



**PAIDEIA
CLASSICAL
SCHOOL**

Learn to Love
Love to Learn

**Parent and Student
Handbook**

Parent/Student Handbook

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Paideia Classical School Goals

“A Classical and Christ-Centered Education”

Christ-Centered

*In all its levels, programs, and teaching,
Paideia Classical School seeks to:*

- A. Teach all subjects as parts of an integrated whole with the scriptures at the center (II 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 their relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15).

Classical

As we use it here, the word ‘classical’ refers to the structure and form of the education we provide. It refers also to the content of the studies.

*In all its levels, programs, and teaching,
Paideia Classical School seeks 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/her academic potential;
- C. Provide an orderly atmosphere conducive to the attainment of the above goals.

Definitions:

Grammar: The fundamental rules of each subject.

Logic: Thinking how one thing relates to another. Asking questions.

Rhetoric: How the grammar and logic of each subject may be clearly expressed.

STATEMENT OF FAITH

Paideia Classical School

The following is the foundation of beliefs on which Paideia Classical School is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered primary doctrine in Paideia Classical School.

1. We believe the Bible alone to be the Word of God, the ultimate and infallible authority for faith and practice.
2. We believe that there is one God, externally existent in three Persons: Father, Son and Holy Spirit. He is omnipotent, omniscient, and omnipresent.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is by grace through faith alone.
6. We believe that faith without works is dead.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
8. We believe in the resurrection of both the saved and the lost, they that are saved to the resurrection of life and they that are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise they will be referred back to the family and local churches for final authority (see Secondary Doctrine Policy).

Philosophy and Purpose

To Parents and Students:

Paideia Classical School was established in 2001 as a private, Christian school committed to providing a classical and biblically-based education to young people in primary and secondary grade levels. Education at Paideia Classical School is intended to be inherently different in philosophy and content than that offered in public and other private schools. Paideia Classical School strives to operate as an extension of the family under the assumption that the education of young people is the responsibility of parents and the immediate family rather than the state. Paideia Classical School seeks to provide a biblically-based curriculum and teaches all subjects as parts of an integrated whole with the scriptures at the center.

In conjunction with our biblical emphasis, Paideia Classical School strives to follow a classical and Christian education as described in the following works:

The Lost Tools of Learning, by Dorothy Sayers
Recovering the Lost Tools of Learning, by Douglas Wilson
The Seven Laws of Teaching, by John Milton Gregory
Norms and Nobility, by David Hicks

As explained in these works, our classical approach to the classroom is based on the trivium of grammar, logic, and rhetoric fit to the appropriate stages of development. These make up what we mean by the “tools of learning”. In the elementary grades, grammar (memorization, understanding language) dominates the curriculum. In the secondary, logic—the analysis of subjects and ideas—directs the classroom approach in all subjects in the 7th-8th grade. These are rough guidelines, of course, but they illustrate what we are trying to do. In general, our broader goals can be encompassed as the cultivation of wisdom and virtue (2 Peter 1:5-6) by nourishing the soul on Truth, Beauty, and Goodness (Philippians 4:8) by means of the seven Liberal Arts, all to the glory of God. The policies and guidelines in this handbook were created to help us meet those admittedly difficult, but necessary, ideals.

We are pleased that you have chosen to become a part of
Paideia Classical School education.

Paideia Classical School Mission Statement

The mission of Paideia Classical School is to cultivate wisdom, virtue, and godliness in its students, faculty, staff, families, and communities by providing an excellent Christ-centered and classical education.

Educational Philosophy of Paideia Classical School

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child(ren). Therefore, below are the most important philosophical elements that we at Paideia Classical School believe distinguish our approach to education.

1. We believe that the Bible clearly instructs parents, not the Church or State, to “bring children up in the discipline and instruction of the Lord.” The Church’s commission is essentially to spread the Gospel and train believers (Matt 28:18-20). The State has been directed to enforce God’s laws and protect the innocent (Romans 13). The Church trains parents and the State protects families. The Family raises and educates children (Eph 6: 1-4). Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.

2. We believe that God’s character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.

3. God wants us to love Him with our minds, as well as with our hearts, soul, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn, by using the centuries-old, proven classical method, incorporating instruction in Latin.

