



Grace Christian Academy

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Christ-centered, Classical education.

Student – Parent Handbook

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

Grace Christian Academy "is operated as an exempt school under the provision of NRS 394.211 and as such is exempt from the provisions of the Private elementary and Secondary Education Authorization Act." Our curriculum, exclusive of religious instruction, provides equivalent instruction of the kind and amount approved by the State Board of Education (NRS 392.070, 394.125, 394.130, NAC 389 Standards).

*All Scriptures referenced throughout are from the New American Standard Bible, 1960 ed.

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STATEMENT OF FAITH

1. **THE WORD OF GOD.** We believe that the Bible, both Old and New Testaments, is the complete and revealed Word of God, fully inspired and without error in the original writings. We believe that it is wholly sufficient as Divine revelation and it alone has supreme authority in all matters of faith and conduct. (Psalm 12:6; 19:7-11; Isaiah 40:8; Matthew 5:18; 2 Timothy 3:15-17; 2 Peter 1:21; Heb. 1:1-2).
2. **THE TRINITY.** We believe that there is one living and true God, eternally existing in three persons: Father, Son, and Holy Spirit. These Three, being one in essence, are co-equal, co-eternal, and co-existing, and perform distinct but harmonious functions in creation, redemption, and providence. (Deut. 6:4; Matt. 28:19-20; 2 Cor. 13:14).
3. **GOD THE FATHER.** We believe in God, The Father, an infinite personal spirit, perfect in holiness, justice, wisdom, power, and love. We believe that He is unchangeable in His being, all glorious in His nature, and absolutely sovereign over creation, providence, and redemption. (Deuteronomy 6:4; John 4:23-24; Isa. 6:1-6; Psa. 115:3; 145:5; 1 John 4:16; John 1:1-5).
4. **JESUS CHRIST.** We believe in Jesus Christ, fully God and fully man, God's only begotten Son, conceived by the Holy Spirit. We believe in His virgin birth, sinless life, miracles, and teachings. We believe in His substitutionary, atoning death, bodily resurrection, ascension into heaven, perpetual intercession for His people, and personal visible return to earth. (John 1:14-18; Acts 1:11; Phil. 2:5-11; I Corinthians 15:3-4; Hebrews 1:1-10; 4:14).
5. **THE HOLY SPIRIT.** We believe in the Holy Spirit who came from the Father and Son to convict the world of sin, righteousness, and judgment, and to apply the benefits of Christ's work to the elect in regeneration and sanctification. We believe that every believer is baptized by the Holy Spirit and indwelt at salvation. The Holy Spirit sovereignly bestows a spiritual gift(s), helps, teaches and guides every believer. (John 3:5-7; 16:7-14; 1 Cor. 3:16; 12:13; Rom. 8:9; 8:26; Ephesians 5:18; Acts 2:38).
6. **SALVATION.** We believe that all men are sinners in Adam, by nature and by choice and are therefore dead in sin and under condemnation. We believe that God in His free and sovereign grace saves sinners as He wills. Salvation is by faith alone in Christ alone. True believers will persevere in faith and good works until the end. This good news of salvation is freely offered to all and requires faith in Christ, which is enabled by the Holy Spirit, making those who are ordained to eternal life willing and able to believe. (Acts 13:48; Romans 3:10-18, 3:23-24; 6:23; Jonah 2:9; Eph. 2:8-9; Titus 3:5-7; Phil. 1:6; 1 Pet. 1:5; Heb. 12:14; Rev. 22:17).
7. **THE CHURCH.** We believe in the universal church, a living spiritual body of which Christ is the head, composed of people who have been regenerated by the Holy Spirit and put their faith in the Lord Jesus Christ. We believe in the local church, whose membership consists of a company of baptized believers in Jesus Christ, associated for worship, Bible study, prayer, the ordinances, fellowship, and the evangelism of a lost world. We believe in the autonomy and independence of the local church, although cooperation with other churches, associations, or organizations may prove beneficial. However, cooperation is voluntary and may be terminated at any time. (Matthew 16:18; Acts 2:42-47; Ephesians 4:1-16; 1 Cor. 16:1).

8. **CHRISTIAN CONDUCT.** We believe that a Christian should live for the glory of God and that he should seek the well-being of his fellow-man; that his conduct should be one of pursuing blamelessness before the world; that he should seek to be a faithful steward of his possessions; that he should seek to realize for himself and others the full stature of maturity in Christ. We disavow a legalistic approach to the Christian life and believe in the liberty of conscience. (1 Cor. 10:31; Romans 12:1-3; 14:1-15:6; Titus 2:11-13).
9. **THE ORDINANCES.** We believe that the Lord Jesus Christ has committed two ordinances to the church to be observed until the return of Christ: baptism by immersion and the Lord's Supper. By baptism a believer publicly declares his forgiveness of sin, union with Christ, and new life in Christ. Baptism is only for those who profess faith in Christ. In the Lord's Supper, the believer is dramatically reminded of the sacrifice of Christ for our sin. The Lord's Supper is communion with God in Christ, as the believer spiritually feeds on Christ by faith, and communion with the body of Christ. We believe that these two ordinances are not means for salvation, but are visible signs of an invisible faith. (Matthew 3:13-17; 26:26-29; 1 Corinthians 10:1-7; 11:23-24).
10. **LAST THINGS.** We believe in the personal and imminent return of our Lord Jesus Christ to earth. His coming will be visible, for the consummation of His eternal Kingdom. We believe in the resurrection of the body, the final judgment, the endless suffering of the wicked, and the eternal blessedness of the believer. (Matthew 24:1-51, 25:41; John 14:1-3, 1 Corinthians 15:20-46; 2 Corinthians 5:10; 1 Thessalonians 4:13-18; Rev. 20:11-15).
11. **CREEDS AND CONFESSION.** We adhere to the universal creeds of the historic Christian Church: the Apostles Creed, the Nicene Creed and the Athanasian Creed. We also adopt the 1689 Baptist Confession of Faith as our confessional standard. We recognize that only the Bible is infallible; however, these historic creeds and this reformed confession provide a clear basis for our doctrinal standard and unity.

