



Student/Parent Handbook

2010-2011

Dominion Classical Christian Academy

2009–2010 Student/Parent Handbook

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FOUNDATIONAL STATEMENTS

VISION

Dominion Classical Christian Academy exists to assist Christian parents in the Gwinnett County area in their duty to covenantally train their children by providing academic instruction that is distinctly Christ-centered, classical, and covenantal.

We desire to see God use Dominion as an instrument to assist parents in carrying out the Biblical mandate to bring up their children in the nurture and admonition of the Lord. Utilizing classical tools of learning and a distinctly Christian worldview approach to education, we desire to graduate young men and women who, as servants of Christ, are equipped to be critical thinkers, and able communicators capable of engaging the culture with the claims of the gospel.

We see a future in which each generation of Christians is more prepared than the previous to defend and advance the historic Christian faith taught in the Scriptures. We see a time when intentionally Christian education is the norm for all of God's people, and when the world need only look to the Church to see clearly a culture of life. We hope and pray for a school that can be instrumental in developing generations of godly leaders for our homes, our communities, and our world in need of Christ.

PHILOSOPHY OF EDUCATION

The focal point of all that is, has been, and ever will be is the person of Jesus Christ. We believe that the education of our children begins with this reality. We desire our children to self-consciously live and move and have their being in Christ, as the Scriptures teach.

We believe God reveals Himself not only specially in His Word, but generally in every facet of His creation. All knowledge is therefore interrelated and teaches us about God's character, wisdom, and power. Ultimate reality exists only in Him, the Creator and Sustainer of all things, and therefore truth can be understood ultimately only as it relates to Him as the Sovereign Lord over all. The Scriptures teach that the fear of the Lord is the beginning of wisdom and knowledge. We believe therefore that every aspect of our children's education needs to be intentionally grounded in this, our historic Christian faith.

We believe God has given parents, not the Church or the State, the responsibility of educating their children and teaching them to faithfully love and serve Him. We believe our role as educators is to be *in loco parentis*, "in the place of the parent." Our board and staff view themselves as servants of parents who assist them in their covenantal obligation to educate their children in the Lord. Our

school administration, academic instruction and discipline aim to be consistent with and supportive of biblical teaching concerning the family and the authority of parents. We believe that fathers are the God-ordained heads of their households. Whenever possible, we desire that each father assume leadership in the education of his children. Our instructional format shall endeavor to maximize parental participation in the child's academic training.

We believe that biblical discipline, the encouragement of an obedient child and the correction of a disobedient child, is a critical and necessary part of education. Under no circumstances will the misbehavior of one child be permitted continually to hinder the education of other children.

God commands us to love Him with all our heart, soul, strength, and mind. We therefore believe that all instruction must encourage students to love God through their academic endeavors. Students must be challenged at all levels to do quality academic work because God is worthy of their best. Students must be taught to behave in a godly manner because God is holy and therefore commands that his children be holy. Parents and teachers should teach the children to do all they do "heartily, as unto the Lord" with the purpose of glorifying Him.

We believe students should be provided an historically substantive and rigorous liberal arts education that draws deeply from the history and culture of Western Civilization. We employ proven classical methods and curriculum that are modeled on the medieval Trivium. The Trivium is understood as an approach to instruction in which the tools of learning are imparted to students in stages that correspond with their natural pattern of cognitive development (grammar –the tool of knowledge, logic –the tool of reasoning, and rhetoric –the tool of communication). The goal of the Trivium is to educate students not in what to think primarily; but in how to think thoroughly, maturely and biblically. After we have recovered the "lost tools of learning" received in a classical education, students will be well equipped to live to the glory of God with hearts and minds which know and love that which is good, true, and beautiful. The tools of learning in combination with an active and biblically guided exploration of the events, ideas, and people of the past will equip students to think clearly, reason persuasively, and speak precisely, to evaluate all human knowledge and experience in the light of Truth, and to do so with grace, humility, and wisdom.

We believe that a child's education should affirm and nurture the God-created differences between men and women and the respective God-ordained roles of men and women. Biblical masculinity should be cultivated in the lives of male students and biblical femininity should be cultivated in the lives of

female students. Behavioral expectations, classroom instruction, role-modeling, and school culture should encourage growth of the students into biblical manhood and biblical womanhood.

OBJECTIVES

1. To impart to students a Christian worldview, by teaching all subjects as parts of an integrated whole, unified by the Word of God.
 2. To encourage every student to honor, glorify, and enjoy God in all they do, to develop a love for life-long learning, and to strive for excellence in all endeavors, as his or her gifts allow.
 3. To follow a classical model of instruction by emphasizing grammar, logic, and rhetoric in all instruction.
 4. To cultivate in our parents a sense of responsibility for their child's education and a sense of ownership in the mission and vision of the school.
 5. To embrace and cultivate Biblical principles concerning family, parenting, manhood, womanhood, and relational purity in every aspect of our school culture.
 6. To present exemplary role models through our staff and board of all the virtues, beliefs and behaviors we desire in our students.
 7. To provide an orderly and engaging atmosphere conducive to the attaining of these goals.
3. We believe that God created all things out of nothing, for His own glory and good pleasure, and for the display of His eternal power, wisdom, and goodness; having created all things, God created man in His image, male and female, perfect, sinless, and immortal, and He charged mankind with the governance of the created world, to cultivate it for His glory.
 4. We believe in the historicity of Adam and Eve, our first parents; we believe that though they were created sinless, they did not remain in that perfect state, but willfully and consciously disobeyed their Creator's command. Consequently, the guilt of Adam's sin and his fallen nature are covenantally transferred to all mankind.
 5. We believe that God created and gifted men and women differently for different roles, and that such differences should not be minimized, but recognized, encouraged, and enjoyed.
 6. We believe in the deity and humanity of our Lord Jesus Christ, in His virgin birth during the reign of Caesar Augustus, in His sinless life, in His miracles, in His vicarious and sin-atonement death on a cross by the shedding of His blood, in His bodily resurrection from the dead, in His ascension to the right hand of the Father, and in His personal return in power and glory.
 7. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary; salvation is a gift of God, received by grace alone, through faith alone, in Christ alone, for the glory of God alone.
 8. We believe that faith without works is dead.
 9. We believe in the present ministry of the Holy Spirit, by whose indwelling Christians are enabled to live godly lives.
 10. We believe in the resurrection of both the saved and the lost – the saved to the resurrection of life, and the lost to the resurrection of damnation.
 11. We believe in the spiritual unity of all believers in our Lord Jesus Christ.
 12. We believe that the chief end of man is to glorify God and enjoy Him forever.
 13. We believe that parents are responsible for educating their children and for bringing them up in the nurture and admonition of the Lord.

STATEMENT OF FAITH

Dominion Classical Christian Academy, its staff, and its board members embrace the historic tenets of Christianity as presented in this Statement of Faith. We believe that the creeds of the early church and the major confessions of the Protestant Reformation are credible summations of biblical orthodoxy. We are in essential agreement with these creeds and confessions when they speak to the doctrinal issues addressed in this statement of faith. Beyond the primary doctrines articulated in the Statement of Faith below, we respect and acknowledge the primacy of the family and local churches and refer any secondary doctrinal questions to parents and local churches for clarification.