4. We want to help parents teach their children that all they do should be done “heartily, as unto the Lord.” Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This necessarily includes biblical discipline principles.

Above all, parents can be confident that their student, at every stage of his development in school, will be loved with Christ’s love in Paideia Classical School.

WHAT DO WE MEAN BY CLASSICAL?

In the 1940's the British Author, Dorothy Sayers, wrote an essay entitled "The Lost Tools of Learning." In it she calls for a return to the application of the seven liberal arts of ancient education, the first three being the "Trivium" – grammar, logic, rhetoric. Miss Sayers also combines the three stages of children's development to the Trivium. Specifically, she matches what she calls the "Poll-parrot" stage with grammar, "Pert" with logic, and "Poetic" with rhetoric. At Paideia, we were intrigued with this idea of applying a classical education in a Christian context. Doug Wilson, a founding board member of Logos School., in Moscow, ID, explained the classical method further in his book, "Recovering the Lost Tools of Learning." Paideia Classical School has been committed to implementing this form of education since the school's inception.

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 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."

What is the '*Trivium*'?

The term 'trivium' is used in various ways in classical, Christian schooling circles, and all individual elements of the trivium often are used as a kind of shorthand.

We consider all of the following legitimate uses of the terms.

	Intellectual Tool	Pedagogical Method	Stage of Development	Part of Learning	Distinct Subject
Grammar	Understanding the structure of language; memory	Hands-on work, projects; chanting, reciting, imitation	Love of memorization, fascination with their rhythms and facts of the world (approx. ages 9-11)	Fundamental rules or elements of a subject	The study of the structure of language
Logic	Use of language; analysis and argument	Debate, analysis of cause/effect, clarifying writing	Likes to organize, curious about 'why', critical faculties developing (approximate ages 12-14)	Ordered relationship of the particulars of a subject	Instruction in constructing and analyzing arguments
Rhetoric	Expression in language, Persuasive and elegantly, by synthesis and evaluation	Speeches, discussion, world view application and evaluation	Concerned with present events, desire to express own ideas (approximate ages 15-18)	Clear expression of the ideas related to the subject, application and use of the ideas	The study of the methods of discovering and applying the available means of persuasion regardless of the subject

History/Governance Of Paideia Classical School

The Paideia Classical School Board of Directors and the administration are planning and praying toward further growth of the school, both in facilities and the scope of the program, as more families become convicted of the necessity and advantages of a classical, Christ-centered education.

Paideia Classical School is governed primarily by the Word of God, as understood and applied by the school's Board of Directors and administration. The board operates under the school's adopted by-laws, vision, mission and goals statements, and provides policies to the administrator for implementation in the school. More details on the board's operation and policies may be obtained from the administrator.

Parent Involvement in Paideia Classical School

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

Below are just a few of the more common ways we do this. Please feel free to ask if you would like to try additional ideas.

1. Closely monitor and praise your child's progress by reading *all teacher notes* and student papers sent home.
2. Visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)
3. Assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher concerned.)
4. Act as chaperone on field trips, library visits and other class outings.
5. Serve as a story-reader, song-leader (in K-2), and guest artist or offer your special talents.
6. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
7. Share your experiences, trips, vacations, as they may relate to an area of study in a class.
8. Volunteer your help in the preparations for the many tasks related to the annual auction, Christmas tree fundraiser and other school events.
9. Attend all Parent-Teacher Conferences that are formally conducted on a Thursday and Friday after the first and third grading quarters each year. Informal conferences may be held anytime at the parent's request.
10. Offer specific assistance to serve on board-appointed committees, or the board itself.
11. Help host class parties at home or in the classroom.
12. Invite the teacher (or principal) home for dinner.

Student Health Requirements

1. All students attending Paideia Classical School must have on record with the school office either a current immunization record or an exemption statement according to Washington Code, before entering school in the fall. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.

1. Before the school will issue any medication to a student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol & Tums), 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 parental permission each time.

1. Other forms necessary for student health records that can be obtained from the school office are:
 1. Medical Information and Release Form: Describes the basic health/illness history of each student and lists the emergency contact names and phone numbers of people who may need notification in a medical emergency. Includes signed waiver in order to facilitate necessary surgical action.