1 THE GRACE CHRISTIAN ACADEMY VISION

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

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

The second is to base our curriculum on the Classical Model of the Trivium. The child is provided with a rigorous and challenging curriculum, and an educational environment conducive to learning. Our commitment is to teach our students how to learn, how to think, and how to communicate in an elegant, persuasive, and appealing way. There will be an emphasis on the grammar, logic, and rhetoric (see definitions on page 8) of each subject in a manner that gives full consideration to the age and abilities of each individual student.

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

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

2 GRACE CHRISTIAN ACADEMY GOALS: “A CLASSICAL AND CHRIST-CENTERED EDUCATION”

Christ-Centered:

In all levels, programs, and teachings, we seek to:

- A. Teach all subjects as parts of an integrated whole with the Scriptures at the center (2 Timothy 3:16-17);
- B. Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40);
- C. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 19:13-15; 28:18-20).

Classical:

In all levels, programs, and teachings, we seek to:

- A. Emphasize grammar, logic, and rhetoric in all subjects (see definitions below);
- B. Encourage every student to develop a love for learning and live up to his academic potential;
- C. Provide an orderly atmosphere conducive to the attainment of the above goals.

Definitions:

- A. Grammar: The fundamental rules of each subject.
- B. Logic: The ordered relationship of particulars in each subject.
- C. Rhetoric: How the grammar and logic of each subject may be clearly expressed.

3 WHAT DO WE MEAN BY CLASSICAL?

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

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

An acquisition of knowledge and understanding is thus supported by the natural developmental abilities of the student, helping content to be more easily mastered.

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

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

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

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

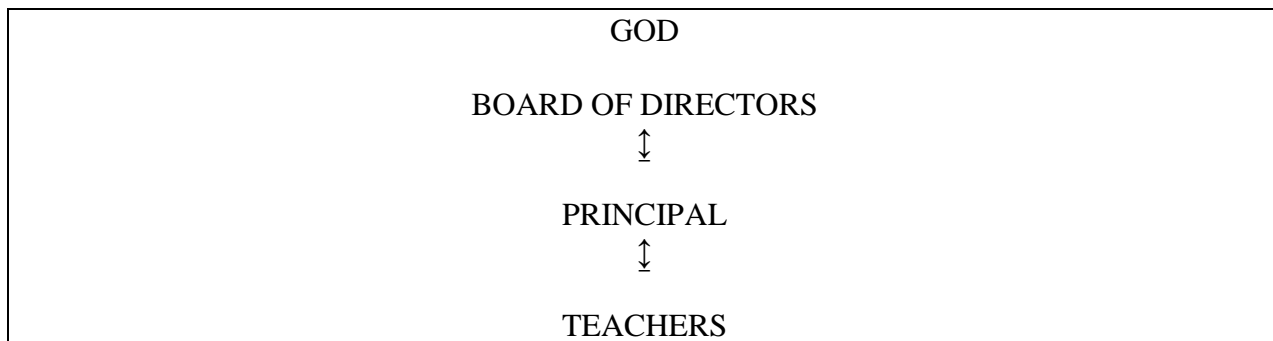
4 THE LOST TOOLS OF LEARNING CHART

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

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

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

5 GOVERNANCE AND ORGANIZATIONAL STRUCTURE OF GRACE CHRISTIAN ACADEMY



Grace Christian Academy is governed primarily by the Word of God, as understood and applied by the school’s Board of Directors (hereafter referred to as the “Board”) and Principal. The Board serves the school by setting policies that define and maintain the goals of the school. The Board examines the school's policies, programs, and curriculum in light of biblical principles and those of classical education. The Board is a corporate body comprised of five individuals, 4 elected to 3-year terms and one elder member from the Board of Elders of Grace Community Church. A representative from the Board of Elders will always be a member of the Board and is not subject to holding an elected office. The majority of the Board shall be comprised of members in good standing at Grace Community Church. Because of the corporate nature of the Board, no individual has authority over the school in any capacity. The Board operates under GCA’s adopted by-laws, vision and goals statements, and provides policies to the Principal for implementation in the school.

The Grace Christian Academy Principal, as an ex-officio member of the board, reports to the Board and supervises the day-to-day operations of the school. The Principal oversees the management of the school and is directly involved in policy development and implementation, finances, curriculum development and implementation, teacher supervision and training, class scheduling, student enrollment, discipline, and school programs.

6 COMMUNICATION

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

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

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

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

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

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

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

7 PARENT INVOLVEMENT IN GRACE CHRISTIAN ACADEMY

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

As a support and extension of the family unit, Grace Christian Academy considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed (Deut 6:7), since He compares it to the relationship believers have with Christ and the Father. Therefore, at Grace Christian Academy we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school. We would like parents to volunteer and help in the classroom but we would appreciate waiting four weeks before visiting, to help the teachers and students get acclimated.

