

Classical School of Wichita

6355 E. Willowbrook
Wichita, Kansas 67218
316-773-9279
www.cswsaints.com



STUDENT-FAMILY HANDBOOK

*Restoring the Lost Tools of Learning,
Cultivating Wisdom and Virtue through Proven Methods,*

“Taking every thought captive to the obedience of Christ”

CONTENTS

I. Foundational Information

| | |
|--|----|
| Organizational Structure | 4 |
| Educational Philosophy | 4 |
| Statement of Faith | 5 |
| Chapter One of the Westminster Confession of Faith | 5 |
| Chapter Two of the Westminster Confession of Faith | 6 |
| Mission Statement | 7 |
| School Goals | 7 |
| School Vision | 7 |
| Aesthetic Vision | 8 |
| What do we mean by Classical? | 9 |
| “Lost Tools of Learning” Chart | 9 |
| Parental Involvement | 10 |
| Activities Philosophy | 10 |
| School Affiliation | 11 |
| Statement of Non-Discrimination | 11 |

II. Academic Information

| | |
|--|----|
| Curriculum Goals for Grades K-6 | 13 |
| Attendance Requirements | 16 |
| Homework Philosophy & Guidelines | 16 |
| Late-work, Extra-Credit & Test Retakes | 17 |
| Promotion to Next Grade | 17 |
| New Students | 17 |
| Current Students | 18 |
| 7th & 8th Grade Classes | 19 |
| High School Graduation Requirements | 19 |
| High School Graduation Course Chart | 20 |
| Grade Reporting, Honors & Awards | 21 |
| Academic Probation | 21 |
| Controversial Subjects | 22 |
| Learning Disabilities | 22 |
| Annual Standardized Testing | 22 |

General Information

| | |
|---------------------------------------|----|
| School Hours | 24 |
| Emergency Closing of the School | 24 |
| Fire and Tornado Drills | 24 |
| Visitors to the School | 24 |
| Intra-School Communication | 24 |
| Leaving School Early/Family Vacations | 25 |
| Student Drivers | 25 |
| Student Health Records | 25 |
| Serious Diseases | 26 |
| Minor Illnesses | 26 |
| Homeschool Extension | 26 |

Student Information

| | |
|--------------------------------|----|
| Code of Conduct | 28 |
| Dress Code | 29 |
| Check In/Out Guidelines | 33 |
| Electronic Device Policy | 33 |
| Discipline | 35 |
| Comprehensive Grievance Policy | 37 |
| House System | 37 |

Appendix

| | |
|-------------------------------|----|
| 9-12th Grade Course Offerings | 39 |
|-------------------------------|----|

I. FOUNDATIONAL INFORMATION

ORGANIZATIONAL STRUCTURE

The Classical School of Wichita Association is a private, tax-exempt organization registered with the State of Kansas and is the owner of Classical School of Wichita (CSW).

The CSW Association is comprised of current members of the Board of Directors, school staff under contract, parents of current students, and patrons whose cumulative donations exceed \$5,000.

The Board of Directors is comprised of not more than 7 members. Operational guidelines and responsibilities of the BOD are presented in the CSW Association Bylaws.

The Head of School is appointed and hired by the BOD to oversee the day-to-day operations of the school.

EDUCATIONAL PHILOSOPHY

We believe that it is important that parents scrutinize the foundational beliefs of any school in which they enroll their child(ren). Below are the most important philosophical elements that we at Classical School of Wichita believe distinguish our approach to education.

- We believe that the Bible clearly instructs parents 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 up and educates children (Eph.6:1-4). Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
- We believe that God's character is revealed not only in His Word, but also in every facet of the creation. We teach that all knowledge is interrelated and can instruct us about God Himself.
- God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore we seek to challenge children individually at all levels and teach them how to learn, by using the centuries-old, proven classical method (see Goals), incorporating instruction in Latin, Logic and Rhetoric.
- 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 includes biblical principles of discipline.
- We are committed to a K-12 program because we believe that as long as a child is under the parents' authority and undergoing formal education, she/he should be trained biblically (Deut. 6:6,7; Prov. 22:6).

Above all, parents can be confident that their students, at every stage of their development in school, will be loved with Christ's love in Classical School of Wichita.

STATEMENT OF FAITH

The statement of faith (below) adopted by the CSW Association is taken directly from the CSW bylaws, and is limited to primary Christian doctrine central to the Christian faith:

Association General Statement of Faith

The Apostle's Creed: We believe in God the Father Almighty, Maker of heaven and earth; and in Jesus Christ His only Son, our Lord. Jesus Christ was conceived by the Holy Spirit, and was born of a virgin, Mary. He suffered under Pontius Pilate, was crucified, died, and was buried. He descended into Hades, and on the third day He rose again from the dead. He ascended into Heaven, where He sits at the right hand of God the Father Almighty. From Heaven He shall come to earth again to judge the living and the dead. We believe in the Holy Spirit, one holy Christian church, the communion of all true saints, the forgiveness of sins, the resurrection of the body, and the gift of everlasting life.

We believe the Bible to be the only inerrant Word of God. It is our only authoritative rule for faith and practice.

We believe that there is one God, eternally existent in three Persons; Father, Son and Holy Spirit. He is omnipotent, omnipresent, and omniscient. In all things He is limited by nothing other than His own nature and character. We believe the God we serve is holy, righteous, good, loving, and full of mercy. He is the Creator, Sustainer, and Governor of everything that has been made.

We believe in the true deity and full humanity 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.

We believe that because of Adam's sin all mankind is in rebellion against God. For the salvation of such lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.

We believe that salvation is by grace through faith alone, and that faith without works is dead.

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

We believe in the resurrection of both the saved and the lost; those who are saved to the resurrection of life, and those who are lost to the resurrection of damnation.

We believe in the spiritual unity of all believers in our Lord Jesus Christ.

Chapter One of the Westminster Confession of Faith: "Of the Holy Scripture"

"The light of nature, and the works of creation and providence, clearly manifest the goodness, wisdom, and power of God, so as to leave men inexcusable. Yet such manifestations are not sufficient to give that knowledge of God, and of His will, which is necessary for salvation. Therefore it pleased the Lord, at assorted times, and in various ways, to reveal Himself, and to declare His will to His Church. And afterwards, for the better preserving and propagating of the truth, and for the more certain establishment and comfort of the Church against the corruption of the flesh, and the malice of Satan and of the world, it pleased Him to commit this revealed will to writing. This makes the Holy Scripture to be most necessary, because the former ways of God's revealing His will to His people are now ceased.

Under the name of Holy Scripture, or the Word of God in written form, are all the books of the Old and New Testaments, which are Genesis through Malachi, and Matthew through Revelation, respectively. All these books are given by inspiration of God, to be the rule of faith and life.

The books commonly called the Apocrypha, not being of divine inspiration, are no part of the canon of Scripture. Therefore they are of no authority in the Church of God, nor are they to be more approved, or made use of, than other human writings.

The authority of the Holy Scripture, on account of which it ought to be believed and obeyed, does not depend on the testimony of any man or church, but entirely upon God, who is Truth itself, and the author of truth. It is therefore to be received, because it is the Word of God.