 1. Permission Slip and Release of Liability Form: Gives permission for your child to go on field trips, activities, and all other school-sponsored programs, and to be transported as authorized by Paideia Classical School.

Curriculum Goals

Paideia Classical School

In *keeping* with our understanding and practice of the Grammar stage methodology (see school goals) and its 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 K-8 grades. The Memory section contains an abbreviated list of material (the Grammar) we seek to have the students commit to memory through repetition within that subject area.

I. BIBLE

A. GOALS: We seek to:

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

B. MEMORY: The students will recall:

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

II. ENGLISH:

A. GOALS: We seek to:

1. Equip every student with the skills necessary for good writing, including correct spelling and grammar, pleasing style, clarity of focus, proof-reading, and self-correcting.
2. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject.
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.

B. MEMORY: The students will recall:

1. The names and functions of a noun, verb, adverb, adjective, preposition, etc.
2. Basic spelling rules.
3. Correct punctuation marking and capitalization rules.

III. READING:

A. 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 K or 1st grade).
3. Introduce the students to high-quality children's literature as soon as possible through our Literature program.
4. Carefully monitor the student's reading abilities to ensure he is at a reasonable level, is comprehending adequately (the Logic of reading), and is reading fluently, both orally and silently. This includes the proper use of word attack skills.
5. Integrate, wherever possible, other subjects into reading, such as history and science.
6. Foster a life-long love of reading and high quality literature, especially the Scriptures, after being taught to recognize the characteristics of such literature (the Rhetoric of reading).
7. Build and maintain clear, specific, but broad criteria for the selection of a good number of varied, high-quality titles to include in our reading lists for each grade. The classes also should maintain titles with a range of difficulty from grade-level to above grade-level. These titles are to be logically sequenced in difficulty from first through sixth grade.

B. MEMORY: The students will recall:

1. The vowels and their sounds.
2. The consonants and their sounds.
3. The definitions of plot, character, fiction, non-fiction, biography, etc.
4. Oral reading skills.
5. Their favorite authors.

IV. LATIN

A. GOALS: We seek to:

1. Instruct the students in the fundamental vocabulary and grammar of Latin to better their understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.
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.

B. Memory

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 (1st Year): Vocabulary acquisition, declensions, chants of endings.

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

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

Sixth Grade (4th Year): Translation work, grammar, writing of sentences, stories, Classical background.

V. MATHEMATICS:

A. GOALS: We seek to:

1. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
2. Put an emphasis on conceptual, as well as practical, understanding of math through the frequent use of story problems.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of Reason.

B. MEMORY: The students will recall:

1. The four basic mathematics properties; i.e. addition, subtraction, multiplication, division and their uses.
2. Multiplication facts to 12.
3. Addition and subtraction facts to 20.
4. All aspects of telling time, reading thermometers, and identifying dates.
5. All cardinal directions and basic geometric shapes.

VI. HISTORY/GEOGRAPHY:

A. 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 sixth 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.

B. MEMORY: The students will recall:

1. The names and capitals of all fifty United States.
2. The names of most major countries of the world.
3. Key figures in history; e.g. Homer, Martin Luther, George Washington, etc.
4. Key dates and their significance in history; e.g. Fall of Rome, 1492, 1620, 1776, etc.

VII. SCIENCE:

A. GOALS: We seek to:

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

B. 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.

VIII. ART:

A. 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.

- B. MEMORY: The students will recall:
1. The primary and secondary colors.
 2. The use of perspective in drawing.
 3. At least four famous artists.

IX. MUSIC:

- A. GOALS: We seek to:
1. Encourage the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
 2. Enrich the teaching of scripture through the teaching of many classic, meaningful hymns.
 3. Encourage (through a variety of options) the students to select some area of music, vocal or instrumental, to pursue on their own.

X. PHYSICAL EDUCATION:

- A. GOALS: We seek to :
1. Systematically work with the students to teach them basic exercises and game skills (e.g. throwing, hitting, kicking, catching, etc.).
 2. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
 3. To enhance biblical patterns of behavior through activities requiring cooperation, teamwork, and general good sportsmanship.
- B. 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.