1. We believe that the 66 books of the Old and New Testaments are alone the perfect, inspired, infallible, and authoritative Word of God, and as such, rightly interpreted, they are the final authority in faith and practice.
2. We believe that there is only one God, eternally existent in three Persons: Father, Son and Holy Spirit, who is infinite, eternal, and unchangeable in His being, wisdom, power, holiness, justice,

GENDER STATEMENT

Dominion Classical Christian Academy exists to assist Christian parents in their duty to covenantally train their children. We believe that an important dimension of the assistance provided to parents in this training is to affirm and nurture the God-created differences and respective God-ordained roles of men and women. We believe that God's designs for men and women should be authentically cultivated in our covenant children, especially in light of the widespread uncertainty and confusion in our culture regarding complementary differences between masculinity and femininity. The purpose of this statement is to clarify Dominion's understanding of the teachings of Scripture on this matter and to articulate how these teachings will be practically applied in our school culture.

Based on the teachings of Scripture we affirm that:

- Both Adam and Eve were created in God's image, equal before God as persons and distinct in their manhood and womanhood (Genesis 1:26-27, 2:18).
 - Distinctions in roles and the relationship of equality and subordination between husbands and wives are ordained by God as part of the created order (Genesis 2:18, 21-24; I Corinthians 11:7-9; I Timothy 2:12-14) and modeled in the Trinity (John 5:18-19, 8:28, 10:18, 30; 14:1, 9, 28).
 - The Scriptures manifest the equally high value and dignity of the roles of both men and women (Genesis 1:26-27, 2:18; Galatians 3:28) and affirm the principle of male headship in the family and in the covenant community (Genesis 2:18; Ephesians 5:21-23; Colossians 3:18-19; I Timothy 2:11-15). There is no general headship of men over women. The Scriptures teach male headship over wives and daughters in the home and a headship of ordained male leadership over the covenant community in the church.
 - Adam's headship in marriage was established by God before the Fall, and was not a result of sin (Genesis 2:16-18, 21-24, 3:1-13; I Corinthians 11:7-9). The Fall introduced distortions into relationships between men and women (Genesis 3:1-16).
 - Redemption in Christ works to remove the distortions introduced by the Fall. In Christ, husbands should forsake dominance/selfish leadership and/or passivity/abdication and grow in love, care and honor for their wives; wives should forsake resistance to their husband's authority and grow in willing and joyful respect and submission to their husband's leadership (Ephesians 5:21-33; Colossians 3:18-19; Titus 2:3-5; I Peter 3:1-7). In the church, redemption in Christ gives men and women equal share in salvation blessings, while restricting some governing and leadership roles within the church to men (Galatians 3:28; I Corinthians 11:2-16; I Timothy 2:11-15).
- Men have the primary responsibility of training their children (Ephesians 6:4) and providing for their families (Genesis 3: 17-19; II Thessalonians 3:10-12; I Timothy 5:8). Women have the primary responsibility of motherhood and homemaking (Genesis 3:16; I Timothy 2:15; Titus 2:4-5), but are free, under the authority of Scripture, to pursue ministry and vocational callings (Proverbs 31:10-31; Acts 16:14-15, 18:2-26; Romans 16:1-5).

Because of these affirmations we will seek to cultivate and model the following for our students:

- Honor for female staff and students by requiring boys to demonstrate gentlemanly etiquette and virtuous courtesy at all times (e.g. Boys shall hold doors open for female staff and students.)
- Respect for male staff and students and high regard for personal godly femininity by requiring ladylike etiquette and behavior from female students at all times
- Esteem for the equality of personhood and dignity of womanhood and manhood by providing the same quality academic and spiritual instruction to both female and male students
- Appreciation for femininity by not allowing male students to "rough house" with female students
- Respect for chastity by demanding modesty in appearance and purity in the speech, behavior, and thought of all students
- Protection of chastity and fatherly headship by not encouraging romantic attachments between male and female students and prohibiting all public displays of romantic affection at school
- Esteem for differences between boys and girls by requiring uniforms that exhibit masculinity and femininity, respectively
- Regard for differences between boys and girls by prohibiting organized co-educational competitive sports at the school

PARENTAL RESPONSIBILITIES

Philosophy

As a support and extension of the family unit, Dominion 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. We strive to support the family and respect parental authority and responsibility in all we do. Dominion believes in the concept of "in loco parentis" - in the place of the parent. At the core of our philosophy of education is the conviction that parents are ultimately

responsible for the education of their children. We see ourselves as “subcontractors” of the parents. The parents are *the* contractors –the ones who are responsible for getting the job done. Our authority and our task are delegated to us from the parents. Therefore, we strongly encourage parental involvement in the education of their children and have formatted our program to foster such involvement.

Policy

Dominion Classical Christian Academy shall provide its students a five day course of instruction. The school will provide all curricula, planning, grading, testing, and instruction. Parents shall be responsible for having their students complete any assigned homework. Parents shall also be responsible for familiarizing themselves with their student’s curricula and assignments

Additionally, parents are encouraged to be actively involved in the school in the following ways:

1. Visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)
2. Assist in the classroom, regularly or infrequently. Arrangements should be made with the teacher concerned.
3. Act as chaperone on field trips or as a host for class parties.
4. Share your expertise, experience, and travels as they may relate to an area of study in a class.
5. Attend all Parent-Teacher Conferences. Informal conferences may be held anytime at the parent’s request.
6. Closely monitor and praise your child’s progress by reading all teacher notes and papers sent home.
7. Communicate your ideas for school improvement and comments regarding the school program to the administration. We want to hear from you.
8. Serve on one of the school committees (Fundraising, Curriculum, Development, etc.)

CODE OF STUDENT CITIZENSHIP

Dominion Classical 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. Upper school students will be required to sign the code at the beginning of each school year. Each

teacher will use a system of classroom management to encourage compliance with the school code. Students who do not follow the code will be subject to disciplinary 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, character, or institutions with triviality are not permitted.
2. Since appropriate response to authority is biblically mandated and critical to the shaping of a child’s life, students must obey their parents, school policy and all instructions from the Dominion staff and its supporting adults, promptly, willingly, completely and cheerfully. Talking back, arguing and undue familiarity with Dominion staff will not be tolerated. An atmosphere of mutual respect and courtesy will be maintained between students and staff.
3. 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.
4. Since whatever we do, we are to do it heartily, as to the Lord, and not unto men, students will work diligently on all of their school work, striving to do their best at all times.
5. 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 harmful and rough physical contact with other students such as hitting, punching, tripping, wrestling, and the like.
6. Since Dominion 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.
7. Since words have a power and integrity of their own and since God expects man to be stewards of thoughts and expressions, students will refrain from language and actions which are vulgar, inappropriate and demeaning to either God or mankind. Teasing, criticizing, put-downs, insults and name-calling are not permitted.
8. Since our physical facilities and school materials exist as God’s provision and since some activities are inconsistent with responsible stewardship, 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 prohibited on school grounds.

9. Since some forms of recreation can distract students from their educational pursuits, personal electronic musical devices, games, toys, roller skates, skateboards, and the like are not permitted on school grounds.
10. Since students are to conduct themselves in a manner consistent with biblical principles of purity and holiness, students shall refrain from all forms of inappropriate sexual behavior. All immoral sexual activity, including fornication, viewing of pornography, immodest dress, and homosexuality, is forbidden among Dominion students. Public displays of affection in the context of boy-girl relationships (e.g. holding hands, kissing, etc.) are not permitted on school grounds.
11. Since spiritual disciplines (e.g. prayer, worship, Bible study, and fellowship) are essential to Christian growth and discipleship, all students will strive to maintain a faithful daily walk with Christ and be active in a local evangelical church.
12. Since our students serve as ambassadors for Christ and representatives of the school, it is expected that students will conduct themselves accordingly at all times, whether they are at school or away from school.