We may be moved and induced by the testimony of the Church to a high and reverential esteem of the Holy Scripture. We may also be moved by the heavenliness of the matter, the efficacy of the doctrine, the majesty of the style, the consent of all its parts, the scope of the whole (which is to give all glory to God), the full revelation it makes of the only way of man's salvation, its many other incomparable excellencies, and the entire perfection of it. All these are arguments whereby it abundantly evidences itself to be the Word of God. Yet, notwithstanding, our full persuasion and assurance of the infallible truth, and divine authority of the Word, is from the inward work of the Holy Spirit, bearing witness by and with the Word in our hearts.

The whole counsel of God, concerning all things necessary for His own glory, man's salvation, faith, and life, is either expressly set down in Scripture, or it may by good and necessary consequence be deduced from Scripture. Nothing at any time is to be added to this, whether by "new revelations" of the Spirit, or by traditions of men. Nevertheless, we acknowledge the inward illumination of the Spirit of God to be necessary for the saving understanding of such things as are revealed in the Word. We also acknowledge that there are some circumstances concerning the worship of God, and the government of the Church, common to human actions and societies, which are to be ordered by the light of nature and Christian prudence, according to the general rules of the Word, which are always to be observed.

All things in Scripture are not equally plain in themselves, nor equally clear to all. Yet those things which are necessary to be known, believed, and observed, for salvation, are so clearly propounded and set forth in some place of Scripture or other, that not only the learned, but also the unlearned, in a normal use of ordinary means, may come to a sufficient understanding them.

The Old Testament in Hebrew and Aramaic (which were the native languages of the people of God of old), and the New Testament in Greek (which at the time of writing was most generally known to the nations), were immediately inspired by God, and by His singular care and providence were kept pure in all ages, and are therefore authentic. Therefore, in all controversies of religion, the Church is finally to appeal to them alone. But these original tongues are not known to all the people of God, who have right to, and interest in, the Scriptures, and are commanded, in the fear of God, to read and search them. Therefore they are to be translated in to the common language of every nation to which they come. Thus the Word of God will dwell plentifully with all, and they will worship Him in an acceptable manner, and, through patience and comfort of the Scriptures, they will have hope.

The infallible rule of interpretation of Scripture is the Scripture itself. Therefore, when there is a question about the true and full sense of any passage of Scripture, it must be searched and known by other places that speak more clearly.

The supreme Judge, by which all controversies of religion are to be determined, and all decrees of councils, opinions of ancient writers, doctrines of men, and private spirits, are to be examined, and under whose sentence we are to rest, can be none other than the Holy Spirit speaking in the Scriptures.”

Chapter Two of the Westminster Confession of Faith: “Of God and the Holy Trinity”

There is only one living and true God, infinite in being and perfection, a most pure Spirit, and invisible. He is without body, parts, or passions, immutable, immense, eternal, incomprehensible, almighty, most wise, most holy, most free, and most absolute. He works all things according to the counsel of His own immutable and most righteous will, for His own glory. He is most loving, gracious, merciful, long-suffering, abundant in goodness and truth, forgiving iniquity, transgression, and sin. He is the rewarder of those who diligently seek Him. In all, He is most just and terrible in His judgments, hating all sin, and He will by no means clear the guilty.

God has all life, glory, goodness, blessedness, in and of Himself. He alone is in and unto Himself all-sufficient, not standing in need of any creatures which He has made. He does not derive any glory from them, but only manifests His own glory in, by, unto, and upon them. He is the only fountain of all being, of whom, through whom, and to whom, are all things. He has most sovereign dominion over them, to do by them, for them, or upon them, whatever He pleases. In His sight all things are open and manifest; His knowledge is in-

finite, infallible, and independent of the creature. Nothing is to Him contingent or uncertain. He is most holy in all His counsels, in all His works, and in all His commands. To Him is due from angels and men, and every other creature, whatever worship, service, or obedience He is pleased to require of them.

In the unity of the Godhead there are three persons, of one substance, power, and eternity - God the Father, God the Son, and God the Holy Spirit. The Father is from none, neither begotten nor proceeding. The Son is eternally begotten by the Father; as the Word of God, He is eternally spoken by the Father. The Holy Spirit eternally proceeds from the Father and the Son.

MISSION STATEMENT

Functioning as an extension of the family, CSW's mission is to operate a K-12 school that cultivates wisdom and virtue in its students by nourishing their hearts and minds on truth, beauty, and goodness so that in Christ they can glorify God and enjoy Him forever.

SCHOOL GOALS

"A Classical and Christ-Centered Education"

CHRIST-CENTERED

In all its levels, programs, and teaching, Classical School of Wichita seeks to:

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

CLASSICAL

In all its levels, programs, and teaching, Classical School of Wichita seeks to:

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

Definitions:

Grammar: the fundamental rules and particulars of each subject.

Logic: the ordered relationships of particulars in each subject and between subjects.

Rhetoric: how the grammar and logic of each subject may be clearly and compellingly expressed and applied.

SCHOOL VISION

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding, who reason persuasively and articulate precisely, who are capable of evaluating their entire range of experience in the light of the Scriptures, and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be un-swayed towards evil by the former. We aim to find them well-prepared in all situations, possessing both information and the knowledge of how to use it. We desire that they be socially graceful and spiritually gracious, equipped with an understanding of the tools of learning, and desiring to grow in wisdom--yet fully realizing the limitations and foolishness of the wisdom of this world. We desire that they have a heart for the lost and the courage to seek to

dissuade those who are stumbling towards destruction, that they distinguish real religion from religion in form only, and that they possess the former, knowing and loving the Lord Jesus Christ. All these we desire them to possess with humility and gratitude to God.

We aim to cultivate these same qualities in our staff. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand classical education, how it works in their classroom and how their work fits into the whole. We desire that they possess a lifelong hunger to learn and grow and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God.

We aim to cultivate in our parents a sense of responsibility for the school and to see them well informed about the goals of our classical and Christ-centered approach. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our community, we seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding and to bring honor to our Lord in all our endeavors.

AESTHETIC VISION

The apostle Paul instructs us to set our minds on that which is true, noble, just, pure, lovely; we are to meditate on those things that are of good report, virtuous, or praiseworthy. As a classical and Christian school, we have particular duties in this regard; we have been entrusted by our school parents with the responsibility to help train and discipline the minds of their children. We understand that the loveliness and nobility enjoined by the apostle involve more than just “spiritual” truths, and that our duty as a school includes the discipline of aesthetic education.

We therefore affirm that within the triune God reside all ultimate loveliness and beauty. As His creatures we are to serve and worship Him in all that we do in the beauty of holiness. He has created us in His own image, and requires us to strive to imitate Him in all that we do, and this includes the duty of understanding our responsibilities to appreciate and create objects of loveliness.

In the education we provide, we therefore deny all forms of aesthetic relativism. At the same time, we affirm our limitations as creatures. This means that in any work of art containing true beauty, only God knows exhaustively all that is beautiful about the work, while we see the beauty only partially. Because different human observers see different “partialities,” this creates an illusion of subjectivity. Because our vision of the beautiful must necessarily be partial, we seek to instruct our students to make all aesthetic judgments in humility. At the same time, we want to train them on their responsibility to make grounded and informed aesthetic judgments, rejecting all forms of principled ugliness or aesthetic nihilism.