PIP Program

Each family is required to volunteer 20 hours per family per year. PIP forms are located on the website or available from the school office to record your volunteer hours. These forms must be turned in to receive credit (grandparents or adult relatives may also work off the family's PIP hours. Please keep track of your PIP hours in case there is a discrepancy with the office records.

Below are just a few examples of ways to earn PIP hours.

1. Assist in the classroom, regularly or infrequently. Be a reader leader, teacher aid or a room mom (Arrangements should be made with the teacher concerned).
2. Help supervise the lunchroom or playground during recess. Many hands are helpful in teaching manners, opening lunch items, etc.
3. Act as chaperone on field trips.
4. Serve as a story-reader, song-leader, guest artist, or offer your special talents.
5. With permission and prior arrangement, present your vocation to the students or invite them to your place of business for a field trip.
6. Participate in school fundraisers – organizing, promoting, attending, selling, etc.
7. Grade papers or prepare projects for teachers at home.
8. Offer assistance by volunteering to serve on board-appointed committees or other ad-hoc committees.
9. Offer “handy-man” skills for projects at school.
10. Attend school-related meetings
11. Assist the office with routine activities and special projects such as organizing, cleaning and covering books.

Other Ways to Be Involved with the School

1. Visit the school/class at any time. (Please call ahead out of courtesy to the teacher.)
2. Attend all Parent-Teacher Conferences that are formally conducted. Informal conferences may be held anytime at the parent's request.
3. Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home. Read the website frequently to stay up to date with school activities.
4. Communicate your ideas or comments regarding the school program to the Principal.

We want to hear from you!

5. Pray for the staff at Grace Christian Academy. Just as we view the school as an extension of the home, we also ask that you make the teachers and staff at Grace Christian Academy part of your daily prayer regimen.
6. The ways to encourage the teaching staff are endless; a kind word or a card will be a cherished event for years. Next to the students, the teachers are our most valuable resource. A “thank you” is always welcomed.

8 ADVANCED STUDY PROGRAM

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

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

Guidelines:

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

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

9 HONORS/AWARDS

Purpose

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

10 STUDENT HEALTH REQUIREMENTS

1. All students attending Grace Christian Academy must have on record with the school office, a birth certificate and either a current immunization record or an exemption statement according to Nevada Code (NRS 392.435, NRS 394.192), before entering school in the fall. Standard immunization record forms may be obtained from the family doctor or school office and, upon completion, must be returned to the school office.
2. Before the school will issue any medication that has been provided by the parent to a student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine, we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student's file. **No prescription medicines will be dispensed without a doctor's authorization. The medication must be in the original container in which the medicine was dispensed. Parents must bring all medications to the office, both over the counter and prescribed medications.** None are to be kept in the student's classroom, desk or backpack. As a courtesy to your child's teacher, please keep the teacher and the Principal informed of any ongoing use of treatments. Our stewardship during the day for your child's care is very important to us.

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

Enrollment Application: Lists the emergency contact names and phones numbers of persons authorized to care for your child(ren) in the event we are unable to contact a parent/guardian. Includes signed waiver in order to facilitate necessary medical care in the case of a medical emergency.

11 CURRICULUM GOALS

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

Bible:

Goals - We seek to:

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

Memory - The students will recall by graduation:

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

English:

Goals - We seek to:

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

7. Require well-organized essays of one to two pages and teach the concept of plagiarism and abhorrence of that practice.

Memory - The students will recall:

1. The names and functions of all parts of speech, etc.
2. Basic spelling rules.
3. Correct punctuation and capitalization rules.
4. Diagram simple, compound, and complex sentences.
5. How to write grammatically correct sentences.
6. How to write a well-organized essay and book report.
7. Manuscript form.

Reading:

Goals: - We seek to:

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

Memory - The students will recall:

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

Latin:

Goal - We seek to:

1. Instruct the students in the fundamental vocabulary and grammar of Latin to better their fundamental understanding of English.

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

Memory - The students will recall:

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

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

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

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

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

Mathematics:

Goals - We seek to:

1. Provide a mastery of basic mathematical functions through the use of concrete, pictorial, and abstract stages.
2. Put an emphasis on conceptual, as well as practical, understanding of math through the frequent use of word problems.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.
4. Apply learned problem solving strategies to the problems in daily life.

Memory - The students will recall:

1. The four basic mathematics properties; i.e. addition, subtraction, multiplication, division, and their uses.
2. Multiplication facts to 12.
3. Addition and subtraction facts to 20.
4. All aspects of telling time, reading thermometers, and identifying dates.
5. Measurement: English and metric; Converting units.
6. Fraction, proportion, and percent processes.
7. Graphs: line, bar, pictograph, and histogram.
8. Square Root: extracting square roots.

9. Algebra: simplifying expressions; solving for one unknown.
10. Geometry: basic geometric shapes, geometric ideas and models; types of angles; parts of circles.

History/Geography:

Goals - We seek to:

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

Memory - The students will recall:

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

Science:

Goals - We seek to:

1. Teach that the biblical creation account is true and that the theory of evolution is false.
2. Teach the students the basic elements of both accounts and that both systems are based on either sound or unsound faith.
3. Show the students that, because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (Scientific Method), as well as to identify, classify, and categorize elements of Creation. This is particularly practiced with local plant and animal life.
4. Treat the study of science as a part of the study of history. That is, show the students the natural integration between the advances, individuals, and applications of science, with the development of historical events within the cultures studied.
5. Ensure that by the time the students enter secondary-level science, they are able to recall the steps of the Scientific Method, as well as other critical, grammatical elements of science.