COMMUNICATION AND GRIEVANCES GUIDELINES

We consider it a great privilege to serve families in educating their children from a classical and Christian perspective. We are committed to upholding and supporting each family's authority in the lives of their children. This kind of relationship requires clear communication. We recognize that in this relationship there lies a great temptation to talk to others (gossip) about a specific issue or person rather than take direct action to resolve conflicts in a manner consistent with Scripture. We have outlined the proper lines of communication and dealing with grievances according to the biblical principles found in Matthew 18 and James 3. We believe Scripture teaches that conflicts should be handled discreetly and carefully, while believing and speaking the best about each individual involved. Dominion staff and administration will abide by these same principles in communicating with parents and students.

Parents to Teacher: If an issue should arise regarding an individual teacher's behavior, rules or procedures, the parents should speak directly to the teacher. If the issue is not satisfactorily resolved, the parent may bring the concern to the Headmaster or other board designee.

Parents to Headmaster: If an issue should arise

regarding school rules, procedures or curriculum or the Headmaster's behavior, the parents should speak directly to the Headmaster. Parents may also present concerns about individual teacher's behavior, rules or procedures directly to the Headmaster, if the matter was not resolved with the specific teacher. If the issue is not satisfactorily resolved, the matter may be taken before the school board.

Parents to Board: If an issue regarding any policy, curriculum, program, or staff member has not been satisfactorily resolved with the administration, the parents may present their concerns to the Board at the regularly scheduled board meetings. Parents should communicate with a Board member to schedule such a hearing.

While clear communications between the school and families can break down with negative issues, they can break down with positive issues as well. Often parents will have an idea on how to improve the school, but are not sure how to share it. In this case the same principles should be applied. If a parent has an idea about how to improve a classroom, he or she should talk to the teacher. If a parent has an idea about how to improve the school in general, he or she should talk to the administration. It is always best to communicate directly with the person primarily in authority over the issue at hand. The Board will not serve as the initial contact on school related issues. No individual Board member may speak on behalf of the Board unless specifically authorized by the Board to do so on a specific issue.

DISCIPLINE GUIDELINES

General

All discipline will be based on biblical principles (e.g. confession, repentance, reconciliation, restitution, forgiveness, etc.). Misbehavior shall be viewed from a spiritual and Scriptural perspective with the goal of shepherding the child's heart toward a God-pleasing life. It is also understood that parents are ultimately responsible for their child's behavior even while the child is at school. These discipline procedures shall have the function of placing the responsibility of discipline on the parent. The parents shall be responsible for administering all forms of corrective punishment.

Practically, the vast majority of real and potential discipline problems will be dealt with at the classroom level. The kind and amount of discipline (within these stated guidelines) will be determined by the teachers and headmaster. The specifics and nature of each discipline incident and the individual personality of the student involved will be considered in the administration of discipline.

It is vital for parents and students to realize that

maintaining an orderly atmosphere in the school and the classroom is critical to the learning process; therefore, these policies must be adhered to. Students will not be subject to corporal punishment at Dominion. As in all other areas of the education at Dominion, love and forgiveness will be an integral part of the discipline of a child. It is because we love that we discipline.

Misconduct and Discipline:

There are five basic behaviors that will automatically necessitate discipline from the school Headmaster. 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, stealing.
3. **Rebellion** e.g., outright disobedience in response to instructions.
4. **Fighting** e.g., striking in anger with the intention to harm another student.
5. **Unkind, obscene or profane language**, including taking the Lord's name in vain.

If for any of the above behaviors, or other reasons, a teacher deems it necessary for a student to receive discipline from the Headmaster, the following accounting will be observed. Within the entire school year:

1. The first **two** times a student is sent to the Headmaster for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be expected.
2. The **third** incident will be followed by a meeting with the student, student's parents, Headmaster, and teacher if necessary.
3. Should a **fourth** incident arise, a **two-day suspension** will be imposed on the student. The student will be required to complete all classroom assignments and tests missed during the suspension period.
4. Should a **fifth** incident arise, the student will be subject to expulsion from the school.
5. The headmaster may, at his discretion, bypass the above office-visit process and impose an immediate suspension or expulsion on a student who is not making progress in correcting serious misbehavior.

Expulsion:

The Dominion 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 the behavioral problems the student is having, the Headmaster is empowered to expel the student. The procedure will be as follows:

1. Parents will be notified immediately after the decision for expulsion.
2. The student will turn in all school texts/materials, clear out his/her desk and locker, and be picked up by his/her parents the same day.
3. Transfer of school records will be arranged within a week following expulsion.
4. Appeals may be made first to the Headmaster and then to the Dominion Board.

Serious Misconduct:

If a student should commit an act with such serious consequences that the school deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any flagrant act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours or when school is not in session.

Re-admittance:

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

STUDENT AND STAFF RELATIONS GUIDELINES

To facilitate professional, friendly, and biblical relationships between staff members and students, the following guidelines shall be observed.

- A. Staff members are to remember that they serve as professional, adult role-models before the students (Titus 2:7, 8). Relationships between staff members and staff members and students are to be friendly and courteous, not familial or intimate.
- B. Staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (1 Peter 2:12).
- C. Flirtation, sexual innuendoes, casual disrespect toward authority, excessive familiarity, etc. are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.

- D. If it is necessary for a male staff member to spend time alone with a female student or staff member, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.)
- E. Staff members shall not travel alone in a car with one student.

HOLIDAY OBSERVANCE POLICY

Observances of holidays at Dominion Classical Christian Academy shall be conducted according to the following guidelines:

- A. Dominion recognizes the necessity of joy and thankfulness in the Christian life. The school will seek to provide students with opportunities for joyous celebration and thankful recognition of God's providence and blessing in their individual lives (e.g. birthdays and personal accomplishments) and in history (Columbus Day and Memorial Day).
- B. The school will emphasize the scriptural and spiritual elements of holidays such as Easter (the cross and resurrection) and Christmas (the incarnation of Christ), rather than the secular elements (Santa and the Easter Bunny).
- C. The school is not "against" secular images and symbols. These are matters of personal conscience and Christian freedom for each family. The school simply chooses, as a Christian school, to de-emphasize secular elements in its recognition of holidays.
- D. Many believers view "Easter Week" as an especially holy season—a season for sober contemplation on the significance of Christ's death and resurrection. The school will observe the deep significance of the season in classroom devotions, assembly services, and classroom discussions, but will not encourage parties and celebrations.
- E. Halloween will be ignored at Dominion. Other holidays (President's Day, Valentines Day, etc.) shall be observed when their recognition is deemed spiritually and/or academically beneficial to the students and consistent with the Dominion philosophy of education.
- F. Interpretation and application of these holiday observance guidelines shall be the responsibility of the Headmaster.

CONTROVERSIAL SUBJECTS POLICY

The purpose of this guideline is to help Dominion to respect the convictions of parents and teachers in various academic and/or sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview. A **controversial subject** is a subject that Christian families and churches

commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Examples include environmentalism, partisan politics, etc.