We seek to teach the importance of aesthetic standards in all activities associated with the school, striving for that form of excellence suitable to each activity. This obviously dictates a strong emphasis throughout our curriculum on the fine arts -- music, painting, sculpture, drama, poetry -- with the attendant responsibilities of the students including study, meditation, and memorization. But our emphasis on aesthetics also extends to more mundane matters -- the cleanliness and decoration of classrooms, student dress, athletic competition, handwriting, etc. In all this, we aim to teach our students the reasons for what we require, and not just impose the bare requirement. We deny that beauty and goodness can be separated, and that those things in the culture that are ungodly cease being beautiful or have only apparent beauty.

The standards we use in determining what we consider to be aesthetically valuable include conformity to the standards of Scripture, historical durability and the approval of many minds over generations, a balance of complexity and simplicity, also dignity, metaphorical strength, harmony, subtlety, and the power to evoke love of truth and goodness.

WHAT DO WE MEAN BY CLASSICAL?

In the 1940's the British author, Dorothy Sayers, wrote an essay titled "The Lost Tools of Learning." In it she not only calls for a return to the application of the seven liberal arts of ancient education, the first three being the "trivium" - grammar, logic, rhetoric - she also combines 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 (see chart that follows).

"LOST TOOLS OF LEARNING" CHART

Derived from *The Lost Tools of Learning* by Dorothy Sayers (compiled by Tom Garfield)

| STAGE / GRADE | STUDENT CHARACTERISTICS | TEACHING METHODS |
|--|---|--|
| BEGINNING GRAMMAR <hr/> K-2 nd Grade 4-8 years | Obviously excited about learning Enjoys games, stories, songs, projects Short attention span Wants to touch, taste, feel, smell, see Imaginative, creative Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss) | Guide discovering Explore, find things Use lots of tactile items to illustrate point Sing, play games, chant, recite, color, draw, paint, build Use body movements Short, creative projects Show and Tell, drama, hear/read/tell stories Field trips Lay conceptual understanding of letters, numbers, associated meanings |
| GRAMMAR <hr/> 3 rd -6 th Grade 9-11 years | Excited about new, interesting facts Likes to explain, figure out, talk Wants to relate own experiences to topic, or just to tell a story Likes collections, organizing items Likes chants, clever, repetitious word sounds Easily memorizes Can assimilate another language well | Lots of hands-on work, projects Field trips, drama Make collections, displays, models Integrate subjects through above means Teach and assign research projects Recitations, memorization Drills, games Oral/written presentations |
| LOGIC <hr/> 7 th -9 th Grade 12-14 years | Still excitable, but needs challenges Judges, critiques, debates, critical Likes to organize items, others Shows off knowledge Wants to know "behind the scenes" facts Curious about Why? for most things Thinks, acts as though more knowledgeable than adults | Time lines, charts, maps (visual materials) Debates, persuasive reports Drama, reenactments, role-playing Evaluate, critique (with guidelines) Formal logic Research projects Oral/written presentations Guest speakers, trips |
| RHETORIC <hr/> 10 th -12 th Grade 15-18 years | Concerned with present events, especially in own life Interested in justice, fairness Moving toward special interests, topics. Can take on responsibility, independent work Can do synthesis Desires to express feelings, own ideas Generally idealistic | Drama, oral presentations Guide research in major areas with goal of synthesis of ideas Many papers, speeches, debates Give responsibilities, e.g. working with younger students, organize activities In-depth field trips, even overnight World view discussion/written papers |

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 *non-A*. In history, time is linear, not cyclic. Each subject has its own grammar, which we require the students to learn.

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

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

PARENTAL INVOLVEMENT

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

The family unit is ordained by God and has the high calling of bringing forth and raising up children. The board and staff at CSW do not function above parental authority, but partner with parents in the education of their children. Therefore, CSW seeks to involve the parents of our students in the school's regular and special programs. Ways parents may be involved in the school: home room parents, library aides, guest speakers, field trip hosts or chaperones, teacher aides.

Communication with parents is essential. Teachers are encouraged to communicate frequently with parents, either in writing or verbally, regarding class procedures and student progress.

ACTIVITIES PHILOSOPHY

Our objectives/standards and vision statements reflect the educational mission of our school, and we seek to use academics, athletics and other activities as instruments to accomplish them. Conversely, if any element of our program inhibits our ability to fulfill our objectives, that element will be revised.

Our athletic, physical education and other activities are considered important for our classical and Christian curriculum. The training of the body has been part of the classical approach from the beginning. Our goal is to educate students in all aspects of life, with the Scriptures at the center of all things as the point of integration. We have the same standard for our activities program and physical education classes and see this point of integration as particularly important.

Parents are responsible for the transportation of their student (student-athlete) to and from athletic events. Carpooling is at the discretion of the parents.

SCHOOL AFFILIATION

Classical School of Wichita is a member of the Association of Classical and Christian Schools (ACCS). Parents may learn more about ACCS at www.accsedu.org.

STATEMENT OF NON-DISCRIMINATION

Every individual is unique, created as an image-bearer by Almighty God; therefore, Classical School of Wichita does not discriminate on the basis of race, color, sex, national or ethnic origin in the administration of its personnel, admission, activity, financial assistance, and education policies or any other school-administered program.

Harassment through verbal, written, or physical conduct directed at a person's ethnicity or color will not be tolerated on school grounds or in school classrooms/functions.

II. ACADEMIC INFORMATION

CURRICULUM GOALS IN GRADES K-6

Consistent with the Grammar stage methodology (see School Goals), we have divided each area below into Goals and Memory sections. The Goals are those basic principles we seek to achieve throughout the seven years of grammar school, K - 6. The Memory section contains an abbreviated list of material (the Grammar) we seek to have the students commit to memory within that subject area.

I. BIBLE:

A. GOALS: We seek to have students:

1. Read the actual text for themselves.
2. Read/study the Bible regularly and consistently.
3. Understand the verses in context, along with other good interpretation principles.
4. Let the Scriptures speak for themselves with clarification by the teacher.
5. Know the richness and requirements of the Bible.
6. Understand and accept the means by which God accomplishes salvation.
7. Realize that no one comes to the Father, except through the Son, and to grow in his/her knowledge and love of Him.

B. MEMORY: 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 events of the Gospels: Jesus' birth, miracles, crucifixion, resurrection, etc.
5. The Ten Commandments.
6. Key dates and their significance in history.

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 an emphasis on writing by requiring 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.
5. Build and maintain a Cumulative Elementary Spelling List that includes the most critical words taught by teachers in grades K-6 for review and spelling tests.

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. We seek to: Use phonics as the fundamental process for teaching students to read.
2. Encourage students to read correctly as soon as possible (kindergarten and first grade).
3. Introduce students to high-quality children's literature as soon as possible.
4. Carefully monitor the student's reading ability to ensure she/he is at a reasonable level, is comprehending adequately and reading fluently, both orally and silently. This includes the proper use of word-attack skills.
5. Integrate 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 teaching students to recognize the characteristics of such literature.
7. Build and maintain clear criteria for the selection 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 the sixth grade.