6. Use many forms of instruction to teach science, particularly identifying, classifying, categorizing, and integrating with history and math, as well as some experiments, demonstrations, collecting, illustrating, field trips, and guest speakers.
7. Demonstrate an increasing ability to distinguish between things that God has made and things that man has made.
8. Describe the scientific method and demonstrate an increasing ability to recognize the use of scientific knowledge in daily life.
9. Instruct students regarding selected, noteworthy scientists and their accomplishments.

Memory - The students will recall:

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

Logic:

Goals - We seek to:

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

Memory - The students will recall:

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

Art:

Goals - We seek to:

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

Memory - The students will recall:

1. The primary and secondary colors.
2. The use of perspective in drawing.
3. At least four famous artists.
4. Major art periods and artists key to those periods.

Music:

Goals - We seek to:

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

Memory - The students will recall:

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

Physical Education:

Goals - We seek to:

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

Memory - The students will recall:

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

12 SUBJECT LISTING BY GRADE:

Kindergarten

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

First Grade

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

Second Grade

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

Third Grade

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

Fourth Grade

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

Fifth Grade

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

Sixth Grade

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

Seventh Grade

Monitored, independent reading of literature (may be integrated with history, science, Bible), Pre-Algebra, & intro to Geometry, Statistics, Probability, Scientific Notation, Trigonometry, physical science(exploring creation), US History, English Grammar Writing, Bible (Old Testament Survey), PE skills/rules of sport/fitness training, electives (computers & technology, chorus, practical Christianity, journalism/annuals, etc.)

Eighth Grade

Monitored, independent reading of literature (may be integrated with history, Bible), Algebra I, World Geography, English Grammar, Writing, Logic Bible (New Testament Survey), PE skills/rules of sport/fitness training, electives (art, music, chorus, practical Christianity, journalism/annuals, etc.)

13 GRADING GUIDELINES

Grade 2 - 8 Percentages and Grade Equivalent Ranges

97% - 100% = A+

94% - 96% = A

90% - 93% = A-

87% - 89% = B+

84% - 86% = B

80% - 83% = B-

77% - 79% = C+

74% - 76% = C

70% - 73% = C-

60% - 69% = D

0% - 59% = F

Grade K – 1st grade Percentages and Grade Equivalent Ranges

E = Excels 95% - 100%

S = Satisfactory 70% - 94%

U = Unsatisfactory 0% - 69%

Skills/Behavior Grades

E = Excels

S = Satisfactory

N = Needs Improvement

14 GRACE CHRISTIAN ACADEMY PROMOTION POLICY

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

1. Pass math, reading, and English (or Language Arts in the higher grades). If a 70% mastery level is not achieved in each of these academic subjects per semester, retention may be recommended.
2. Have no more than one “F” per quarter in any other academic subject (e.g. history, science, etc.) and no more than two “Fs” in the same subject within an academic year. There will be at least 10 objective grades per core subject area by which the quarterly grade is computed in order to make a complete and accurate assessment of a student's success in that area.
3. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objective) of the following skills/subjects in the grades noted:

Kindergarten to First Grade

Behavioral maturity and reading readiness for first grade.

First Grade to Second Grade

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

Second Grade to Third Grade

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

Third Grade to Fourth Grade

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

Fourth Grade to Fifth Grade

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

Fifth Grade to Sixth Grade

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

Sixth Grade to Seventh Grade

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

Seventh Grade to Eighth Grade

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

Eighth Grade to Ninth Grade

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

15 EXTRA CURRICULUM

Any student who participates in any extracurricular activities must maintain a minimum GPA of 2.0 and have a passing grade in all classes. Student progress in all courses will be checked weekly. A student who receives a failing grade, or has a GPA below 2.0 at any weekly check, shall be placed on probationary status for one full week.

Probationary Status

A student on probationary status is allowed to attend practice during the week, but will be ineligible to participate in competitive events that week. If a student remains on probationary status for another week, then that student shall be declared ineligible and may not participate in practice or any other events until all academic requirements are achieved.

Fees

There is a \$30 participation fee for each sport. Other co- or extra-curricular activities may also have a participation fee.

16 LATIN AT GRACE CHRISTIAN ACADEMY

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

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

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

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

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

17 HOMEWORK PHILOSOPHY AND GUIDELINES

Philosophy

Grace Christian Academy will assign homework.

Below are the primary reasons for homework being assigned:

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

Homework Benefits

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

Guidelines for Assigning Homework

The necessity for doing homework and the amount of time needed will vary from grade to grade and from student to student. The guide below should be regarded as a suggestion for approximate times. Parents are encouraged to joyfully honor the time needed for your child to successfully complete their homework. Parents should be able to locate your child's homework assignments on Grade Link. Depending on circumstances and the student, homework may take longer than indicated. For all students, parental monitoring is important. Homework is rarely assigned for weekends and holidays, and we try to keep Wednesdays light to help families attend mid-week services.

<u>GRADE</u>	<u>APPROX. TIME PER WEEK NIGHT*</u>
K	Minimal
1 st – 2 nd	20-30 Minutes
3 rd – 4 th	30-45 Minutes
5 th – 6 th	45-60 Minutes
7 th – 8 th	60-90 Minutes

18 DRESS CODE AND PRESCRIBED WARDROBE GUIDELINES

Dress Code:

Grace Christian Academy is a *workplace* for students. All are to dress in a way that facilitates our work and that shows respect for the school and for others. If unsure whether or not an item meets the spirit of the dress code, consider if the item conforms to school activity, is modest, is in line with the uniform guidelines (below), and whether or not the item will draw extra attention toward the wearer and away from the school as a *workplace*. If still unsure, please check with a teacher or the office prior to wearing the item to school.