- A. If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and that discussion of the subject will *not* help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all. When appropriate, as it benefits the students, the teacher may explain to the students the reasons for not discussing the topic.
- B. If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and that the discussion of that topic *will* help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
 1. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
 2. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
 3. As appropriate (i.e. pertinent to the stated objectives of the class), direct the students' attention to original writings, historical source documents, and other informed sources on each side of the subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.
 4. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
- C. Due to the sensitive and intimate nature of human sexual relations, discussion and instruction on this topic *generally* will be limited to human reproduction in biology, and biblical principles and references as they arise in appropriate class contexts. As students reach later stages of education, deeper study of some cultures and literature will include some historical or cultural references to sexuality. When such a situation arises, teachers will notify parents in advance of the reading. Moreover, teachers will always approach this subject with care and discretion, comparing situations (wherever they arise) to biblical teaching on the matter.

D. According to Scripture and the goals of Dominion, the teacher is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom

setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

TRIVIUM APPLICATION CHART

The following material is drawn from the essay *The Lost Tools of Learning*, by Dorothy Sayers. It illustrates the application of the classical Trivium at Dominion Classical Christian Academy.

Beginning Grammar (Pre-Polly)	GRAMMAR (Poll-Parrot)	LOGIC (Pert)	RHETORIC (Poetic)
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
Student Characteristics	Student Characteristics	Student Characteristics	Student Characteristics
<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 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
Teaching Methods	Teaching Methods	Teaching Methods	Teaching Methods
<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. Teach and assign research project 6. Recitations, memorizations 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. World view discussion/written papers

CURRICULUM

Based on the Trivium

Classical Education is an approach to education that is rooted in the ancient medieval concept of the **Trivium**, articulated by Dorothy Sayers in her essay, *The Lost Tools of Learning*. Sayers, a contemporary of C. S. Lewis, noted that children grow naturally through three stages, each one corresponding to the three elements of the **Trivium: Grammar, Logic and Rhetoric**. Each element of the Trivium is viewed as a tool of learning, and children equipped with each tool will know how to think and learn for themselves and thus be able to master any subject they approach.

The elementary years correspond to the **Grammar** stage of the *Trivium*. In the Grammar stage, students take in the core knowledge of each subject by memorizing the basic facts and fundamental rules related to that subject. In the middle school years, children grow into the **Logic** stage. At this age they are beginning to think abstractly and are able to relate and understand all the facts they have previously accumulated. They are therefore taught sound reasoning and critical thinking skills. The third stage of the *Trivium* is the **Rhetoric** stage, which corresponds to high school. This is the age when young people become more concerned about their appearance and how they express themselves. So, correspondingly, students in this stage are taught how to express themselves and communicate their ideas in an effective and eloquent manner, learning to be articulate, persuasive and creative in their written and oral communication.

Language-focused

A classical education focuses on the mastery of language skills: reading, writing, and speaking well. We promote the historically-proven method of reading instruction, namely phonics. Heavy emphasis is placed on formal spelling and grammar instruction, good penmanship, proper writing form, and intensive reading with the goal of making students masters of language. The study of Latin is an integral part of the student's development of language skills.

Students read extensive amounts of quality literature. As soon as children can read they are immersed in the "Great Books." At the Logic and Rhetoric stages they read and analyze these books from a Christian perspective and learn to engage the marketplace of ideas with a critically-thinking Christian mind.

The written and spoken word is emphasized as opposed to images (pictures, television, and video). While image-based methods may be employed as they are necessary, language-learning is our focus,

requiring the mind to work actively instead of passively. Students are encouraged to develop a passion for reading and life-long learning.

Centrality of History

History is the organizing framework for the classical curriculum. It ties together the subjects of literature, art, music, and science in a chronological manner. At Dominion Classical Christian Academy, students are taught traditional history, the formal study events, nations, and individuals in the flow of God's providence (as opposed to "social studies"). History is taught chronologically and integrated with other disciplines whenever possible (e.g. medieval literature, art and music are taught while students study medieval history).

Although students study the history, literature, and cultures of many civilizations, particular attention is given to the culture and heritage of the West. As C. S. Lewis has written, "The educated man habitually, almost without noticing it, sees the present as something that grows out of a long perspective of centuries." By teaching students the history and literature of the Western civilization that has shaped them, they will be able to see and understand themselves and their own culture more clearly.

Curriculum Goals

This section summarizes the Dominion curriculum goals for various subject areas. Please note that not all of these goals are specifically related to the grammar stage, and that this section is intended to characterize the K4-12 goals that will be pursued as the school grows.

I. Bible: We seek to:

- A. Teach the students to understand the Bible as God's Word.
- B. Have the students read the complete actual text of Scripture for themselves versus only prescribed verses.
- C. Teach the events of Scripture in the context of overall Redemptive History.
- D. Encourage the students to understand Scripture verses in their context, using good interpretation principles.
- E. Let the Scriptures speak for themselves, utilizing the "analogy of faith," having scripture interpret scripture, with clarification only as needed.
- F. Encourage each student to come to the Father, through the Son, by the power of the Holy Spirit, and grow by faith in his knowledge and love of God.
- G. Teach the concepts of Creation, Fall, and Redemption, which are essential components of a Christian worldview.

II. English: We seek to:

- A. Equip every student with the skills necessary for good writing and speaking, including spelling, grammar, style, clarity, proofreading, presentation and articulation.
- B. Put a major emphasis on good writing and speaking by requiring the students to write and give oral presentations often and correctly in each subject area.
- C. Encourage clear thinking by the students by requiring clear, focused writing.
- D. Introduce the students to many styles of writing using the Bible and other classics.

III. Reading: We seek to:

- A. Teach students to read correctly beginning in Kindergarten using phonics as the primary building blocks for instruction.
- B. Introduce the students to high quality children's literature and Great Books beginning in first grade. Have students read a wide variety of secular and Christian literary classics.
- C. Carefully monitor the students' reading abilities to ensure a reasonable level of proficiency, adequate comprehension, and fluency in oral and silent reading. This includes the proper use of word-attack skills (the skills to pronounce and read a new word encountered while reading).

IV. Latin: We seek to:

- A. Instruct students in the vocabulary, grammar and syntax of the Latin language.
- B. Reinforce the student's understanding and application of the principles of proper grammar being taught in our traditional English grammar classes.
- C. Cultivate learning skills and logical thinking skills inherent in the study of Latin.
- D. Enhance the student's understanding of the history and writings of the early church and Western Civilization through the reading of Latin texts.

V. History/Geography: We seek to:

- A. Teach the students that God is in control of history and its ultimate outcome.
- B. Ensure that the students have a mastery of the grammar of world, United States, and Georgia history.
- C. Enable the students to see God's hand in the history specifically by illustrating the effect that God's people have had on history.
- D. Broaden the students' understanding of history and geography by gradually deepening their level of exposure and research as the students mature from kindergarten through elementary school into high school.

- E. Encourage the study of history through exposure to original texts and source material rather than foster dependency on third party commentary in textbooks. Promote honest debate of historical issues.
- F. Make history and geography "come alive" for the students through the use of many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, food, architecture, etc.

VI. Mathematics: We seek to:

- A. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
- B. Emphasize a conceptual as well as practical understanding of math through the frequent use of word problems.
- C. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

VII. Science: We seek to:

- A. Teach that God created the Heavens and the Earth *ex nihilo* (out of nothing) in six 24-hour days, allowing that Christians may reasonably differ on their understanding of Genesis chapter one.
- B. Teach that God created man specially in His image and that Darwinian evolutionary theory is false.
- C. Teach the students that because God made the universe, it has inherent order, which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws, systems, and truths God put into Creation.
- D. Teach that the worldviews of scientism and naturalism are inconsistent with a Biblical worldview.
- E. Treat the study of science as a "means to an end", not an end in itself. That is, curiosity, experimentation, demonstration, and research, etc. should be emphasized as the process and way of using science, as opposed to the study of facts. Scientific data and concepts should be attained primarily as the result of research and discovery, versus lecture. By the time the students enter secondary-level science, they should be extremely familiar with the scientific method, through repeated practice.
- F. Ensure that the students have a mastery of the grammar and concepts of both Natural and Physical Science.
- G. Use many forms of instruction to teach scientific concepts and methods, e.g. a large variety of experiments, demonstrations,

research projects, field trips, guest speakers, etc.