B. MEMORY: The students will recall:

1. The vowels and their sounds.
2. The consonants and their sounds.
3. The 70 basic phonograms and their sounds.
4. The definitions of plot, character, fiction, non-fiction, biography, etc.
5. Oral reading skills.

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

B. MEMORY: The students will recall:

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

V. MATHEMATICS:

A. GOALS: We seek to:

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

B. MEMORY: The students will recall:

1. Four basic mathematics properties--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 students that God is in control of History and He will determine its ultimate outcome.
2. Enable students to see God's hand in the history of the world, specifically by illustrating the effect His people have had on history.
3. Broaden the students' understanding of history and geography as the students mature, by deepening the level of exposure and research into various topics from kindergarten through sixth grade.

4. Make history and geography "come alive" for 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 states in the 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.
5. Preambles to the Declaration of Independence and the U.S. Constitution.

VII. SCIENCE:

A. GOALS: We seek to:

1. Teach the biblical creation account as true and the theory of evolution as creative/causal as false.
2. Show 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.
3. 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, rudimentary elements of science.
4. Use many forms of instruction to teach science: identifying, classifying, categorizing, integrating with history and math, experiments, demonstrations, collecting, illustrating, field trips, and guests.

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 our students the fundamentals of drawing to enable them to create adequate renderings.
2. Encourage students to appreciate and imitate the beauty of the Creation in their own work.
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. At least four famous artists.

IX. MUSIC:

A. GOALS: We seek to:

1. Train students to sing knowledgeably, joyfully, and skillfully to the Lord.
2. Instruct students in the fundamentals of vocal music and proper vocal production.
3. Enrich the teaching of Scripture through the teaching of classic, meaningful hymns and theologically sound choral literature.
4. Encourage students to select some area of music, vocal or instrumental, to pursue on their own.

B. MEMORY: The students will recall:

1. Basic note values

2. Note names of the treble staff
3. Common music vocabulary and symbols; e.g. forte, piano, staccato, legato, etc.

X. PHYSICAL EDUCATION:

A. GOALS: We seek to:

1. Teach students basic exercises and game skills (e.g. throwing, hitting, kicking, catching, etc.)
2. Teach and encourage students to establish and maintain good health and nutritional habits.
3. Enhance biblical patterns of behavior through activities requiring cooperation, teamwork, and good sportsmanship.

B. MEMORY: The students will recall:

1. The benefits that specific exercises provide for various body parts.
2. The function of different muscles and how to strengthen them.

ATTENDANCE REQUIREMENTS

Because CSW's instructional program is progressive and sequential, each class period contributes to meeting the overall curriculum objectives of CSW. Therefore, it is necessary to encourage student attendance in all prescribed classes. However, we realize that absences are sometimes necessary.

Planned absences are the result of a parent excusing their student from attendance at school for reasons that are foreseeable. Doctor or dentist visits that require appointments are examples. The school office should be notified in advance of all such absences. An unplanned absence is defined as any unforeseeable absence (for example, illness or family emergency).

Full-time students seeking graduation from CSW are expected to attend all prescribed classes; i.e., parents or students may not choose which or how many classes the student attends. If the school office is not notified of the reason for the student's absence from school, the absence will be considered an unplanned absence. Students failing to attend 85% of scheduled classes may be denied course credit.

HOMEWORK PHILOSOPHY & GUIDELINES

Below are the primary reasons for homework:

1. Students often need additional practice in specific new concepts, skills, or facts. Often, there is not enough time in a school day to do as much practice as may be necessary for mastery.
2. Repeated, shorter periods of practice or study of new information are beneficial and are often a better way to learn than one long period.
3. Since parental involvement is critical to a child's education, homework is an opportunity for parents to actively assist their child in his/her studies and also keeps the parents informed as to topics of study in the class.

The necessity for doing homework will vary from grade to grade and from student to student. Generally, homework should be assigned for an entire class and not on an individual basis, except for individual remediation or enrichment. Due dates for assignments apply to the entire class, with allowance for illness or emergency.

Teachers are to avoid assigning homework for which the student's only option is to work on it on Saturday or Sunday. This does not refer to pre-announced tests for which the student may wish to study.

A student assignment book will be used on a daily basis by the student to track assignments and due dates.

In the Logic and Rhetoric Schools (grades 7-12), readings in most subject areas are required. Completing these readings constitutes significant homework.

The guide below is an approximation, realizing that some students may require more or less time to complete homework.

| <i>GRADE</i> | <i>APPROXIMATE HOURS PER WEEK</i> |
|--------------|---|
| K | NONE |
| 1-2 | 2 hours |
| 3-4 | 3 hours |
| 5-6 | 5 hours |
| 7-12 | 2 hours per unit of course work (12-14 hours) |

LATE-WORK, EXTRA-CREDIT & TEST RETAKES

Late-work will be graded at 70% of its value had it been completed and turned in on time. Late-work must be completed and turned in to the teacher the next school day after the deadline. Failure to do so results in a mandatory zero for that work/assignment. Extenuating circumstances will be adjudicated by the teacher and/or Head of School.

Students receive two school days to make up work for each day absent from school due to sickness or parent-imposed absence from school. The late-work policy is applied after any make up days.

Generally, extra-credit work is not granted at Classical School of Wichita.

Test retakes are not administered unless the classroom teacher grants it to all students on the same test.

PROMOTION TO NEXT GRADE

NEW STUDENTS

For students who have not been enrolled at CSW previously, the following are criteria in order for the student to be accepted into the successive grade level at CSW.

- Documentation showing successful completion of the previous grade by a proficiency of at least 70% in reading, math, and English. Documentation should also show grades of at least 60% in science and social studies (history and/or geography).
- Grade reports that do not show percentages or letter grades will be reviewed on an individual basis.
- If the student has taken standardized tests, the student should have earned national percentiles of at least 50% in reading, math, and language arts.

If there is doubt regarding the student's readiness for the prospective grade level, the student will be tested in the areas of reading, math, and language arts to compare new student scores with anticipated CSW grade-level peers. A new student's report card, previous standardized test scores and the results of in-school testing will be combined to determine the best grade level at CSW for the student to enter.

If the data are not satisfactory for promotion, the parents will be encouraged to consider having their child retained at the previous grade, since CSW's academic program may be a challenge for such a student. (Any existing areas of academic challenge for the student would be compounded by promotion to the next grade at CSW.) Ultimate grade placement is the prerogative of CSW.

CURRENT STUDENTS

A current student is classified as being enrolled in CSW during the current year or within the last two academic years. The following criteria must be met to be accepted into the successive grade level.

Elementary:

- Pass at least three quarters each of reading, math, and grammar and/or composition and have at least a 70% average for the entire year in each of these subjects.
- Pass at least three quarters each of history/geography, and science.
- Failure to pass at least two quarters each in Latin, Bible, Spelling, Art, Music or PE will necessitate summer remediation, at the recommendation of the teacher and administration.

Into Kindergarten: Demonstrate sufficient developmental and cognitive maturity to be able to meet the curriculum objectives for kindergarten. Developmental screening is required.