PAIDEIA CLASSICAL SCHOOL SUBJECT LISTING BY GRADE

KINDERGARTEN:

Phonics training (early reading), math properties (patterns, adding, graphing), science units, 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 quarterly 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

SECOND GRADE:

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

THIRD GRADE:

Guided independent reading of books, math skills/problem solving /integrated, science quarterly units, spelling rules/patterns/lists, cursive/essay practice, English grammar, Latin I (vocabulary/chants), Ancient History units, Bible readings/memorizations, integrated art projects, PE skills/games, thematic music

FOURTH GRADE:

Monitored, independent reading of books (integrated with history, science), math skills/problem solving/integrated, science quarterly units, spelling lists/patterns/rules, writing assignments, English grammar (integrated with Latin), Latin II (vocab/early grammar), Middle Ages to Renaissance History units, Bible readings/oral presentations, integrated art projects, PE skills/games

FIFTH GRADE:

Monitored, independent reading of books (integrated with history, science), math skills/problem solving/integrated, science quarterly units, spelling lists/patterns/rules, writing assignments, English grammar (integrated with Latin), Latin III (vocab/grammar), Explorers to 1815 History units, Bible readings/oral presentations, integrated art projects, PE skills/games

SIXTH GRADE:

Monitored, independent reading of books (integrated with history, science), math skills/problem solving/integrated, science quarterly units, spelling lists/patterns/rules, writing assignments, English grammar (integrated with Latin), Latin IV (vocab/grammar/translation), 1815 to Present Day History units, Bible readings/oral presentations, integrated art projects, PE skills/games.

SEVENTH GRADE:

Monitored, independent reading of books (integrated with history, science), Algebra, science quarterly units, English grammar integrated with Composition, Ancient History units using source documents (integrated into Composition), Bible readings/oral presentations, Basic Reasoning

EIGHTH GRADE:

Monitored, independent reading of books (integrated with history, science), Algebra, science quarterly units, English grammar integrated with Composition, Middle Ages History units using source documents (integrated into Composition), Bible readings/oral presentations, Beginning Logic

LATIN AT PAIDEIA CLASSICAL SCHOOL

Considering the sheer number of years and amount of quality schools wherein the teaching of Latin was an integral part of any good academic training, the instruction in Latin at Paideia Classical School should need no explanation or defense. However, like many traditional particulars of good education lost in the name of “modern” or “progressive” education, Latin’s advantages have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940’s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.

Paideia Classical School 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. A training in Latin not only gives the student a better understanding of the roots of English vocabulary, it 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 classwork, eg. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.
3. New students will start in Latin 1 or 2 after being assessed.

The Elementary Latin Program consists of the following objectives:

Third Grade (1st year): Vocabulary acquisition, declensions, chants of endings.

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

Fifth Grade (3rd year): More Sentences, vocabulary, basic translation work, phrases, grammar.

Sixth Grade (4th Year): Translation Work, grammar, writing of sentences, stories, Classical background.

Elementary Promotion Policy

Students currently in Paideia Classical School must meet all the following basic criteria for promotion to the next successive grade:

1. Pass reading, math, and English with at least a 70% average.
2. Have no more than one “F” per quarter in any other academic subject (e.g. math, science, etc.) and no more than two “F’s” in the same subject within an academic year. It is incumbent upon the appropriate teacher that all due curriculum objectives, grading guidelines, and teaching requirements be faithfully executed. For example, the requirement that there be at least 10 objective grades per subject area by which the quarterly grade is computed has a significant bearing on a complete and accurate assessment of a student’s success in that area. Too few grades can force the teacher to make a poorly documented and therefore non-objective judgment call.
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 with at least 70% accuracy.

Second Grade to Third Grade:

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

Third Grade to Eighth Grade:

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

Homework Philosophy and Guidelines

Philosophy

Paideia Classical School may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes for homework being assigned:

1. Students often need some amount of extra practice in specific, 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 may be 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 Paideia Classical School recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his or her 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. The homework, in this situation serves a punitive, as well as practical purpose.

Guidelines for Assigning Homework

Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment that could have been completed in school.