VIII. Art: We seek to:

- A. Teach all students the basic fundamentals of drawing to enable them to create adequate renderings.
- B. Encourage the students to appreciate and imitate the objective beauty of the Creation in their own creative works.
- C. Introduce the students to the works of the creative masters in Western culture.
- D. Equip the students to knowledgeably use a variety of art media.

IX. Music: We seek to:

- A. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
- B. Systematically instruct students in the fundamentals of vocal and instrumental music.
- C. Nurture an understanding of and appreciation for vocal and instrumental music of the highest spiritual and musical integrity from throughout history.
- D. Encourage the students to select some area of music, vocal or instrumental, to pursue on their own.

X. Physical Education: We seek to:

- A. Teach fundamental locomotor and manipulative skills through exercise, games and activities.
- B. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
- C. To enhance biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.

Latin score higher.

- C. Latin develops and deepens the student's understanding of and appreciation for literature. A doorway is opened to great classical literature – Virgil, for example. The student's appreciation for English literature grows because great English literature is filled with classical allusions.
- D. Latin provides an understanding of the classical impact on our modern culture. This is evident in wedding rings, dollar signs, political structure, architecture, the names of constellations and planets, and of course, et cetera.
- E. Latin provides a wonderful foundation for the study of other languages. Latin is not a “dead language,” but rather a language that lives on in almost all major Western languages, including French, Spanish, Italian, Portuguese, and Romanian. Students gain an understanding of how inflected languages work. This will prepare them to study other languages such as German, Russian and Greek.

Latin Program Objectives

Third – Fourth Grade: Vocabulary acquisition, declensions, memorize beginning paradigms in chants, introductory grammar, memory work on the Lord's Prayer, quotes, phrases, study of Roman/Classical history.

Fifth – Eighth Grade: More vocabulary and derivatives, memory work on paradigms, quotes, and phrases, translation work on more complete sentences, work on more difficult sentences, translate passages from the Vulgate and other sources, continued study of Roman/Classical History.

Ninth – Twelfth Grade: Strengthening of vocabulary and grammar skills, translation and reading of original Latin works, further study of Roman/Classical history and culture.

LATIN INSTRUCTION

Our goal is to provide Latin instruction beginning in the third grade at Dominion Classical Christian Academy. We believe there are at least five reasons for classical language study in our school.

- A. Latin trains the student in the essentials of analytical and critical thinking. Students of Latin are equipped in the mental disciplines of memorization, logical analysis, and synthesis. Latin trains minds to encounter unfamiliar material in Science and other disciplines.
- B. Latin reveals a great deal about English and greatly enhances the student's powers of expression in his native language. About 80% of English vocabulary comes from Latin and Greek. English vocabulary tests reveal that students of

GRADING SCALE GUIDELINES

Dominion Classical Christian Academy shall measure the academic and objective progress of its students using the following criteria:

A. Percentages and Grade Equivalents:

A=90-100 (A+ = 97-100	A = 94-96	A = 90-93)
B=80-89 (B+ = 87-89,	B = 84-86,	B = 80-83)
C=70-79 (C+ = 77-79,	C = 74-76,	C = 70-73)
D=60-69 (D+ = 67-69,	D = 64-66,	D = 60-63)
F = Below 60	P = Passing	

Only the base letter grade shall be reported on Grammar school report cards (i.e. minuses (-) and pluses (+) shall not be recorded).

B. Other evaluation designations: To be used primarily for most subjects in K4 –1st Grade and for grade-level character and academic objective evaluations.

E = Outstanding – exceeding expectations
S = Satisfactory – meeting expectations
N = Improvement has been shown. Continued time and effort needed.
U = Unsatisfactory – needs to improve

C. A minimum of 10 grades per each grading term (including homework, quizzes, tests, projects, etc.) shall be used to determine each subject's grade.

D. All academic/objective grading at Dominion Classical Christian Academy will use a criterion-referenced base for evaluations. That is, objective standards will be used to judge student performance. Grading on a "curve" will not be permitted.

E. Virtually all assigned work done for/in class should receive a recorded credit toward a grade.

F. Whenever appropriate teachers must include spelling, neatness and grammar mechanics in the grading of assignments. These elements shall make up a maximum of 10% of the total grade on any given assignment.

GRADE REPORTING GUIDELINES

Mid-Term Progress Reports shall be sent home at the middle of the terms. Report Cards shall be sent home with the students at the end of each term.

Teachers shall communicate frequently and regularly with parents about each student's academic performance and work habits in the classroom.

Teachers are required to notify parents before the end of the grading period if a student is in danger of receiving a failing or unsatisfactory grade for the

grading term. Failure of the teacher to notify parents of a failing or unsatisfactory grade will not, however, result in the alteration of the grade.

Parents are responsible to attend Parent/Teacher conferences to become informed of their child's progress.

PROMOTION POLICY

Kindergarten

Kindergarten students enrolled in Dominion Classical Christian Academy must meet the following basic criteria for promotion to the first grade:

A. Behavioral maturity for the first grade as defined by consistent ability to follow classroom routines, obey teacher instructions, handle conflict appropriately, and stay on task during academic work.

B. The child must demonstrate reading readiness for the first grade by achieving 70% of the kindergarten reading objectives

C. The child must demonstrate math readiness for the first grade by achieving 70% of the kindergarten math objectives.

Grammar School (1st – 6th Grade)

Grammar school students currently enrolled in Dominion Classical Christian Academy must meet the following basic criteria for promotion to the next successive grade:

A. Earn a passing grade (at least 60% avg. for the year) in Reading, Math and English Grammar.*

B. Earn a passing grade (at least 60% avg. for the year) in at least three of the other six academic subjects (Latin, Bible, Science, Writing/Spelling, Penmanship and History).*

* Exceptions may be made depending on the circumstances.

STANDARDIZED ADMINISTRATION

TEST

Dominion Classical Christian Academy administers a nationally standardized academic achievement test to all students in selected grades. We currently use the Iowa Test of Basic Skills (ITBS), and we administer the test in April of each year to students in first grade and up. The test shall be administered to students in other grades only when deemed necessary by the headmaster.