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 Fourth Grade: Cumulative mastery of above requirements, plus demonstrable proficiency in necessary composition skills

Fourth to Fifth Grade: Cumulative mastery of above requirements, plus demonstrable proficiency in necessary composition skills.

Fifth to Sixth Grade: Cumulative mastery of above requirements, plus demonstrable proficiency in necessary composition skills.

Sixth to Seventh Grade: Cumulative mastery of above requirements, plus demonstrable proficiency in necessary composition skills. In addition, comprehensive mastery tests may be administered to assess the student's readiness for entering the CSW School of Logic.

Logic & Rhetoric Students (Grades 7-12) are promoted based upon course pass/fail.

Appeals for diverging from the requirements of this policy will be submitted to the Head of School.

TYPICAL CLASSES FOR FULL-TIME STUDENTS IN 7th & 8th GRADES

| | | | | | | | |
|-------------------------------|-------------|-----------|----------|---------------|-------|---------|---------------|
| 7th Grade Core Classes | Pre-Algebra | Omnibus I | Latin II | Composition I | Bible | Logic I | Earth Science |
| Electives | Art | Drama | Choir | PE | | | |

| | | | | | | | |
|-------------------------------|-----------|------------|-----------|----------------|-------|----------|------------------|
| 8th Grade Core Classes | Algebra I | Omnibus II | Latin III | Composition II | Bible | Logic II | Physical Science |
| Electives | Art | Drama | Choir | PE | | | |

HIGH SCHOOL GRADUATION REQUIREMENTS

To graduate from CSW, a student must earn 27 credits, many of which are prescribed. Seniors must be enrolled in at least two and a half credits of approved course work each semester.

Transcripts of students who transfer to CSW from another school will be reviewed to ascertain the meeting of graduation requirements.

Students who transfer to CSW from home school may receive credit for work completed previously upon providing sufficient documentation of their work. The Head of School is authorized to accept this work toward CSW graduation requirements provided that it reflects similar course objectives and similar time of study.

CSW credit may be awarded for college coursework in which the student earns a grade of “C” or better. Decisions on all credit from college coursework will be made by the Head of School with prior approval.

CSW High School Graduation Course Chart
Effective for 9th graders beginning in 2016-2017 school year and thereafter

| | Required | Distinguished |
|---------------------------|--|---|
| Science | 4 Credits of Science <ul style="list-style-type: none"> ● Biology I, Chemistry I, Physics ● Chemistry II or Biology II or equivalent | 4 Credits of Science <ul style="list-style-type: none"> ● Biology I, Chemistry I, Physics ● Chemistry II or Biology II or equivalent |
| Mathematics | 4 Credits of Math <ul style="list-style-type: none"> ● Algebra I, Geometry, Algebra II, Pre-Calculus | 4 Credits of Math <ul style="list-style-type: none"> ● Geometry, Algebra II, Pre-Calculus, Calculus or Statistics |
| Language | 3 Credits (2 Consecutive) of Language Courses <ul style="list-style-type: none"> ● Latin ● Spanish ● Greek | 4 Credits of Ancient Language (Greek/Latin). Choose from: <ul style="list-style-type: none"> ● Latin I-IV ● Greek I & II ● Greek III or Latin Readings |
| Omnibus | 4 Credits of Omnibus <ul style="list-style-type: none"> ● Omnibus III, IV, V, & VI | 4 Credits of Omnibus <ul style="list-style-type: none"> ● Omnibus III, IV, V, & VI |
| Bible | 1 Bible credit per year enrolled at CSW | 1 Bible credit per year enrolled at CSW |
| Composition | 4 Credits of Composition <ul style="list-style-type: none"> ● Composition III, Composition IV, Junior Research, Senior Thesis | 4 Credits of Composition <ul style="list-style-type: none"> ● Composition III, Composition IV, Junior Research, Senior Thesis |
| Logic/Rhetoric | 2 Credits of Rhetoric <ul style="list-style-type: none"> ● Rhetoric I & II | 4 Credits of Logic/Rhetoric <ul style="list-style-type: none"> ● Logic III, Rhetoric I & II, Apologetics |
| Physical Education | 1 Credit of Physicals Education (can be substituted for 2 seasons of High School athletics) | 1 Credit of Physicals Education (can be substituted for 2 seasons of High School athletics) |
| Electives | 2 Credits of Electives Choose from: <ul style="list-style-type: none"> ● Art ● Drama ● Choir | 4 Credits of Electives 2 Credits from: <ul style="list-style-type: none"> ● Art ● Drama ● Choir 2 Credits free choice |

1) Students who transfer to CSW from home school or other schools will be awarded graduation credit based on a careful evaluation of documentation and relative equivalency. College course credit may satisfy certain CSW graduation requirements. Decisions on all transfer credit will be made by the school's board and administrative leadership in a timely manner.

2) Students who take high school credit level classes, though still technically in 8th grade, will receive CSW high school credit.

3) Other elective courses may be substituted for graduation credit in Choral Music and Art.

GRADE REPORTING, HONORS & AWARDS

Grade point averages (GPA) for Logic & Rhetoric students are calculated at the end of each semester. The valedictorian and salutatorian honors shall only be awarded to those pursuing the Distinguished Graduation plan (see above). If need arises for a tie-breaker to determine valedictorian, then numeric grades (on the 100-point scale) for their senior year will be consulted.

Grade Point Equivalents

| Percentage | Grade | GPA |
|------------|-------|-----|
| 90-100 | A | 4.0 |
| 80-89 | B | 3.0 |
| 70-79 | C | 2.0 |
| 60-69 | D | 1.0 |
| below 60 | F | 0 |

Grade reports are provided to parents at the end of each quarter. A mid-quarter report will be provided to the parents of students manifesting deficiencies or difficulties of concern to the teacher. Second and fourth quarter progress reports will be sent home either with students or by mail. First and third quarter progress reports will be given to the parents at the parent-teacher conferences, which provide an opportunity to discuss student achievement. Parents may schedule other times for discussion with the teacher as need arises.

For full-time students in grades 7-12, a system of formal honors and awards is maintained and is based on the following:

- a. The Bible affirms stewardship. Therefore, we seek to publicly recognize those students who meet the prerequisites to receive honor.
- b. We hope to motivate good work among all students by demonstrating that such work is noticed and commended.
- c. We want to draw attention to the high quality of work being done by our students, to the glory of God and as commendation to their parents.

| ACCOMPLISHMENT | HONOR/AWARD |
|---|-----------------------------|
| All A's in a semester | Placement on Honor Roll A |
| All A's and not more than 2 B's in a semester | Placement on Honor Roll A-B |
| All year placement on Honor Roll A | Certificate |
| All year placement on Honor Roll A-B | Certificate |

ACADEMIC PROBATION

If a student's cumulative GPA for the quarter is below 2.0, the student will be placed on academic probation during the following quarter. Parents will be notified. If at the end of the next quarter the student's cumulative GPA (for the quarter) has not risen to at least 2.0, there will be a conference including the student, parents, teachers and Head of School to determine subsequent steps. Students who are on academic probation are ineligible to participate in extracurricular activities for two weeks or until their GPA has risen above a 2.0, whichever comes later.