General Notes:

- Neat and clean helps.
- Hair is to be naturally colored, neatly groomed, and conservatively styled.
- Shoes designed for laces are to be worn with appropriate, tied laces.
- If a student becomes cold in a classroom, he/she may wear a sweater (**plain** navy blue or white) or a GCA Logo item. (**NO** jackets are to worn inside the classroom)
- Outerwear coats, jackets, non-GCA sweatshirts, and hats are to be **worn outside only**.

The following items are not within the dress code and are not to be worn to school:

- Tee-shirts, halter tops, tank tops, midriff shirts, low-cut tops, tight-fitting tops or body suits, sweat suits, wind suits, sun dresses with spaghetti straps, and any bare-shouldered garments
- Cut-off shorts, tennis shorts, bike pants and leggings of any types
- Baggy, sagging, or dragging the floor clothing
- Excessive jewelry, makeup, or perfume that is looking for attention or is too obvious
- Visible tattoos or jewelry in pierced body parts (other than simple earrings for girls)

Uniform Guidelines

<p><u>Polo shirt OR Oxford style shirt (girls and boys):</u></p> <ol style="list-style-type: none"> Short or long sleeve Solid navy or white color (with or without GCA logo stitch**) Purple polo with GCA logo stitch** May be worn with a black or navy tie (optional) 	<p><u>Sweater, vest, cardigan, GCA sweatshirt (girls and boys):</u></p> <ol style="list-style-type: none"> Allowed over shirt or blouse Sweater may be navy or white color (with or without GCA logo) GCA logo sweatshirt allowed at all times Solid navy or white color (with or without GCA logo stitch**)
<p><u>Pants OR shorts (girls and boys) OR capris (girls only):</u></p> <ol style="list-style-type: none"> Belt loop style and worn at the waist Solid khaki or navy color Walking short length for shorts (knee length) Not tight, skinny, undersized or oversized Bellbottoms, or cargo styling May be worn with a belt (optional) 	<p><u>Skirts or skorts or jumpers (girls only):</u></p> <ol style="list-style-type: none"> Khaki or navy solid color Knee length (touching the floor when kneeling)
<p><u>Shoes (girls and boys):</u></p> <ol style="list-style-type: none"> No open-toed or open-backed shoes Must be worn with socks or tights 	<p><u>Socks (girls or boys):</u></p> <ol style="list-style-type: none"> Solid black, navy or white Knee highs and tights – solid white, cream, navy, or black

As the school determines, events and field trips may call for other clothing options. Grace Christian Academy may adjust and amend the dress code to suit an activity.

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

“Free Dress”

On the last Friday of each month, free dress will be allowed for students. On those days, students are expected to follow the above general notes. Additional free dress days may be added when Student Council has gone through the proper process to obtain approval.

PE dress code and supplies

Kindergarten through grade 2:

1. GCA Logo Purple T-Shirt* (order through the school office)
2. Good athletic shoes

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

Grades 3 through 8: Students will come to school in the normal dress-code attire and change into their P.E. clothes during their lunch break.

1. Small gym bag (to hold contents listed below)
2. Good athletic shoes
3. GCA Logo Purple T-Shirt* (available through the school office)
4. Navy blue or black knee-length athletic shorts (no short shorts) and/or navy blue or black warm-up/sweat pants (no leggings or yoga pants)
5. Sunscreen, sunglasses, visor or hat, towel, water bottle

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

19 STUDENT PICK UP AND INCLEMENT WEATHER

Student Pick-up at the end of the School Day

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

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

*handicap parking spots are the exception.

Inclement Weather

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

Snow Days

The *State of Nevada - Department of Education* requires school to be in session for 180 days. Five of the 180 days required can be allocated for teacher training, requiring students to attend 175 days of school each year. GCA is allowed three snow days without requiring to "make-up" the missed days. The GCA school calendar exceeds the number of educational hours the state requires. If GCA exceeds three snow days, the missed days will be "made-up" during teacher in-service week which is scheduled at the end of each school year.

The procedure for determining a snow day is as follows:

If a storm is in the forecast, the Principal (or appointed staff member) will watch the early morning weather to determine if the roads are safe. The Principal will follow the Douglas County School Districts and/or Governors lead. However, the final decision will be made with the safety of the GCA students and staff in mind.

If a snow day is implemented, the GCA staff will reach out to the families through email, phone and on the GCA social media account.

20 BASIC SCHOOL RULES

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

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

21 CODE OF STUDENT CITIZENSHIP

Grace Christian Academy has developed a Code of Student Citizenship based on a practical mixture of: 1) the ethical and moral principles of Scripture, 2) institutional preferences which foster an environment conducive to achieving the school's goals, and 3) expectations for a climate of mutual respect, love and encouragement among students, faculty and staff. All students are expected to abide by the Code of Student Citizenship. Each teacher will use a system of classroom management to encourage understanding and adherence with the school code. Students who do not follow the code will be subject to appropriate action.

