic literature		
Average SAT Range		Critical Reading	550 - 680
		Math	540 - 650
		Writing	580 - 700
Scholarships	Eight seniors graduating in 2010 earned over \$800,000 in scholarships and grants. All were accepted into the college of their choice.		
Extra Curricular Athletic Programs	Grammar	Junior High	Varsity
	Boys Basketball	6-man football	6-man football
	Girls Basketball	Boys Basketball	Boys Basketball
	Track	Girls Basketball	Girls Basketball
	Volleyball	Volleyball	Volleyball
		Track	Golf
		Tennis	Tennis
Fine Arts	K-2 nd Music, 3-6 th grade Fundamentals of Music, Pre-Grammar Choir, Grammar Choir, Secondary Choir, Grammar Art, Secondary Art Appreciation, Secondary Drawing / Painting, Drama		
Class Size	Average class sizes range between 12 to 22 students per class		

Governance and Administration



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

The **School Board** is made up of current and former parent volunteers committed to ensuring the long-term strategic viability of Annapolis. The Board has four officers: the chair, the vice-chair, the secretary, the treasurer and a variety of committees, some of which are standing committees and some of which are formed on an ad hoc basis to meet the needs of the strategic plan. The Board is charged with ensuring the long-term, mission-based, sustainable success and viability of the school. As such, it is concerned with the needs of the school over several generations; therefore, its focus is setting the strategic direction of the school and ensuring adequate funding. The Board does not manage the day-to-day or tactical operations of the school. The Board meets monthly to set policy and to monitor progress of the school’s strategic plan.

The ***Business Manager*** is responsible for all financial operations of the school including bookkeeping, billing, banking, payroll, taxes, and facilities oversight. The Business Manager oversees the facilities staff, vendor contracts, and is responsible for preparing monthly financial reports for the Headmaster to present to the board.

The ***Director of Advancement*** has four major areas of responsibility: admissions, communications, development, and marketing.

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

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

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

Volunteers play an especially critical role in the operation of the school. Whether serving on a fundraising committee, helping out in the office or the classroom, or serving on the hospitality committee, volunteers are vital members of the Warrior Family and help keep costs down and tuition affordable.

Parent Information

Parental Involvement Requirements

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

- ▼ Scheduled workdays
- ▼ Substitute teaching / teacher assistance
- ▼ Library/office help
- ▼ Fundraising
- ▼ Facility maintenance
- ▼ Assistance / Sponsoring with extra-curricular programs
- ▼ Hot Lunch assistance
- ▼ Hospitality / Event Preparation assistance
- ▼ Chaperoning school field trips
- ▼ Booster Club

Open Communications

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

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

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

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

- ▼ Maintain a positive attitude.
- ▼ **Refrain from gossiping or discussing school related issues with others not involved** (including the posting of negative or derogatory comments on the Internet, such as through Facebook or other social media.).
- ▼ Give a "good report" at all times, refraining from being critical or judgmental.

Students/parents to teachers:

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

Parents/patrons to administrator:

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

Gift-Giving

From time to time, individual faculty and staff may be offered gifts by grateful students, parents, or other family members of students. We do not in any way want to discourage the kindness of our students (such as in offering handmade items of appreciation that they have created for their teachers). However, due to the potential for conflicts of interest (such as with regard to grading, student promotions, awards, etc.)—as well as the potential for inappropriate “competition” among parent gift-givers, we ask that parents refrain from giving gifts to individual faculty members in excess of \$50. For example: A \$25 gift certificate to a bookstore may be accepted; an all-expenses-paid vacation and use of a summer house may not be accepted.

Early Release

There are several days throughout the year when the students are given early release either at the beginning of a holiday, or to be used for the purpose of teacher training. These are noted on the school calendar as *Early Release Days*. Notices will also be sent home in advance. **All early release times are scheduled for 12:30 pm.**

Student Information

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

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 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.

Student Discipline

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

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

Principles:

- ▼ Discipline is first and foremost the responsibility of the teacher and the parents. Thus, the vast majority of discipline problems are to be dealt with by the teacher while in or out of the classroom in close conjunction with the parents. Behind every teacher the student should see his parents. Teachers have the responsibility of bringing concerns regarding behavior, character, and spiritual issues to the parent when they arise.
- ▼ Positive guidance and discipline should be used to promote self-discipline and acceptable behavior. Appropriate student discipline is to be based on an understanding of individual needs and development. The kind and amount of discipline (punishment) will be determined by the teacher, and if necessary, the appropriate administrative supervisor.
- ▼ In general, the pattern of discipline followed at Annapolis should reflect the biblical pattern of confession of sin and acceptance of responsibility for actions, repentance (defined as a commitment to change in behavior), punishment, restitution / apologies,

forgiveness, and restoration of fellowship / reconciliation. All discipline should be rooted in the reality of the sinfulness of man and the grace of God provided through Christ Jesus.