CONTROVERSIAL SUBJECTS

As students reach the logic and rhetoric stages, presentation of all sides of an issue is encouraged. Every student will be challenged to confront epistemological issues. Gentle, respectful, erudite discussion of finer points of doctrine and theology is to be expected and nurtured. No student will be chided for his/her views.

CSW is attentive to the creeds and confessions of the Church and to historical responses to heresies. Students will be exposed to such creeds as the Apostles', Nicene, and Athanasian and such confessions as Westminster, Belgic, and London Baptist of 1689.

Teachers are to serve as a Christian role model. Teachers are never to enter into a debate with students (unless in a role-playing exercise). Even though the teacher may hold strong personal convictions regarding the subject, she/he is to encourage a gracious and scholarly attitude in the students.

If a teacher sees that a subject has arisen that may be controversial or of a sensitive nature, and that discussion of the subject will *not* help achieve the lesson objectives for the class, the teacher will not allow class time for discussion of the topic.

If such a subject arises and the discussion of that topic *will* help achieve the lesson objectives for the class, then the teacher will do the following:

- a. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
- b. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
- c. Encourage students to become knowledgeable of the most widely held views on the topic and direct the students' attention to informed sources on each side of the subject. This may be done in a variety of forms, such as a research papers, guest speakers, reading differing authors, etc.

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.

Students are encouraged to follow up questions they have regarding any controversial subject with their parents and pastor.

LEARNING DISABILITIES

CSW defines a Learning Disability as any exceptionality in a student which does not require a separate classroom, program, and/or staff in order to provide the education services desired by the parents. Children who have been diagnosed as having a Learning Disability (as defined above) will be required to meet the same academic standards as all the other children in their grade level and will be given as much individual instruction and encouragement as their classmates.

CSW defines a Severe Learning Disability as any exceptionality in a student which would require a separate classroom, program, and/or staff in order to provide the educational services desired by the parents. Due to lack of sufficient staff, funding and facilities, CSW, regrettably, is not at the present time able to admit students with severe learning disabilities.

ANNUAL STANDARDIZED TESTING

CSW students participate in nationally-normed testing to help CSW administrators, faculty, and parents evaluate the educational progress of our students and the instructional quality of our teachers and curricula.

Kindergarteners take the ITBS and CogAT tests. Students in grades 1-8 take the CTP tests. Students in grades 9-11 take the PSAT in October of each year.

Full-time students are strongly encouraged to take ACT or SAT exams during either their junior or senior year.

III. GENERAL INFORMATION

SCHOOL HOURS

The school day for students begins at 8:10 a.m. Students should arrive no earlier than 7:45a.m.(unless accompanied by a parent-teacher).

The school day ends at 3:00 p.m. Half-day kindergarten ends at 12:20pm. Logic and Rhetoric School students (grades 7-12) are expected to leave campus at 3:00 p.m., unless school-sponsored activities or tutorials are scheduled after 3:00 p.m.

Normal office hours are from 8:00 a.m. until 3:30 p.m.

EMERGENCY CLOSING OF THE SCHOOL

The CSW administration will report school cancellations or schedule changes due to inclement weather on local television stations. Parents may also check the CSW website (www.cswsaints.com) calendar or the CSW Facebook page.

FIRE AND TORNADO DRILLS

Emergency drills are held at the beginning of the school year and periodically thereafter.

VISITORS TO THE SCHOOL

Parents of currently enrolled students do not need to make an appointment to visit.

All visitors to the school MUST immediately notify the school office (even if making a quick run down the hall to drop off a forgotten lunch).

Student visitors from other schools are allowed to visit on Fridays with prior approval from the Administration. Otherwise student visitors from other school are allow to visit only as a part of a visitation experience for the purpose of possible future attendance at CSW. This visitation must be granted by the CSW administration no earlier than the day before actual site visitation.

INTRA-SCHOOL COMMUNICATION

CSW has a website at www.cswsaints.com. Information about the school, including announcements of events, is listed on the website. CSW also uses an online system for announcements, listing of assignments by teachers, grade reporting and other essential school functions at www.sycamoreeducation.com.

Whenever a student family's telephone, email address, and/or other emergency information changes, the family is urged to immediately contact the school office and report the changes.

LEAVING SCHOOL EARLY/FAMILY VACATIONS

When students need to leave school early, the CSW office should be informed by the parent in advance of the planned absence and again upon leaving the school.

Vacations during the school year are discouraged. If it is necessary to take a vacation during the school year, please give teachers substantial notice (2 weeks) in order to provide ample time to prepare assignment materials. All assignments given prior to vacation departure are due upon student's return to class. Late assignments are subject to the late policy. Frequently, the teacher will not be able to provide assignments until the student returns from vacation. In these cases, the teacher will assign a due date.

Parents should realize that making up teacher lectures/explanations and classroom discussion is not feasible. Therefore, family vacations during the school year bear a cost – usually in the form of a diminished grade.

STUDENT DRIVERS

The following are guidelines for student drivers:

- Student drivers must abide by generally accepted norms of safe driving and the driving/parking rules set forth by HCC. Small children are present and careless driving will not be tolerated.
- The HCC campus area is private. Driving and parking on HCC property is a privilege and can be revoked by CSW or HCC if the student's driving practices become a problem. Punishment for violations can range from a verbal warning, to contacting parents, to revocation of the driving privilege. The CSW Head of School will determine the appropriate punishment based on the nature of the violation and past history of violations. If driving privileges are revoked, student/parents must make other transportation arrangements.
- Student drivers must park in the HCC parking lot in the spaces allotted to CSW students and faculty. No parking is allowed on the streets surrounding the campus.
- Generally, student drivers are not allowed to drive during field trips.

STUDENT HEALTH RECORDS

Before entering school in the fall, all students must have on record in the school office either a current immunization record or exemption statement according to state of Kansas laws. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.

The school requires written parental permission prior to issuing any medication to a student. In order to facilitate dispensing non-prescription medicine (e.g. Tylenol & Tums), there is a form 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 written parental permission each time.

Other forms necessary to be on file in the school office are:

1. Health History: describes the basic health/illness history of each student.
2. Emergency Form: Lists the emergency contact names and phones numbers of people who may need notification in a medical emergency. The form includes a signed waiver in order to facilitate necessary surgical action.

SERIOUS DISEASES

A serious disease is classified as one that is potentially life threatening or which can cause permanent bodily damage and can be communicated from one person to another (other than genetically). Based on this definition, spinal (or viral) meningitis and pneumonia are examples of serious disease. Common colds, influenza (mild forms), chickenpox, Strep throat, etc., though contagious, are not to be considered serious diseases.

In order that every precaution may be taken to reduce the risk of infection of any student or teacher by any serious diseases, CSW requires that parents disclose when their student contracts such a disease.

In the event a student or teacher at CSW has contracted or has been in contact with a serious disease, health officials will be contacted in order to obtain more information.

The information sought should answer such questions as:

- To what degree is the disease communicable?
- How is it transmitted?
- What is the incubation period for the disease?
- What are the disease symptoms?
- What precautions should the school take?
- What information would be helpful to the school's families?

Based on answers to the information received, the administration will determine what actions are necessary.