1. Since God is holy and since His name is to be revered, students are expected to treat worship, prayer and class discussion with proper reverence. Jokes, songs, conversation or behavior that treat the Lord's name or character with triviality are not permitted.
2. Since Fidelity to the truth is commanded by God and is the core of all meaningful relationships, students will demonstrate honesty in all their dealings with one another and the staff. Students will respect the property and belongings of others.
3. Since working with others involves self-discipline and gratitude, students will be prompt in their arrival to class and school activities. Students will refrain from actions that distract others from their academic pursuits and refrain from rough physical contact with other students such as hitting, punching, tripping, wrestling and the like.
4. Since GCA cares about the health and well-being of its students and staff, the possession and use of drugs, alcohol, tobacco or weapons of any sort is strictly forbidden on school grounds. Bringing any illegal items to school may result in immediate expulsion.
5. Since appropriate response to authority is biblically mandated and critical to the shaping of a child's life, students must obey instructions from the GCA's staff and its supporting adults, promptly, willingly, completely and cheerfully. Students will not talk back, argue nor be unduly familiar with GCA staff. An atmosphere of mutual respect and courtesy will be maintained between students and staff.
6. Since words have a power and integrity of their own and since God expects man to be a steward of thoughts and expressions, students will refrain from language and actions that are vulgar, inappropriate and demeaning to either God or mankind. Students will not criticize, put-down, insult, inappropriately tease, or name-call others. "Bullying" will not be tolerated.
7. Since our physical facilities and school materials exist as God's provision, students are expected to treat all school materials (e.g. textbooks) and facilities with respect and care. Students are expected to be aware of and avoid the off-limits areas of the building and grounds. Students are expected to keep the school's campus neat and clean. Chewing gum is not allowed on school grounds.
8. Since some forms of recreation can distract students from their educational pursuits, cell phones, personal electronic musical devices, games, toys, roller skates, and skateboard will not be used during school hours without specific permission for a specific period of time from a teacher or member of staff.
9. Since students are to conduct themselves in a manner consistent with biblical principles of purity and holiness, public displays of affection (e.g. holding hands, kissing, flirtatious behavior, inappropriate physical contact, etc.) in the context of boy/girl relationships are not permitted on school grounds.
10. Since our students serve as ambassadors for Christ and representative of the school, it is expected that students will conduct themselves accordingly whenever they are away from school to participate in field trips, athletic events or any other school function.

22 PARENT & VISITOR GUIDELINES:

In order to maintain an orderly, respectful and secure educational environment for the students and staff of Grace Christian Academy, it is essential that all parents and visitors to our school premises be aware of their responsibilities and adhere to the expected code of conduct as set forth in this manual.

Parents are expected to:

- Recognize that the education of children is a joint responsibility of the parents and the teachers at Grace Christian Academy.
- Help their children understand that at Grace Christian Academy appropriate rules are required to maintain a safe, orderly environment.
- Ensure that children bring only items appropriate and related to the instructional program at school.
- Know school and classroom rules and help their children understand them. Convey to their children a supportive attitude toward education and the school.
- Build good relationships with teachers, other parents and their children's friends.
- Ensure that children arrive on time in order to help provide a consistent positive environment. Thus, showing respect for the time of their peers and the teachers.
- Inform school administrators and teachers of changes in the home situation that may affect student conduct or performance.
- Insist their children be dressed and groomed in a manner consistent with the student dress code and prescribed wardrobe guidelines.
- Provide a place for study, and ensure homework assignments are completed.
- Review the Code of Student Citizenship with their child and sign it.

Public Conduct on School Property

GCA is a place of work and learning. Certain limits must be set for parents and other GCA citizens who visit our school and classrooms. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. The GCA principal or his/her designee is responsible for all persons in the building and on the school premises. The following rules apply to visitors to the schools:

- Anyone who is not a regular staff member or student of the school will be considered a visitor
- All visitors to the school must report to the office of the principal upon arrival at the school. They will be required to sign the visitor's register and will be issued a visitor's badge, which must be worn at all times while in the school or on school grounds. The visitor must return the badge to the principal's office and sign out before leaving the building.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
- Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits with the classroom teacher(s), so that class disruption is kept to a minimum.
- Teachers are expected not to take class time to discuss individual matters with visitors.
- Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

- All visitors are expected to abide by the rules for public conduct on school property contained in the Code of Conduct.

Conduct Prohibited on School Property

No person shall:

- Intentionally injure any other person or threaten to do so.
- Intentionally damage or destroy school property or the property of a teacher, administrator, other GCA employee or any other person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous or are disruptive to the school program.
- Intimidate or harass any other parent, student or GCA staff member.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions of vehicles.
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at school function, except in the case of law enforcement officers or person given specific board approval (CCW). Loiter on or about school functions.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable GCA officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

Persons in violation of the Code of Conduct

The authorization of a visitor, to remain on school grounds or at any school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.

Grace Christian Academy reserves its right to pursue a civil or criminal legal action against any person violating the code.

Do nothing from selfishness or empty conceit, but with humility of mind regard one another as more important than yourselves. Philippians 2:3

23 DISCIPLINE POLICY

Discipline should never be viewed as punitive. It should always be viewed as redemptive and restorative. Faculty and staff should seek to be those who “restore in the Spirit of Gentleness, looking to yourself, so that you too will not be tempted” (Gal. 6:1). The temptations for those who are the disciplinarians are manifold. Teachers should make sure they are not being harsh (Prov. 15:1). They should determine not to provoke or exasperate the child (Eph. 6:4; Col. 3:21). Those in authority need to guard their hearts against wounded pride when it comes to a difficult child. The discipline process needs to be enveloped with self-suspicion, love and grace. A calm and gentle demeanor is always appropriate.

Discipline is a matter of wisdom and insight, not simply following a procedure.