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

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

- ▼ **Disrespect** shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
- ▼ **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
- ▼ **Rebellion**, i.e. outright disobedience in response to instructions.
- ▼ **Fighting**, i.e. striking in anger with the intention to harm the other student(s).
- ▼ **Obscene, vulgar, profane, or blasphemous language**
- ▼ **Serious Misconduct:** acts determined by the teacher to deserve special disciplinary action (i.e. acts endangering the lives of other students or staff members, gross violence, vandalism to school property, violations of civil law, or any act in clear violation of scriptural commands).

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

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 student to spend time alone with another student or 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 Dress Code / Uniform

Annapolis Christian Academy is committed to establishing an atmosphere that promotes excellence in all areas of life including dress and appearance. To promote excellence and beauty in appearance and dress and to provide for a high quality academic environment, uniform standards of student dress and appearance have been established.

Uniforms are to be worn every school day, with exceptions for special days as determined by the appropriate administrator. Wearing uniforms other than those on the approved ACA list is a violation of our dress code policy.

General Uniform Requirements:

- ▼ **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 visible logos.
- ▼ **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.
- ▼ **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).
- ▼ **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.
- ▼ **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.

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

General Grooming: 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. Uniforms are also expected to be kept neat and clean in appearance (ironed and washed).

Student Attendance

Arrival: Annapolis provides daily supervision for students beginning at 7:45 a.m. Any student arriving before 8:20 a.m. must report to the cafeteria / fellowship hall in Rogers Building for supervision. Students arriving on campus between 8:20 and 8:30 should report directly to their first period class.

Tardiness: Most students are dependent on parents for arriving at school on time. Parents are asked to be punctual. Doing so sets a good example for students and demonstrates the importance of education.

- ▼ **Grammar School:** Students are considered tardy when they arrive between 8:30 and 10:30 a.m. A Grammar School student who misses instruction due to tardiness will be responsible for the work missed and may lose recess that day to complete the work. If a student arrives to the classroom after 10:30 a.m. the student is counted absent. When a Grammar School student has been tardy three times during a quarter, a call is made from the appropriate administrator to the parents of the student to inform them of the situation. Parents are expected to remedy the situation. Tardy Grammar School students must be accompanied to the Main School office by a parent to obtain a late arrival slip.
- ▼ **Secondary School:** Students who are late to class but miss less than ten minutes of the class are counted tardy. Secondary students who are tardy three or more times in any one class in a quarter will be sent by the teacher to the principal's office for discipline up to and including lunchroom / classroom cleaning duty and /or after-school detention during which time they will be unable to participate in any extracurricular activities scheduled during that time. Should tardiness continue after the initial discipline, a conference will be set up with the principal and the students' parents to discuss further disciplinary action. To be considered on time for class, students should be seated at their desks and appropriately

prepared to begin class. Tardy Secondary School students must report to the Main School office for a late arrival slip before proceeding to class.

- ▼ In severe cases where tardiness is habitual, Annapolis Christian Academy reserves the right to suspend, expel, or refuse re- admittance.
- ▼ Three unexcused tardies are equal to one absence.

Absences: A student is considered absent if the student does not attend, if he or she arrives after 10:30 a.m., or if he or she leaves campus for the day before 1:00 p.m. The following guidelines are to be observed:

- ▼ A record of attendance for each student will be kept. The total number of days absent will be recorded on the student's 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 by 9:30 a.m. on the day of the absence, the student's absence will automatically be considered unexcused. Unexcused absences are considered "cuts" from class. If the unexcused absence takes place to avoid a deadline or test, then a zero will be given for the assignment. A five-day, after-school detention may be given for unexcused absences. During the detention, the student may not participate in extra-curricular activities.
- ▼ Students are permitted a total of 12 absences per class per semester. Should a student have more than 12 absences per class per semester, whether planned, excused, or unexcused, that student will not ordinarily receive credit for that class.
- ▼ 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.

Students leaving campus: A parent must come to the main school office to sign a student out before taking the student off campus prior to 3:15 p.m. In the case of a student who drives, the student must have a signed permission note from the parent to leave early and must sign her or himself out at the main school office. Apart from these circumstances, students who drive may not leave the campus during regular school hours.