MINOR ILLNESSES

Parents need to keep their child home with communicable illnesses such as Chicken Pox or the Flu.

If lice knits are present, the child needs to stay home 24 hours after thorough treatment.

Parents also need to wait 24 hours after a fever has ended before returning their child to school.

HOMESCHOOL EXTENSION

Part-time students in grades 7-12 may be considered for admission on a per-class cost basis. All normal admission requirements and procedures will be followed. However, part-time students may not receive a CSW diploma. Students enrolled in 5 or more classes are considered full-time. In order to receive a CSW diploma, students must be enrolled as full-time students their Junior and Senior years.

Part-time students may not be on campus other than to attend enrolled classes, without Head of School approval. There may be an additional cost assessed for monitoring such approved additional time on campus.

IV. STUDENT INFORMATION

CODE OF CONDUCT

This code of conduct guides discernment of student conduct that may require discipline. CSW students are expected to:

1. **Obey Promptly.** *Hebrews 13:17. “Obey your leaders and submit to them, for they keep watch over your souls as those who will give an account. Let them do this with joy and not with grief, for this would be unprofitable for you.”* It is expected that students will obey immediately. Students should have a respectful attitude, making eye contact with the person giving directions.
2. **Obey Completely.** *Deuteronomy 4:2. “Do not add to what I command you and do not subtract from it, but keep the commands of the Lord that I give you.”* It is expected that students will neither obey “half-way” nor re-interpret a command given by the teacher, who has authority and is intended to be a biblical role model.
3. **Obey Cheerfully.** *Philippians 2:14-15. “Do everything without complaining or arguing so that you may become blameless and pure, children of God without fault in a crooked and depraved generation in which you shine like stars in the universe....”* It is expected that students will obey with a thankful attitude. Grumbling, grimacing expressions, sighing, and non-verbal complaining are not acceptable.
4. **Exercise Diligence in Work.** *Colossians 3:23. “Whatever you do, work at it with all your heart, as working for the Lord, not for men.”* It is expected that students will be hard workers. Their work should give evidence of neatness, precision, and strong effort. They should be focused on, attending to and engaged in the task given. Assignments should be completed and submitted in a timely way.
5. **Display Consideration, Kindness and Compassion.** *Ephesians 4:29, 32. “Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen... Be kind to one another, tenderhearted, forgiving one another, just as God in Christ has forgiven you.”* It is expected that students will treat everyone with kindness in action and in speech. Harsh words and harmful behavior are not acceptable.
6. **Speak With Honesty and Edification.** *Ephesians 4:25. “Therefore each of you must put off falsehood and speak truthfully to his neighbor, for we are all members of one body.”* It is expected that students will speak honestly, without rationalization and excuse. Gossip and slander are not edifying. In the event of relational offense, students will be encouraged to speak directly with the person with whom they have a concern and to model the biblical principle in Matthew 18:15-17.
7. **Exercise Self-Control.** *Proverbs 25: 28. “Whoever has no rule over his own spirit is like a city broken down, without walls.”* It is expected that students will control their tongues and actions. Students will be encouraged to speak at appropriate times and to control themselves.
8. **Display Order.** *I Corinthians 14:40. “Everything should be done in a fitting and orderly way.”* It is expected that students will take an active part in maintaining their personal belongings and the school’s property and appearance, and uphold the dress code.

DRESS CODE

Purpose

The intent of the Dress Code and Uniform Policy is to promote aesthetic beauty, modesty and dignity in style and school unity. *“Be respectful. Be modest. Be diligent. Be clean.”* The policy may not be inclusive of current styles or trends.

Protocol

1. All students are to arrive at school in uniform and must remain in proper uniform during school hours.
2. Uniforms must fit properly and are to be kept clean and in good repair.
3. Only plain undershirts with no visible writings or designs are permitted to be worn under the shirt. Ladies’ undershirts are not to be visible below the hem of the shirt.
4. All skirts and jumpers must be no shorter than the middle of the knee. Girls are recommended to wear bike shorts or leggings under skirts. Jeans, capris, and pants are not allowed under uniform. On P.E. days, bike shorts or leggings are required for girls in grades K-4.
5. Boys’ shirts should be tucked in at all times. White dress shirts are to be buttoned all the way to the top. An elastic button extender may be worn for comfort. Button down collars should be buttoned as well.
6. Ties are to be tied neatly, at the proper length.
7. Hats, caps, and sunglasses may not be worn in the school building unless as part of a class activity. Winter hats may be worn outside during recess.
8. NO outerwear is permitted indoors during school hours, including coats, non-uniform sweaters, jackets and sweatshirts.
9. No visible tattoos or writing on skin allowed while in school uniform.
10. Grooming
Boys: Hair should be clean and neatly combed. Young men must be clean shaven. Hair shall be worn above the eyebrows (we believe the eyes are important in the process of communication) and above the earlobes, and hair length shall be less than one inch below collar. No dyed, fad or trendy hairstyles. Sideburns are not to go below the ear.
Girls: Ladies hair should be out of their eyes. No shaved or brightly colored hairstyles.
11. Piercings are not allowed on boys. Ladies may only wear ear piercings.
12. Students in grades 5-12 may change for P.E. Students may purchase a CSW P.E. uniform. Only official CSW P.E. uniforms and approved CSW apparel items may be worn outside of P.E. when students are allowed to remain in gym clothes until the end of the day.

Note: The uniform is prescribed according to the student's grade and must be purchased through **Parker School Uniform or Land's End.**

Due to changes in style, preference and/or product availability, adjustments to the uniform policy may become necessary. Every effort will be made to minimize the difficulties for families when changes do occur.

Grammar School Dress Uniform

Grammar students wear the Dress Uniform once per week on a day deemed appropriate by the administration. Other occasions that require dress uniform include: some field trips, class pictures, liberal arts presentations, and concerts. Students may be asked to wear the dress uniform for classroom presentations. Parents will be informed when dress uniforms are required on days other than Monday.

Boys Dress Uniform K-6

Shirt: white oxford shirt (long sleeved)

Tie: Parker tie (#9163)

Pants: Parker or Lands' End navy pants (flat front or pleated)

Belt: Navy, black or brown

Dress Shoes: (black or brown)

Socks: solid black or navy socks (crew-length or knee-length; white socks are unacceptable)

OPTIONAL:

Lands' End or Parker short sleeve oxford. (August, Sept. and May)

Girls Dress Uniform K-6

Same as the daily uniform except the following are REQUIRED:

Dress Shoes: (black, brown, or navy)

Grammar School Daily Uniform

Grammar students wear the Daily Uniform Tuesday-Friday unless otherwise specified.

Boys Daily Uniform K-6

Shirt: Parker cardinal red knit shirt (short or long sleeved)

Pants: Parker or Lands' End navy pants (flat front or pleated)

Belt: Navy, black or brown

Shoes: Dress Shoes (black or brown) or athletic shoes with non-marking soles

Socks: Socks are required for all Grammar Students.