The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as maximum times, not as required minimum times, and then only if homework is assigned. In any event of homework normally being assigned, a Weekly Homework Assignment Sheet (HAS) should be used in the elementary grades

GRADE	MAXIMUM APPROX. TIME PER WEEK NIGHT*
K	15 MINUTES
1st – 2nd	20-30 MINUTES
3rd	30-45 MINUTES
4th – 5th	45 MINUTES
6th	45-60 MINUTES
7th – 8th	60-75 MINUTES

*Normally homework is not to be assigned over the weekends or over holidays and vacations periods.

Purpose of homework:

- a) Homework is assigned to increase student learning. Homework lessons extend classroom learning beyond the school environment.
- b) We seek to provide a rigorous education to our students. However, rigor is not achieved by requiring the students to complete nine to ten hours of schoolwork each day. Rather, we want to provide academic rigor through stimulating students in their thinking.
- c) Parents should contact their child's teacher(s) at the first indication of problems either with clarity of homework or amount assigned. Early and frequent communication between parent and teacher is the surest way to solve potential homework issues. Parents should not assume that the problem rests with their child until they have sought more information from the teacher. Frequent feedback helps classroom teachers to keep homework within school guidelines.

DISCIPLINE POLICY

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

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

I. Office Visits:

There are five basic behaviors that will automatically 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. striking in anger with the intention to harm the other student(s).
5. *Obscene, vulgar or profane language*, as well as taking the name of the Lord in vain.

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

If for any of the above, or other reasons, a student receives discipline from the principal, the following accounting will be observed. Within either semester 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 may be expelled from the school.

II. Expulsion:

The Paideia Classical School Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student may be expelled.

III. Serious Misconduct:

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

IV. Remittance:

Should the expelled student desire to be readmitted to Paideia Classical School 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.

BASIC SCHOOL RULES

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

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. 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.
3. No chewing gum, electronic devices, guns or knives are allowed on the school grounds. The exceptions to this will be a kindle for reading or for the Jr. High, the discretion of the teacher.
4. Students are expected to be aware of and avoid the off-limits areas of the buildings or grounds.
5. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged books).

DRESS CODE

Guidelines: Students attending Paideia Classical School are expected to comply with the following guidelines for student attire:

I. **General** (for all students).

Paideia Classical School is a *workplace* for students as well as for teachers. Students should dress in a way to demonstrate their respect for the school.

Therefore, students shall:

- a. **Dress neatly.** That is, all shirts tucked in, shoes tied, no holes/tears in clothes, clothing appropriately sized for the wearer.
- b. **Be clean.** That is, recently washed, hair kempt (as determined by the principal), older boys clean shaven.
- c. **Be modest.** That is, no tops of stretchy, clingy fabric, no short skirts or short shorts (skirts, skorts and shorts must be no higher than the width of the students hand at the palm measured from the knee). Outlandish or distracting clothing or appearance will not be allowed.
- d. **Jackets.** No outlandish or distracting colors or designs. No non-school color sweatshirts or jackets may be worn in class.

II. **Enforcement**

The school administration will determine if there is a violation of the dress code, either in fact or attitude. Students not complying with this dress code will be required to rectify their appearance as quickly as possible. Cheerful, consistent compliance is expected; grumbling and challenging attitudes will be subject to disciplinary action.

III. **Special Attire Events/Days:**

As the Principal determines, events such as field trips may call for other clothing options. Special days may be scheduled, such as dress-up days or Spirit week, during which other clothing options are allowed.

School Clothes Policy:

Elementary: K-6th Grade

Pants/Shorts: Navy or Khaki

No distracting embroidery or hardware.

No clingy or form-fitting pants, such as yoga pants or jeggings.

Belts: Solid Navy, Black, Brown or Tan

Required for 3rd-8th grade; optional for K-2nd grade.

Decorative embellishments must be minimal- not a lot of bling or embroidery.

Shirts: Polo shirts -- Red, Light Blue, Navy or White

Button-down shirts or blouses -- Oxford Blue, French Blue, Navy or White

All shirts must have a collar, but may be short or long sleeved.

Undershirts must not be visible on the arms and needs to be school colors.

Skirts/Jumpers/Polo Dresses: Navy, Khaki or Dark Plaids

Plaids must be similar to Scottish tartans, i.e., dark greens, blues, reds – not pastels or bright colors.