The vast majority of discipline problems are to be dealt with at the classroom level. Love and forgiveness will be an integral part of the discipline of a student. Our desire is to train the students to look within their hearts to discover why it is they act like they do. We want to get to the “heart of the matter” with each incident. Our hope is to correct the student’s behavior in love. We believe that restoration needs to be made at each level of this procedure. Please note that a loving consistency, bathed in God’s grace, will usually correct most discipline issues. However, looking within is not enough. We need to point the children to Christ and His grace.

Changing Hearts Is the Goal

A helpful tool is Paul Tripp’s 5 Questions to direct a child to look at himself and to think through heart issues regarding discipline. We want to be gospel-centered in our approach to discipline. "God sent His Son to change our hearts," said Paul Tripp. The order of these questions is important because it teaches a Biblical way of thinking about how we function. (Caution: In order to be Gospel-centered, we must avoid using this approach in a mechanical way that circumvents God-given wisdom and insight. This is only a suggested tool).

1. What was going on? (**Action**)
 - a. Quick retelling
2. What were you thinking and feeling as it was happening? (**Reaction**)
 - a. Goes after: the heart
 - b. Teaching: heart is always interacting with what's going on around them
3. What did you do in response? (**Response**)
 - a. Goes after: the behavior
 - b. Teaching: behavior was shaped by your heart
4. Why did you do it? What were you seeking to accomplish? (**Motivation**)
 - a. Goes after: the desire, motives, purposes, treasures
5. What was the result?
 - a. Goes after: consequences (harvest)

- Behavior is the combination of what we are thinking and what we desire.
- Seeds Planted in questions 2 & 4
- Thoughts and desires produce behavior and consequences.
- We want to deal with the heart issues for this is where behavior comes from.
- (Prov. 4:23-30)
- (Taken from video training series: Is Your Christian School: A Culture of Grace?
- CD #4: Participating in the Change Process)
- Throughout the process, the teacher must remain calm and self-controlled.

Corrective discipline should be weighed, not counted.

Corrective discipline needs to distinguish between rebellion and childish weakness. Trying to understand the child and anything that may be disruptive in his life will prevent the teacher from administering discipline that breaks a bruised reed (Isa 42:3).

Certain behaviors should be met with immediate consequences, e.g., loss of recess, an office visit or a call or note to the parent. The discipline should be appropriate to the offense. Not every offense is a green slip or an office visit but 3 green slips, per quarter, is an office visit. The teacher should have the discretion to determine the level of discipline.

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

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

If for any reason, a student receives discipline from the Principal, the following accounting will be observed. Within any *quarter* of the school year:

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

Expulsion

The Grace Christian Academy Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy.

Serious Misconduct

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

Re-admittance

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

24 RULES OF THE CLASSROOM

Rules of the classroom

1. **Be obedient.** Ephesians 6:1-3
 - If you refuse to obey, this is called rebellion.
 - If you have not obeyed because I gave you the rule 3 weeks ago, please admit you have disobeyed and ask for forgiveness. Saying that you forgot is never acceptable.
2. **Be honest.** Philippians 4:8; Proverbs 3:3-4; Proverbs 6:16-19
 - Do not cheat. All cheating will result in a ZERO on your test. This includes plagiarism, which will result in a ZERO on the assignment. At the Principal's or teacher's discretion, the original assignment or an alternative one may be completed for half credit.
 - Keep your eyes on your own paper. Do not even look over to see if you are ahead or behind of another student. If you copy their paper in any way, this is stealing someone else's work.
 - Do not lie.
3. **Be content.** Ephesians 5:15; Phil. 2:15-16
 - Everything that happens to you comes from the loving, kind, and just hand of God.
4. **Be diligent to preserve unity and peace.** Eph. 4:2-3; Phil. 2:3-4; Eph. 4:31-32
 - Be respectful of others
 - Consider others as more important than yourself.
 - Do not boast or be prideful Proverbs 27:20
 - Do not cause dissention. Proverbs 26:20
 - Minor infraction-A minor infraction is an intentional or unintentional action which irritates another student. If it happens 1x, love covers a multitude of sins. A minor infraction that happens 3x or more is a pattern and deserves a consequence.
 - Major infraction- Major infractions are serious problems that cause deep dissention. Fighting and disrespect are examples which deserve immediate consequences.
5. **Be disciplined, diligent, and timely.** 1 Thes. 3:10; Eph. 5:15-16; I Cor. 10:31
 - Do not dawdle or procrastinate.
 - Do not waste time.
 - Do all your work to the best of your ability and as unto the Lord.

25 TUITION POLICY

Tuition is set on a yearly basis. Information regarding tuition for the upcoming school year can be found on the school website at www.gcanv.com (click on “Admission, then “Tuition and fees” link). Grace Christian Academy defines Tuition to include the costs of the following items: teachers, administration, curriculum, maintenance and other school related items and services. Registration and book fees are in addition to the tuition.

Registration/Enrollment Fees

The Enrollment Fee is \$150 for each child. This fee is non-refundable.

Book Usage & Lab Fee

The book usage & lab materials fee is \$200 per student. The book/lab fee is due by June 1st. This fee is non-refundable.

Tuition

Full Price	\$3,995
2 Students	\$7,990
3 Students	\$11,985
4 Students	\$14,380

K-8 Tuition

<u>K-8 students</u>	<u>1-3 students</u>	<u>4th student (40% off)</u>	<u>5th student (90% off)</u>
Annual per student:	\$3,995 each	\$2,397	\$399.50
10 Monthly Payments (Aug-May)	\$399.50 each	\$239.70	\$39.95

Grace Christian Academy offers two payment plan options.

Note: Payment plan options are to be declared at the time of enrollment.