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.

Classroom Parties

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

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.

Reverence policy

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

Student Supervision

Whenever possible, students should avoid being alone in a room with a staff member or a fellow student 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.

Safety Guidelines

Weapons

State law makes it illegal for *anyone* to bring onto school grounds or to any school activity any firearm, dangerous weapon, or dangerous instrumentality. This prohibition extends to weapons kept in locked personal vehicles in school parking lot

Closed Campus

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 siblings or adults directly related to a student (i.e. parents or grandparents), an alumnus in good standing, a prospective student or family, or a vendor or city official (exceptions to this may be made with prior approval from the division principal).
- ▼ All visitors must sign in at the main school office and receive a visitor's badge that must be worn visibly at all times while on campus. Upon leaving the school, visitors must sign out and return the visitor's badge.
- ▼ All visitors are restricted to lunch visits unless prior approval from the Headmaster or enrollment coordinator has been granted.
- ▼ All visitors must abide by Annapolis standards of conduct and dress.
- ▼ The school reserves the right to refuse admittance to any guest or visitor at any time for any reason.

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

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

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

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

Pets at School

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

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

Smoking

Smoking is prohibited in all areas on the school's premises. Additionally, smoking is always prohibited in the sight or presence of students on campus.

Field Trips

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

General Field Trip Guidelines:

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

Field Trip Leadership Guidelines:

- ▼ Annapolis Faculty and Staff are the official leaders of trips and school functions. They will make all decisions as to itinerary, agenda, logistics, and attire.
- ▼ Logistical matters may be delegated to parents, but parents are not to alter the plans in any way for any student unless they arrange this with the faculty or staff before the trip.
- ▼ In all cases Annapolis faculty and staff have the final word and the sole responsibility for the trip including the conduct of students and chaperones. *All adults are expected to respect the authority of the faculty and staff.*
- ▼ The role of parent chaperones is critical to the success of any field trip or activity. Parent chaperones have the responsibility for the students assigned to them by the teacher, including their safety and conduct.
- ▼ Normally, parent chaperones are responsible for those students in their cars or hotel rooms.
- ▼ Parents should assist the staff to ensure that students are supervised at all times during trips or activities.
- ▼ Chaperones should immediately report to staff any behavior or activity which poses a threat to any student or is otherwise unacceptable.

Safety Guidelines:

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

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

Transportation Legality and Liability:

- ▼ Only faculty, staff and parents associated with the school may drive on field trips.
- ▼ All drivers must be pre-approved by the school and must have a good driving record. A person with a driving record with excessive or severe violations may not drive or operate any vehicle at Annapolis events.
- ▼ A copy of the driver's proof of insurance (copy of insurance card) and driver's license must be on file.
- ▼ All chaperones and drivers of automobiles or watercraft must be at least 21 years of age and be approved by the Annapolis administration.
- ▼ The driver and owner of any automobile or watercraft that is used must depend on their own insurance coverage for the purpose of covering their liability and damages to their vehicle or watercraft. Both the owners and drivers of vehicles and watercraft assume full legal and financial responsibilities for the operation of their vehicles or watercraft and full legal and financial responsibilities of the safety of the passengers. The liability arising out of the use of a vehicle or watercraft is the sole responsibility of the owner (first) and the operator (second).
- ▼ Each automobile must have a current inspection sticker.
- ▼ Volunteer drivers and their cars will be used unless the school has arranged special group transportation. Annapolis students may not drive on school-sponsored activities.

Decorum/Department

- ▼ Normal school uniforms should be worn for all field trips. Exceptions can be made to accommodate the nature of the field trip with prior approval from the appropriate administrative supervisor.
- ▼ 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. The school does not usually cover admission fees or other costs for drivers and chaperones.
- ▼ 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 appropriate adult supervision. All students must stay in the designated accommodations. In case of questions regarding sleeping arrangements, staff will make the final decision.

Emergency 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.

Emergency School Closing

During inclement weather, listen to local broadcasts on radio and television. Our information will be listed as “Annapolis Christian Academy.” With respect to school closing, we will follow CCISD.

Parents should be aware that we sometimes choose to close if driving in the area would be dangerous for parents and staff coming from different communities. If you do not see a separate listing for our school, watch or listen for CCISD closures. If the public schools are closed, we are closed. If the public schools have a delayed opening, we have a delayed opening. employees will be paid for their actual hours worked.

State-Mandated Child Abuse Reporting

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

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

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.