Bike shorts, tights, or leggings must be worn under skirts or dresses.

Sweaters/Fleece: Red, Light Blue, Navy or White

Please have at least one navy or red sweater or fleece to wear in the classroom.

No hooded sport sweatshirts may be worn in the classroom but may be worn outside.

Shoes: Tennis shoes or Dress shoes -- Navy, Black, Brown, Tan, Gray or White

Dress Boots -- Black, Brown or Tan

All shoes and boots must be closed toe, closed heel and no high heels.

No patterns (stripes, plaids, etc.) and no bright colors. Small insignia may be colored, but the shoe must be mainly in one of the colors allowed.

Dress boots are allowed, but no Uggs or Ugg-type boots.

Rain and snow boots are for Recess/Lunch time only. Students must have school shoes for inside the classroom.

No clogs, crocs, sandals, moccasins, slippers or slipper-type shoes.

Socks: Solid Navy, Black, Gray, Brown, Tan or White

Tights or leggings may be worn but solid colors only and same colors as socks.

Jackets/Sport Hoodies: Any color and design is fine but to be worn outside only.

Clarifications: See page 25.

School Clothes Policy:

Junior High: 7th & 8th Grade

Pants/Shorts: Navy, Khaki, Black, Gray, Brown, Tan or Olive

No distracting embroidery or hardware.

No clingy or form-fitting pants, such as yoga pants or jeggings.

Belts: Solid Navy, Khaki, Black, Brown or Tan

Required for 7th-8th grade.

Decorative embellishments must be minimal – not a lot of bling or embroidery.

Shirts: Polo shirts -- Any solid color, except as noted below.

Button-down shirts or blouses -- Any solid color, except as noted below.

All shirts must have a collar, but may be short or long sleeved.

Undergarments must not be visible on the arms.

Neon, day-glo or other very bright, outlandish or distracting colors are not allowed.

Skirts/Jumpers/Polo Dresses: Any solid color or dark plaid (similar to Scottish tartans), except as noted below.

Neon, day-glo or other very bright, outlandish or distracting colors are not allowed.

Sweaters/Fleece: Any solid color, except as noted below.

No hooded sport sweatshirts may be worn in the classroom but can be worn outside.

Neon, day-glo or other very bright, outlandish or distracting colors are not allowed.

Shoes: Tennis shoes or Dress shoes -- Navy, Black, Brown, Tan, Gray or White

Dress Boots -- Black, Brown or Tan

All shoes and boots must be closed toe and closed heel and no high heels.

No patterns (stripes, plaids, etc) and no bright colors. Small insignia may be colored, but the shoe must be mainly in one of the colors allowed.

Dress boots are allowed, but no Uggs or Ugg-type boots.

Rain and snow boots are for Recess/Lunch time only. Students must have school shoes for inside the classroom.

No clogs, crocs, sandals, moccasins, slippers or slipper-type shoes.

Socks: Any color.

Tights or leggings may be worn but solid colors only, and they may not be neon, day-glo or other very bright, outlandish or distracting colors.

Jackets/Sports Hoodies: Any color and design is fine but to be worn **outside** only.

Dress Code Clarifications:

1. All skirts, jumpers, and shorts must not be shorter than the student's hand width (measured across the palm), above the knee.
2. Denim of any color is not allowed.
3. Beanies, hats, and turtlenecks are not allowed.
4. All shirts, blouses, and pants must be solid colors: this excludes stripes, flowers, off-color collars, etc. (Paideia insignia is welcome).
5. Sport coats and ties are welcome.
6. Small earrings are ok but no big dangly ones.
7. Insignias are allowed as long as they are small.
8. No temporary tattoos showing.
9. No dyed hair, feathers or other embellishments attached to your hair.

Dress Code Violations/Lack of School Supplies:

- 1st time: A note will be sent home requiring a parent signature to be returned.
- 2nd time: Same as above.
- 3rd time: Phone call to parent first thing in the morning and the parent and child are required to correct the problem before being allowed to come back to class.
- 4th time: Principal calls home to set up a meeting and the parent and child are required to correct the problem before being allowed to come back to class.