HONORS AND AWARDS PROGRAM

A. Dominion Classical Christian Academy will

maintain a system of formal honors and awards for the following reasons:

1. We believe that God is glorified when His people use to the utmost the gifts He has given them. We believe a student will excel at Dominion only by faithfully using the academic/intellectual gifts bestowed upon him or her by God, the giver of all good gifts.
 2. The recognition of people who are faithful in using the particular gifts given them by God is endorsed in the Scriptures, from the writings of Solomon (Proverbs), to those of Paul (Romans, Ephesians, I Timothy, etc.). We believe that God has established Dominion Classical Christian Academy as an academic institution, and therefore it is proper for Dominion Classical Christian Academy to recognize those who use the academic gifts God has given them for superior academic achievement. Therefore, we seek to publicly recognize those students who accomplish the necessary prerequisites to receive the applicable award/honor set forth below.
 3. We recognize that the glory for all human achievement goes to God. We therefore seek to teach our students and their families the appropriate way to give glory to God for the accomplishments that He allows them and others in the school to achieve.
- B. Because we recognize the propensity of human nature to sin, we will seek through the way we approach our honors and awards program both (a) to teach the students who receive honors or awards to give the glory to God and not become prideful and (b) to teach those who do not receive honors or awards not to covet the gifts God has given to others, but rather to be thankful to God for the particular gifts He has given to them. We recognize that many students who do not meet the necessary prerequisites below are equally faithful in using the academic abilities God has given them.
- C. Accomplishments and correlating honors and awards to be given to students in the second grade and above. All subjects that are objectively graded (A-B-C-D-F) will be used in honors determinations. In order to be eligible for honors, a student shall have satisfactory conduct (no N's in behavior categories). The honors and awards are as follows:

ACCOMPLISHMENT HONOR/AWARD GIVEN

All A's in a grading term	Placement on A Honor Roll, acknowledgment at assembly
All A's with no more than 2 B's in a grading term	Placement on A-B Honor Roll acknowledgment at assembly

All year placement on A Honor Roll Certificate/Award received at year-end Awards Assembly

All year placement on A-B Honor Roll Certificate/Award received at year-end Awards Assembly

Other awards/honors may be recognized as appropriate.

LEARNING DISABILITY POLICY

This policy applies to all students in all the classrooms of Dominion Classical Christian Academy.

Definitions:

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, special program, or specialized staff in order to provide the educational services desired by the parents, e.g. Down's syndrome, deaf/mute, blind, etc.

Learning Disability: Any condition in a potential student which does **NOT** require a separate classroom, special program, or specialized staff in order to provide the education services desired by the parents and meet the regular academic requirements of Dominion, e.g. hyperactivity, attention deficit disorder, dyslexia, etc.

Policy:

- A. Children with a severe learning disability will not be admitted to Dominion Classical Christian Academy due to the lack of adequate staff, resources, and facilities.
- B. Children with learning disabilities may be admitted to Dominion provided they meet all regular admissions requirements and are capable of functioning successfully in a "traditional classroom" setting.
- C. Children with learning disabilities (diagnosed or undiagnosed) will be required to meet the same academic and behavioral standards as all other children in their grade level.
- D. Children with learning disabilities (diagnosed or undiagnosed) will be given as much individual instruction and encouragement as their classmates—no more and no less.
- E. Dominion may make minor classroom accommodations (seating location, allowing use of tape recorders or laptop computers, etc.) to assist students with learning disabilities. Accommodations will be made only for students with learning disabilities that have been clearly diagnosed by a licensed and certified educational diagnostician. Securing a diagnosis of a learning disability will be the responsibility of the parent(s) of the student. The parent(s) of the student will also be responsible, financially and otherwise, for providing any and all special equipment, supplies and tutors needed to

accommodate the student.

- F. Dominion reserves the right to decline any accommodation to a student with a learning disability, if it deems the accommodation to be a hindrance to the learning experience of other students in the school or if it deems that the accommodation may compromise the school's academic standards.

UNIFORM AND DRESS CODE POLICY

General Rationale for a Dress Code

1. Being overly concerned with clothing and outward appearances is contrary to God's will for us as revealed in Scripture (1 Sam. 16:7; Matt. 6:19-21; James 4:4; 1 John 2:15-17).
2. Pressures felt by children to compete in areas of dress are destructive to the unity of the school and the body of Christ.
3. Everything in our lives, including our clothing, should reflect the order of the Godhead and the order He has created in the world (1 Corinthians 14:40).
4. Clothing should be modest and not draw attention to the individual (1 Timothy 2:9) and should reflect differences in the sexes (Deuteronomy 22:5).
5. Our children are serving as witnesses and ambassadors both for the Lord Jesus Christ and the school. Student appearance is a reflection of both.

Specific Rationale for Uniforms

1. Uniforms are a positive discipline in the school, and Dominion emphasizes the value of a disciplined learning environment. Just as dressing up, even wearing uniforms, is a part of the workday for parents, wearing a school uniform is a signal to the child that it is a time for hard work and studious activity.
2. Uniforms prevent problems associated with the subjective interpretation of a dress code policy. Uniforms will eliminate any confusion about what is acceptable, modest and appropriate by the school's standards.
3. Uniforms tend to decrease the cost of student clothing. Our uniform vendors provide economical and durable items. Often parents need only purchase two or three sets of uniforms to last throughout the school year and often these items can be handed down to other children.

Uniform Policy

A detailed list of specific clothing items and suppliers/vendors for the student uniforms will be

provided by the school office. Certain uniform items must be purchased from the designated suppliers and other items may be purchased from wherever desired.

General Dress Code for All Students and Staff

- Sweatshirts and sweaters must be worn with a collared shirt underneath.
- Shirts are to be tucked in at all times. "Blousing" of shirts is not permitted.
- Shoes designed for laces are to be worn with appropriate, tied laces.
- Excessive jewelry and excessive make-up are not permitted.
- Earrings and necklaces are not permitted on boys.
- Jewelry in pierced body parts, with the exception of earrings for girls, is not permitted.
- All students must keep their hair neatly groomed and styled.
- Unnaturally colored/dyed hair and visible tattoos are not permitted.
- Outerwear coats and jackets are not to be worn in the building during the school day.
- Student apparel (e.g. any non-uniform clothing worn at school or at official school events) and school gear (e.g. backpacks, lunch containers, notebooks, and the like) shall not display any commercial slogans, product promotions, celebrity representations, or pictures/cartoons of commercial characters. Sports teams logos are permitted only on lunchboxes or winter outerwear.
- Any outlandish or distracting clothing, jewelry, makeup, hairstyle, or appearance will not be permitted.

Uniform and Dress Code Policy Enforcement

The school faculty and headmaster will enforce the Uniform and Dress Code Policy. Interpretation and application of the Uniform and Dress Code standards will be the responsibility of the headmaster. Students not complying with the Uniform and Dress Code Policy will be required to rectify their appearance immediately. Cheerful, consistent compliance is expected. Students who violate the Uniform and Dress Code Policy, either by action or by challenging and rebellious attitudes, will be subject to disciplinary actions.

ATTENDANCE REQUIREMENTS

A student enrolled at Dominion Classical Christian Academy is expected to be present and on time every day school is in session.

The school calendar for Dominion Classical Christian Academy will be announced the preceding spring.

We are in session 180 days, taking minimal holidays during the school year. Attendance records for the students are reported on the students' report card each grading term.

Guidelines for Releasing Students from a Classroom

Teachers are not permitted to release a student to anyone before first checking with the office. The teachers and headmaster have the responsibility and custody of all the children while they are in school. The office should be made aware of any instance of the legal parent or guardian removing a child during regular school hours. A child is never to be released to a stranger until the office and parent(s) have been contacted and explicit permission has been received.

Types of Absences

- 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 schoolwork, which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.
- 3) **EXTENDED ABSENCES:** We will gladly cooperate with families taking their children from school for vacations, trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all school work to be completed within the time specified by the teacher. We recommend that students complete their assignments prior to planned, extended absences. This eliminates the need to work on vacation and complete make-up work.
- 4) **MAKE-UP WORK:** Students may take make-up tests and submit any other make-up work to their teacher. It is expected that the child or the parents will discuss these arrangements with the teacher and take the initiative in completing the missed work. Students must complete missed work within a period of days equivalent to the number of days absent plus one (1) day (e.g. A student absent two days has three days after he returns to school to complete missed work). Parents are not to give tests to their children at home without prior explicit approval from the teacher.