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 four-year sequence known as the Trivium 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 three years of Latin, three 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, track, golf, and tennis.

Physical Education Program

- ▼ Physical education in the grammar stage focuses on the development and mastery of stability, locomotive 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.

Student Promotion

Pre-Grammar Students: Kindergarten students must demonstrate sufficient behavioral maturity and reading readiness to be promoted to first grade. First Grade students must be able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Second grade students must be able to write neat, complete sentences and add/subtract single digit numbers with at least 70% accuracy.

Grammar students: Students in grades 2 – 6 must pass all core academic subjects for the year in reading, math, and writing with at least a 70% average in each subject; fail (<70%) no more than one non-core subject for the year (i.e. spelling, Latin, history, geography, handwriting, grammar, science, Bible, Bible memory, art etc.). Students who fail either a core subject or more than one non-core subject for the year must take a summer school course or receive tutoring, pass a comprehensive subject test, and take the next grade level’s entrance exam to be eligible for promotion. Students who do not meet these requirements will not be promoted to the next successive grade level and must be retained.

Secondary students: Students in grades 7-12 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

Distinguished Achievement	Minimum Graduation
<i>Literature</i>4.0 Ancient, Medieval, Early Modern, Late Modern	<i>Literature</i>4.0 Ancient, Medieval, Early Modern, Late Modern
<i>History</i>4.0 Ancient, Medieval, Early Modern, Late Modern	<i>History</i>4.0 Ancient, Medieval, Early Modern, Late Modern
<i>Bible</i>4.0 Old Testament I, Old Testament II, New Testament I, New Testament II	<i>Bible</i>4.0 Old Testament I, Old Testament II, New Testament I, New Testament II
<i>Math</i>4.0 Algebra I, Geometry, Algebra II, Pre-calculus, Calculus*	<i>Math</i>3.0 Algebra I, Geometry, Algebra II
<i>Science</i>4.0 Biology, Chemistry, Physics, Astronomy, Marine Science*	<i>Science</i>3.0 Biology, Chemistry, Physics
<i>Language Arts</i>3.0 Critical Thinking / Public Speaking, Argument / Debate, Senior Thesis	<i>Language Arts</i>3.0 Critical Thinking / Public Speaking, Argument / Debate, Senior Thesis
<i>Foreign Language</i>2.0 Advanced Latin**, Spanish or Greek I, Spanish or Greek II, Spanish or Greek III*	<i>Foreign Language</i>2.0 Advanced Latin**, Spanish or Greek I, Spanish or Greek II, Spanish or Greek III*
<i>Electives</i>2.0 Concert Choir, Journalism, Yearbook, Mock Trial, Drama, P.E., Drawing, Apologetics	<i>Electives</i>2.0 Concert Choir, Journalism, Yearbook, Mock Trial, Drama, P.E., Drawing, Apologetics
<i>Total Credits</i>27.0 *Required for “Distinguished Scholar” **Requires completion of 7th-8th Latin	<i>Total Credits</i>25.0 *Required for “Distinguished Scholar” **Requires completion of 7th-8th Latin

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.

Grading Guidelines

All academic grading at Annapolis Christian Academy is based on the following guidelines:

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	

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 secondary.

Progress Reports

Progress reports will be made available 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 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 information placed in the upper right hand corner of a student’s paper:

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

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). Homework will be kept to a minimum to respect family time at home in the evenings. The school considers the following homework guidelines acceptable for students enrolled in a rigorous classical Christian academic curriculum.

Kinder	15 minutes (reading/math)
1 st – 2 nd Grades	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

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

Academic Probation Policy (secondary students only)

Secondary students are required to maintain at least a 2.0 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, parents are expected to obtain outside tutoring for the student until the progress check reveals the student's GPA to be above 2.0. If a student's GPA is less than a 2.0 for two consecutive semesters, that student is subject to expulsion. Students on academic probation are ineligible to participate in extra curricular activities.

Adding and Dropping Classes

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

Summer Reading

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

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

When developing the summer reading lists, teachers should consult the school's established curriculum guides for literature to avoid duplicating a selection that might be read during the school year by other grade levels.

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

Standardized Testing

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

Chapel Philosophy and Guidelines

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

Learning Disabilities

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

School Performances / Assemblies

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

Distribution of Promotional Materials

No one will be allowed to post or in any way distribute promotional material of any kind on campus that does not relate to the school's curriculum or objectives. Any promotional material that can be directly related to curriculum must be approved by an appropriate administrative supervisor before distribution.