Daily Discipline in Classroom:

- 1st time: Warning-name goes on board for offense.
- 2nd time: Check by students name on board.
- 3rd time: Second check by name- Work Detention(3rd-8th grade)-
After school work required by the Principal
(If they can't do work detention that day, then a suitable day will be established later in the week.)

Elementary Admission Procedures/Requirements

I. Admission Procedures:

- A. Upon return of a completed application, if an interview with the family has not already been held, one will be arranged with the Principal.
- B. After the interview, and after reviewing all other required materials (as stated on the application form), the principal will make the decision whether or not to admit the student(s).
- C. The principal will then notify the parents with the decision regarding acceptance. If accepted, the parents will receive a phone call and a Transfer of Records form, if the Student attended another school previously.
- D. All financial arrangements between the family and the school must be understood before an admission is considered final.

II. Admission Requirements for the Student:

- A. A child must have reached the age of five years by September 1st of the fall in which he/she would be entering kindergarten.
- B. If a child has successfully completed the previous school year and his/her school work and behavior compare favorably to the comparable grade at Paideia, the child will likely be placed in the grade for which he/she is applying. However, if through the administration of Paideia Entrance Tests or other evidence, it is determined that the child may not be adequately prepared for the next sequential grade level, it may be necessary that he/she repeat the previous grade.
- C. The child should understand that his/her parents have delegated their authority to the school. Therefore, he/she is subject to the instruction and discipline of the teachers and principal in their prescribed roles at Paideia Classical School.
- D. Paideia Classical School will admit students of any race to all rights, privileges, programs, and activities generally made available to all students. Paideia Classical School does not un-biblically discriminate on the basis of race, sex, color, or national origin in the administration of its policies, admission, scholarships, athletic and other school-directed programs.

III. Admission Requirements for the Parents:

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

Attendance Requirements

A student enrolled in Paideia Classical School 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. Attendance records for the students are kept by the individual classroom teachers and reported on the student's report card each quarter.

1. Short-Term Absences:

If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible.

2. Long-Term Absences:

If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary school work which the student would otherwise miss.

3. Extended Absences:

We will gladly cooperate with families taking their children from school for vacations, special trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed. We recommend that prior to any planned, extended absence, the student(s) work ahead as much as possible. This eliminates both the need to work on vacation or doing a significant amount of make-up work.

4. Maximum Absences:

- a. In the event the total number of planned (that is, parent-approved) absences for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student will not receive credit for that time period.
- b. In the event a student is absent from a class, or from school, for more than ten days during one quarter (for any reason), the student's parents will meet with the principal (and teacher if necessary) to determine whether the student will receive a letter grade or a grade of P (pass) or F (fail) on his report card.
- c. In the event the total number of absences, whether planned or unplanned, is equal to or exceeds fifteen days in one semester, the student will not receive credit for that semester.

Learning Disabilities Policy

Paideia Classical School is unprepared to adequately serve students who have:

- Displayed significant emotional or disciplinary problems at their current school,
- A physical disability which would impair the learning process under normal educational conditions, or
- A learning disability for which our school is not staffed.

Guidelines:

1. Children with a *severe learning disability* will not be admitted to Paideia Classical School due to the lack of adequate staff, funding, and ability to meet their needs in order to provide them with an appropriate education.
2. Children who have been diagnosed as having a *mild or moderate* learning disability may be admitted to Paideia on a *case-by-case basis* and at the sole discretion of the school. Children who have a *mild or moderate* learning disability who are admitted to Paideia will be required to meet the same academic standards as all the other children in their grade level.
3. Children who have been diagnosed as having a *mild or moderate* learning disability and who have been admitted to Paideia will be given as much individual instruction and encouragement as their classmates.
4. Teachers will work with parents for their child's success.

Guidelines for Elementary Student Retention

Purpose: These guidelines have been created to compliment and support the school's Promotion Policy and should be used in such manner. The primary purpose of these guidelines is to increase the communication from the school to the home in the instance of a child possibly needing to repeat a grade. This is to assist the parents, as the final decision-makers regarding their child's education, in making as informed a decision as possible.

Guidelines: Considering and recommending a student for possible retention in a grade is always a very serious matter and every step of the process should be well documented.