Maximum Allowed Absences

In the event the total number of planned (that is, parent-approved) absences for a grading term exceeds ten percent of the total number of days of school in a grading term, the student may not receive credit for that term.

In the event the total number of absences, whether planned or unplanned (*for any reason*), is more than fifteen percent of the total number of days of school in a grading term, the student's parents will meet with the headmaster (and teacher(s), 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.

In the event the total number of absences, whether *planned or unplanned*, is equal to or exceeds twenty percent of the total number of days of school in a grading term, the student will not receive credit for that term.

TARDY POLICY

A tardy is defined as any occasion when the student is late for school at the beginning of the day or late for a class during the day. To be counted "on time" the student must be in the room, in his or her seat and prepared for class to begin. Each student is allowed four (4) tardies per grading term. No distinctions will be made between "excused" or "unexcused" tardies.

If a student is tardy for a fifth time in a grading term then his parents will be assessed a ten dollar fine for each tardy thereafter. The fine(s) must be paid in full by the first day of the month following the date(s) in which the fines were assessed.

INCLEMENT WEATHER POLICY

- A. Because Dominion Classical Christian Academy does not provide transportation service, the responsibility for getting children safely to and from school rests on parents and their designated representatives. Parents are therefore responsible for discerning if road conditions during inclement weather or other emergencies allow for safe travel.
- B. During times of inclement weather (or other school closing emergencies), Dominion will follow Gwinnett County public school systems regarding starting delays, early dismissals and cancellations. Parents should monitor local radio and television stations for announcements about Dominion starting delays, early dismissals, and cancellations. All such announcements will also be posted on the school voice mail by 6:30 AM of the effected day.
- C. In the event of inclement weather, even if

Dominion is officially open for classes, parents who do not believe road conditions in their area permit safe travel should not attempt to get their children to school. They should keep their children at home and notify the school that they are doing so.

STUDENT HEALTH AND MEDICATION POLICY

1. All students attending Dominion Classical Christian Academy must have on file with the school office all medical reporting forms required by Georgia state law. Families seeking exemption from state immunization requirements must complete and submit a notarized copy of the exemption documents for the state of Georgia. Both of these forms may be obtained from your family doctor.
2. It is expected that students are sent to school healthy, well-rested, and ready for class. Students with fevers, diarrhea, contagious viruses, severe colds, and the like will be sent home to avoid infecting others.
3. Students who are lethargic, tired, and unable to do their schoolwork will be sent home for needed rest and recuperation. Dominion does not have a health suite, and students who are not able to do their schoolwork will be sent home.
4. Parents must provide the school with emergency numbers of friends and/or family who can pick up their sick child from school, if the child becomes ill.
5. Other forms necessary for student health records can be obtained from the school office. They are:
 - a. Emergency Form: Lists the emergency contact names and phone numbers of people who may need notification in a medical emergency.
 - b. Medication Administration Form: see below.

Medication Distribution

1. All medication (prescription and over-the-counter) taken by students must be administered by one of the following:
 - a. A Dominion staff person designated by the Headmaster.
 - b. Parent(s) of the student.

No student will be permitted to administer any form (prescription or over-the-counter) of medication to himself/herself or any other student except as indicated below.

2. Students who require medication on an as

needed basis through the use of an inhaler or Epi-Pen will be permitted to self-medicate if the following conditions have been met.

- a. A physician has determined that the student should carry the medical inhaler or Epi-Pen on his or her person and self-administer the medication. Physician's orders need to be on file with the school office.
 - b. Parents must complete the prescription medication administration form and indicate that: "the student is able to self-administer and carry the inhaler/Epi-Pen and has been trained in its use."
3. Prescription and over-the-counter medication will be administered to students only at the written request of the parent. Parents must complete a Medication Administration Form before any medication can be distributed to a student. Any request for administration of medicine must include the student's name, description/type of medication, dosage of medication and the time(s) it is to be given. All medications, prescription and over-the-counter, must be in the original pharmaceutical container labeled with the student's name and dosage directions.
 4. Over-the-counter cough drops and throat lozenges may be carried and taken by students with a hand-written note from their parents or with verbal permission from the parents to the student's teacher. Over-the-counter cough drops and throat lozenges do not require completion of a Medication Administration Form.

REFUNDED TUITION POLICY

Dominion must make substantial financial commitments each year based on the number of students enrolled (teacher salaries, adequate facilities, supplies, etc.). For this reason, all tuitions are non-refundable and non-transferable except in extreme circumstances. The Dominion board will consider cases on an individual basis if a student's withdrawal is due to extenuating circumstances. Prepaid tuitions that are not refunded will be calculated and acknowledged as a charitable donation.

TUITION AND FEE COLLECTION POLICY

The objective of this policy is to ensure that tuition and fees are collected in a timely manner and to establish a process whereby unpaid tuition and fees can be collected as early as possible. This process must be followed unless specific other

arrangements have been made between the Board or its delegate and the family involved. Good faith will be presumed on the part of the families unless subsequent circumstances indicate no positive action can be expected.

Families can pay their tuition in one of two ways:

1. Full payment of tuition by July 1 of each year. This payment should be made directly to the school and entitles you to a 5% tuition discount.
2. 12 automatic monthly payments through the FACTS Tuition Management Plan. Payments will start in July and may be processed on either the 5th or the 20th of each month. There is a \$41 per year, per family charge from FACTS for using this option.

If you choose to budget through FACTS, you will authorize automatic bank payments directly from your bank account for your monthly tuition bill. Please be assured that neither FACTS nor the school will have any direct access or any knowledge about the status of your bank account. It is simply a pre-authorized bank to bank transfer of funds. Please read the FACTS brochure for more details.

TUITION ASSISTANCE POLICY

At Dominion Classical Christian Academy, we believe that families from all income levels should have the opportunity to enroll at the school. Thus, Dominion will actively seek donations to fund our financial assistance efforts. As funds are available, we will provide tuition assistance to families on a first-come, first-served basis. Levels of financial assistance offered will depend on a number of factors including total (gross) family income, number of family members, number of children enrolled at Dominion, and any additional extraordinary financial circumstances. Dominion uses an outside consulting service to assist in accurately determining a family's level of financial need for tuition assistance. When the outside service reports on a family's financial needs, the Tuition Assistance Committee will then review the recommendations made by the consulting service and submit them to the board.

It is expected that families will pursue every other available means of financial assistance (family, local scholarship funds, etc.) prior to applying for aid directly from Dominion. If other assistance is available to a family, the school expects the family to utilize it to make more of the school's funds available to other families in need.

Generally, every family will be expected to pay a minimum of fifty percent (50%) of the total tuition, regardless of the amount of assistance for which they qualify.

If a family qualifies for assistance from other

scholarship sources or financial aid funds (other than Dominion), these funds will be used to reduce the amount of assistance taken directly from Dominion and will not necessarily reduce the family's tuition obligation to the school. Generally, every family must pay the minimum amount determined by the assessment.

To apply for financial assistance, simply complete the financial aid application (available online; instructions available from the school office). Returning families who submit applications for tuition assistance by the established deadline will be given first priority in the distribution of financial aid. New families who submit applications for tuition assistance early in the Dominion admissions process will be given next priority in the distribution of available funds. The board will have final authority to allocate financial aid. The purpose of tuition assistance is to provide financial aid for tuition expenses to families with demonstrated legitimate financial need. Those families receiving tuition assistance will be encouraged to gradually reduce their dependence on financial aid from the school.