- Pay-in-Full Option:** Pay the full account balance directly to Grace Christian Academy by August 1st.
- Monthly Payment Option:** The account balance is paid monthly August through May (10 monthly installments) via the FACTS Tuition Management Program. This option is an automatic payment plan made through your checking or savings account. Those choosing this option will complete a FACTS Agreement Form to authorize the automatic monthly payments on either the 5th or the 20th of each month. There is a small yearly fee per family to set up payments with FACTS.

Late Payments

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

- A. Full Payment. If full payment is not made on or before August 1st, a monthly payment plan must then be set up with FACTS Tuition Management Plan.
- B. Monthly Payments. School families who choose the monthly payment plan and miss a monthly payment due to insufficient funds will be assessed a missed payment fee by FACTS and may incur a fee from their own financial institution. The missed payment will be reattempted by FACTS within 20 days.

Non-Admission of Students Due to Tuition Delinquency

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

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

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

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

Tuition Refunds

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

Late Enrollment Tuition Payment Options

- A. Full payment: Under this plan the entire remaining balance of pro-rated tuition is due and payable directly to the school before the student's first day of attendance.
- B. Monthly Payments: Under this plan, the enrollment fee and book fee are paid directly to the school before the student's first day of attendance. The remaining balance of pro-rated tuition is spread over the remaining months of the school year through the FACTS Tuition Management Plan. This plan is an automatic payment plan made through the parents' checking or savings account. Those choosing this plan will complete the FACTS online agreement form to authorize monthly payments on either the 5th or 20th of each month.

Full payment must be completed no later than May 20th of any school year. There is a small yearly fee to set up payments with FACTS.

26 ATTENDANCE REQUIREMENTS

A student enrolled in Grace Christian Academy is expected to be present and on time in school every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered. The individual classroom teachers will keep attendance records for students. A record for attendance will also be kept in the office; the total number of days absent and days present will be recorded on the student's quarterly and final report card. There are no excused absences. If your student is ill and has extended absences, or has dental appointments etc., simply obtain documentation from the physician and submit that to the Office Administrative Assistant and we will be able to deduct those absences from your student's total. It is the parent's responsibility to obtain verification from the health care provider and deliver that to the office.

Absence Policies:

Short-Term Absences

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

Long-Term Absences

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

Extended Absences

Extended absences for vacations etc. make it difficult for students to keep up with daily school work. We encourage families to make plans for vacations over school holidays and to do their best to eliminate trips that will cause their child to miss an extensive amount of school days. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed. We recommend that prior to any planned, extended absence, the student(s) work ahead as much as possible. **Parents should notify the school in writing a minimum of one week advance notice.**

Maximum Absences

Upon the occurrence of a student's 10th absence for a semester and again on the 15th absence for a semester a letter will be sent home explaining the attendance policy. Upon the 17th occurrence for the semester, a conference with the Principal and/or teacher will be mandatory. In addition, the student may be considered for grade retention or credit not being awarded.

A student must complete final exams before a semester grade will be given. A student who is absent during a final exam will receive a grade of I (incomplete) in the pertinent course until the missed exam is completed.

Sickness

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

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

Tardy and Truancy

School begins at 8:30AM. Students considered on time must be in the classroom and in their designated seat when the bell rings. Punctuality is life skill that students should be learning at home and that is reinforced at GCA. A student coming in late disrupts the entire learning process of the class.

If a student is truant, the parent will be notified immediately and the student and parent must meet with the Principal. Truancy is a serious situation; we at GCA must know that we can trust the students to remain on campus *primarily for the child's safety* and secondly for school liability. A student who decides to be truant will typically be asked to leave the school.

27 LEARNING DISABILITIES POLICY

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

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

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

28 INITIAL EVALUATION STEPS PRIOR TO REFERRAL:

If a teacher observes academic delay, the following evaluation steps will take place by the student's teacher(s) prior to referring the student to the assigned school district for testing:

1. Specifically define the academic strengths and weaknesses of the student. Record in detail.
2. Note all patterns of unexpected underachievement.
3. Refer parents to get students vision and hearing checked.
4. Check for developmental delays.
5. Evaluate speech and language weaknesses.
6. Record sign of gross and fine motor weaknesses.
7. Evaluate the student's load of technology.
8. Informally evaluate the student's cognitive ability using the five intelligences:
 - Verbal Comprehension
 - Visual-Spatial
 - Fluid Reasoning
 - Working Memory
 - Processing Speed

Parent Statement and Acknowledgement of Student/Parent Handbook:

I absolve the school from liability to me or my child during all school activities, including sports and school sponsored trips away from the school premises.

I understand that the school reserves the right to expel any child who fails to comply with the established regulations and discipline or whose financial obligation remains unpaid after the due date.

I agree to uphold and support the high academic standards of the school by providing a place at home for my child to study and to give my child encouragement in the completion of homework and assignments.

I understand that the standards of Grace Christian Academy do not tolerate dishonoring the Holy Trinity and the Word of God, profanity, obscenity in word or action, disrespect to the personnel of the school or continued disobedience to the established policies of the school.

I agree to authorize the school to employ such discipline as it deems wise, necessary and within reason of the action committed.

I, _____, parent of _____, attending Grace Christian Academy have read and agree (during the whole duration of child's attendance at GCA) to the terms and guidelines set before me in the Parent Statement.

I, _____, parent of _____, attending Grace Christian Academy have read and agree (during the whole duration of child's attendance at GCA) to the terms and guidelines set before me in the Student – Parent Handbook.

I, _____, a student attending Grace Christian Academy have read and agree to the Code of Student Citizenship Guidelines.