1. CONSIDERATION: A number of similar questions have emerged in our experience which may help in the initial stages of considering whether or not a student may need to repeat a grade. The following is not intended to be an exhaustive list, but includes samples of some pertinent questions the teacher may want to document and go over with the parents:

a) How old is the child? (Age plays a tremendous role in a child's ability and maturity to succeed in school. The more mature, the easier school tasks become.)

b) What is the gender of the child? (Very frequently boys will have a harder time adjusting to school patterns than girls will. Boys often need more time to mature than girls.)

c) Did the child attend Kindergarten? (Certain school habits and behaviors are begun even in Kindergarten. Depending on where and whether the child attended can reveal some insights to the behavior and aptitude causing the current concern.)

d) Is the cause for concern here primarily behavioral, academic or a combination of both? (If possible, the primary cause for concern should be singled out. Behavioral problems may still indicate retention is necessary, but identifying the concern will help determine the best plan for correction.)

e) Has the child had to repeat a grade before? (If not, this is moot. If so, when and why did the child repeat? Due to the rapid physical growth of a child, we do not recommend a child repeating the same grade more than once. It is also unlikely that repeating two grades would really address the problem.)

f) What are the specific indicators the teacher has identified that give rise to the current consideration (These should be documented as indicated in the Recommendation section below.)

RECOMMENDATIONS: This section includes the formal communications that, in addition to the normal reporting schedule, should be made when a child is being considered for possible retention. NOTE: *The first three (K-2) years are the most critical years for a child to set the patterns and learn the basic skills that will be built upon in later school life.* Retention should be a greater possibility in these years, rather than in upper elementary, in order to give the child more time to mature and master the basic skills before going on. Therefore, the following timeline and recommended procedures are aimed at the primary grades especially, although not exclusively. At the time of reporting for:

a) The First Quarter there will be a Parent-Teacher Conference day. At that time, a child who has had difficulty (as compared to a normal rate of progress), should have a short, written summary made, in addition to the report card. This summary should identify the specific concerns the teacher has. A copy should go to the parent and the original to the student's file. Any suggestions for additional help the parent may be able to provide should also be noted. Obviously this summary should be gone over with the parents at the conference.

b) The First Semester, if the same concerns still exist regarding the child's progress, another Progress Summary should be written at the time report cards go out. Again, the specific concerns should be well documented and described by the teacher. Recommended actions the parents can take should also be clearly described. The original form goes to the child's file and a copy to the parent to be signed.

c) The Third Quarter, the Parent-Teacher conference for the child in question should focus on any progress on the items documented to date. If, in the teacher's opinion, inadequate progress has been made, the teacher should make that clear to the parent, with as much documentation and examples as possible. A written summary of the conference should be made by the teacher and filed. Unless the child can not meet the criteria for passing the grade (as prescribed in the Promotion Policy), it is not recommended that retention be planned at this time. If there is any possibility that the child could satisfactorily pass the grade, planning retention at this time would be premature.

d) The Fourth Quarter mid-term, another conference should be held with the parents to seriously consider retention, if inadequate progress has been made. If the Promotion Policy requirements have not been met, retention will likely be required. If there is some question, the teacher should document his/her recommendation regarding both retention and activities the parents could assist the child in over the summer. The teacher's recommendation will go into the child's school file along with a documentation of the parents' decision.

PREPAID TUITION POLICY

Dates: December, 2000

Objectives: To set guidelines for the receipt and use of any prepaid tuitions.

Scope: This policy applies to any situation in which a family desires to prepay their assessed tuition amount for one or more years.

Definitions: "Unused funds" – Prepaid tuition monies remaining as a result of a student discontinuing enrollment for any reason.

Guidelines: Should a family seek to prepay tuition; the following information will be presented them:

1. Selection:

- a. For any prepayment of tuitions, the family must sign a document stating their understanding of the conditions under which the monies are accepted.
- b. Before a family may prepay for more than one year, the school board's approval must be obtained, along with the recommendation of the administrator.

2. Cancellation:

- a. All prepaid tuitions are non-refundable and non-transferable regardless of the circumstance.
- b. Any "unused funds" will be calculated and acknowledged with a gift receipt to the donor.