ADMISSIONS PROCEDURES AND GUIDELINES

Admission Procedure:

1. Attend a Dominion Informational Meeting and read the Dominion Classical Christian Academy Student/Parent Handbook, Dominion Statement of Faith and *An Introduction to Classical Education: A Guide for Parents*. Speak to the school headmaster or board if you have any questions about classical Christian education in general or about Dominion in particular.
2. Pray for the Lord's guidance in this decision for your family.
3. Complete the Application for Admission and other applicable documents and return them to the school office with a \$100.00 per child non-refundable application fee. If applicable, also submit an online Application for Financial Assistance to our consultant (see Dominion website for details).
4. Upon receipt of your completed Admission Applications, other required documents, and fee (and financial assistance application, if applicable), a family interview with the board/headmaster will be scheduled.
5. At the interview, the family's questions about Dominion will be answered, and the school's expectations will be clarified. Each parent and student(s) must participate in the family interview.
6. Math, reading, and writing entrance

assessments will be administered as part of the admissions process to determine that the student is at least on grade level in basic academic skills.

7. The school will contact the parents with the decision regarding acceptance. If accepted, the family will receive a letter of acceptance and an Enrollment Contract. The school will also notify parents with respect to decisions regarding any requests for financial assistance.
8. The Enrollment Contract must be signed and returned to the school with the registration fee (\$100 for K4, \$150 for K5 and \$200 for grades 1-7). All financial arrangements between the family and the school must be clearly understood before the admissions process is considered final. Families are strongly urged to attend the annual parent orientation meeting held at the beginning of the new school year.

Admission Requirements for Students:

1. Generally, a child should reach the age of five (5) years by September 1st of the year in which he enters kindergarten at Dominion. All children applying for admission to Kindergarten must perform satisfactorily on the Dominion Kindergarten Entrance Assessment.
2. Generally, a child who has not completed kindergarten at Dominion should reach the age of six (6) years by September 1st of the year in which he enters first grade at Dominion.
3. If a child has successfully completed the previous school year, he will generally proceed to the next grade level. New students will be assessed individually so that they can be challenged with curricula appropriate to their needs and abilities.
4. The child should understand that his parents have delegated their authority to Dominion Classical Christian Academy while the child is in school. He is therefore subject to instruction and discipline of the teachers and staff while at school.
5. All students entering the seventh through twelfth grades will be required to sign the “Student Code of Citizenship” prior to final enrollment at Dominion.

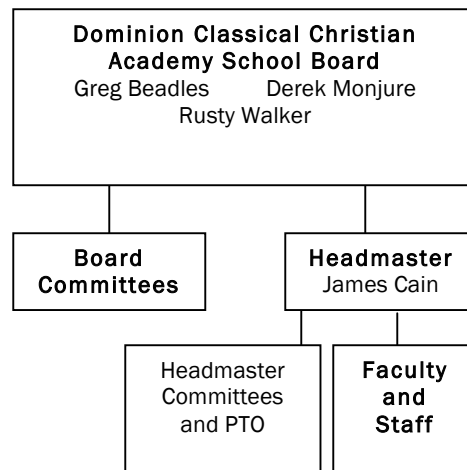
Admission Requirements for Parents:

1. During the family interview with the board or headmaster at least one parent must be willing and able to clearly articulate a saving relationship with Jesus Christ. Both parents should have a clear understanding of the biblical philosophy and functioning of Dominion Classical Christian Academy. Both parents must read the “Statement of Faith” and accept that it constitutes the doctrinal beliefs of the school

and that its truths will be purposefully and clearly taught to their children who are enrolled at Dominion Classical Christian Academy. These matters will be reviewed in the personal interview.

2. The parents must be willing to cooperate with the policies of the school board. This is most important in the areas of discipline and schoolwork.
3. Parents must understand the school’s commitment to parental responsibility for their child’s education. Dominion Classical Christian Academy exists to assist parents in the task of educating their children, not to take over responsibility for the education of their children.
4. Prior to final admission of the student(s), both parties should clearly understand the financial arrangements between the school and the parents.

ORGANIZATIONAL CHART FOR DOMINION CLASSICAL CHRISTIAN ACADEMY



Dominion Classical Christian Academy School Board

The Board of Directors is responsible for overseeing the affairs and operation of the school in accordance with Scripture, the school’s Bylaws, foundational documents, and Statement of Faith. The Board will be comprised of at least three members. The Board regularly examines the school’s policies, programs, and curricula to insure their consistency with the school’s mission and philosophy, and the Board relies on the administration of the school for implementation of these policies. Because of the corporate nature of the Board, any single member, as an individual, has no authority over the school in any capacity.

Headmaster

The Headmaster reports to the Board and is directly responsible for the day-to-day operations of the school, policy development and implementation, management of curriculum development and implementation, school programs, admissions, and so on.

NON-DISCRIMINATION POLICY

Dominion Classical Christian Academy admits students of any race, color, national and ethnic origin to all 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 programs, financial assistance and loan programs, athletic programs, and other school administered programs and activities.

THE ASSOCIATION OF CLASSICAL AND CHRISTIAN SCHOOLS

Dominion Classical Christian Academy is a member of the Association of Classical and Christian Schools. The ACCS is an association of Christian schools whose primary mission is to promote, establish, and equip schools committed to a classical approach to education in the light of a Christian worldview grounded in the Old and New Testament Scriptures. The mission of the association is both to promote the classical approach, and to provide accountability for member schools to ensure that our cultural heritage is not lost again. The ACCS seeks to set an educational standard for a unified and directed approach to classical and Christian learning.

Requirements for membership in the ACCS are as follows:

- a. Demonstrated conformity to the curriculum of the Trivium as set forth in the ACCS Mission Statement.
- b. Demonstrated commitment to furthering the work of the ACCS, its goals, purposes, mission and objectives.
- c. A commitment to a full K – 12 program.
- d. A commitment to a minimum of two years of Latin or ancient Greek required for each student.
- e. A commitment to a minimum of one year of formal logic required in the secondary program (grades 7 – 12).
- f. A commitment to a minimum of one year of rhetoric required in the secondary program (grades 7 – 12).
- g. Approval for membership must be by a four-fifths vote of the ACCS Board of Directors.

GEORGIA ASSOCIATION OF CHRISTIAN SCHOOLS

Dominion Classical Christian Academy is a member of the Georgia Association of Christian Schools (GACS). The mission of GACS is to assist its members in training students to honor and glorify the Lord Jesus Christ in all that they do. In addition to providing accreditation and teacher certification programs, GACS administers several interscholastic competition programs, including fine arts and athletics.

Dominion is pursuing accreditation in stages, beginning with the grammar level (K-6).

SUGGESTED READINGS IN CLASSICAL AND CHRISTIAN EDUCATION

The Lost Tools of Learning (essay), by Dorothy Sayers

Recovering the Lost Tools of Learning, by Douglas Wilson

The Paideia of God, by Douglas Wilson

Repairing the Ruins, edited by Douglas Wilson

Norms and Nobility, David V. Hicks

The Christian Mind, Harry Blamires

Climbing Parnassus, by Tracy Lee Simmons

On Education, by John Milton

An Introduction to Classical Education, by Christopher A. Perrin

How Should We Then Live?, by Francis A. Schaeffer

Amusing Ourselves to Death, by Neil Postman

The Abolition of Man, by C.S. Lewis

Wisdom and Eloquence, Robert Littlejohn and Charles Evans

Association of Classical and Christian Schools (www.accsedu.org)