OPTIONAL:

Parker navy Cardigan

Parker navy blue shorts (August, September, and May)

Girls Daily Uniform K-6

Blouse: (K-4) Parker white Peter Pan blouse (short or long sleeved)

Blouse: (5-6) Parker white box blouse or Princess blouse (short, long, or $\frac{3}{4}$ sleeved)
(may wear navy polo on art days)

Jumper: (K-4) Parker plaid jumper

Skirt: (5-6) Parker plaid skirt

Shoes: Dress Shoes (black, brown, or navy) or athletic shoes with non-marking soles. Shoes must be closed toe and closed heel.

Socks: Socks are required for all Grammar Students. Girls may wear no-show socks.

OPTIONAL:

Shorts under skirt

Tights and leggings (white, navy, gray or black)

(5-6) Parker cardinal V-neck sweater or sweater vest

(K-6) Parker red cardigan

Logic School/Rhetoric School Dress Uniform

No student may attend class out of dress code. Any student wearing clothing other than outlined in the policy will be asked to comply with the policy. Students not in compliance with the dress code may be sent home in order to correct the violation. Some violations may require that the parent/guardian be contacted.

Logic and Rhetoric students wear the Dress Uniform every school day

Gentlemen's Dress Uniform 7-12

Shirt: Parker or Lands' End white oxford shirt (long sleeved)

Tie: Parker tie (#9278)

Pants: Parker charcoal gray pants

Belt: black, navy, or dark brown

Vest: Parker navy V-neck sweater vest

Dress Shoes/non-sneaker: (black, brown)

Dress socks: dark colored (white socks are unacceptable)

OPTIONAL:

Parker long sleeved V-neck sweater in navy

Ladies' Dress Uniform 7-12

Blouse: Parker or Lands' End white oxford

Parker princess blouse (short, long or three-quarter sleeve)

Skirt: Parker charcoal gray skirt

Sweater: Parker navy V-neck double breasted sweater vest with buttons

Dress Shoes/Non-sneaker (solid colored)

Shoes must be closed toe and closed heel.

OPTIONAL:

White, navy, black or gray leggings,

Tights, knee-socks or bobby socks.

All Parker navy sweater options

Shorts under skirt

No-show socks may be worn.

Students in grades 7-12 may change for P.E. All P.E. articles must be school colors, gray or cardinal red.

CHECK IN/OUT GUIDELINES

Students who are tardy or arrive later in the school day must check in at the school office before attending class. Students who do not drive must be signed in by a parent/guardian. A permission slip will be given to the student to be given to their teacher.

When a student needs to leave school prior to the end of the school day, the student who drives or a parent/guardian must sign the student out in the school office.

Students are allowed to leave the campus only if they have submitted prior written permission from their parents to the office (e.g. – doctor’s appointment). In such cases, the student must sign out at the front office prior to leaving and sign back in when they return to school.

Seniors may leave for lunch, if they have a current permission slip on file in the office. Failure to return to campus in time for their next scheduled class could lead to revocation of this privilege, at the Head of School’s discretion.

ELECTRONIC DEVICE POLICY

General Internet

Access to the Internet is a tool for teachers and administrators to further the educational experience of students at CSW. Access to the Internet constitutes acknowledgement and release of any liability to CSW and associated entities.

All Internet activity is subject to monitoring and auditing. Use of the CSW internet (wireless or wired) indicates consent to such monitoring.

The administration may decide to place content filtering software on computers and/or directly block certain sites. Access to the Internet while at CSW (wireless or wired) indicates consent to such filtering.

Intentional disabling and / or bypassing of the filtering software will result in immediate loss of privileges and possible disciplinary action.

Wireless Internet

The CSW wireless network is for exclusive use by the faculty, staff, and BOD. The wireless access code will be changed on a periodic basis and sharing of that key is strictly prohibited.

Students may be permitted laptop use according to “Portable Devices” section (below).

Student use of wireless enabled devices that access the Internet through means other than the CSW provided Internet (i.e. smart phones, Blackberries, etc.) is prohibited during normal school hours.

Portable Devices

Electronic gaming devices (e.g. Gameboy, Nintendo DS, etc.) are prohibited. Personal listening devices (i.e. CD, MP3 players, etc.) and DVD players are prohibited without teacher permission, and are prohibited in grades K-6 at all times during school hours.

Students may not use laptops or other electronic devices in the classroom unless the teacher grants specific permission. Student use must be supervised by a faculty member. Cell phone use is prohibited during school hours. Students may use the phone in the office or go to the office to use their phone in the event that they need to make contact with home.

Using this type of device for any purpose beyond classroom activity (i.e. games, entertainment, etc.) will result in the immediate loss of privileges.

Inappropriate Portable Device Use

In the event that a prohibited device is being used by a student during normal school hours, without explicit faculty permission, any member of the faculty may take the device to the office where the parent or the student can retrieve it at a later time.

Consequences for Inappropriate Internet Use

Inappropriate use of the Internet by students will not be tolerated. This includes viewing inappropriate content (e.g. pornography, etc.), gaming and inappropriate use of social networking.

Violations will be brought to the attention of the administration and, if necessary, law enforcement officials as appropriate.

DISCIPLINE

Classical School of Wichita strives to guide students towards excellence in Christian character as well as academic achievement. The school wants to cooperate with the home to help students form traits such as cheerful obedience, integrity, honesty, responsibility, and respect for the time, dignity and property of others. We understand that this is a maturing process. The following guidelines provide a framework from which each parent, teacher and student may assess and direct growth.

Behaviors that “miss the mark” and violate the Code of Conduct will be disciplined. Discipline is first administered by the classroom teacher. If subsequent disciplinary measures are needed, they will be addressed by the administration. **The following principles govern the discipline process:**

1. All teaching, correcting and training in righteousness is designed to help the student take personal responsibility for his/her behavior and to find God’s grace and power to think, say, and do what is right. Discipline is based on biblical principles such as restitution, public or private apology, swift punishment, restoration of fellowship, with no lingering attitudes.
2. Making the effort to discipline is an expression of love for the student. “My son, do not make light of the Lord’s discipline and do not lose heart when He rebukes you, because the Lord disciplines those He loves, and He punishes everyone He accepts as a son.” (Hebrews 12.5b-6)
3. The teacher is the authority in the classroom and is charged with maintaining an optimal learning environment. Teachers are to explain the school’s expectations for conversation and conduct.
4. The classroom teacher is the school’s primary nurturer of godly conversation and conduct. The teacher’s personal example and words of exhortation or commendation to students nurture and affirm proper behavior. Much misbehavior is corrected with a small gesture and minimal distraction.
5. At the earliest opportunity, the teacher will seek to help the student understand the “thoughts and intents of the heart” through questioning the student’s motivations for the misbehavior.
6. In order to maintain consistency, teachers will reference the Code of Conduct in discussing biblical standards and the school’s discipline policy.
7. Most discipline problems are dealt with at the classroom teacher level and with respect to the individual student’s behavior and attitude.
8. Love and forgiveness are an integral part of the discipline of a student. The student will always be encouraged to repent and receive God’s forgiveness for the wrongdoing, as well as to seek reconciliation with others.
9. The following behaviors will automatically require attention from the Head of School:
 - Abusive, vulgar, or profane language, including vain use of the Lord’s name.
 - Disrespect shown to any staff member (in the staff member’s judgment).
 - Rebellion, i.e., outright disobedience in response to instructions.
 - Fighting, i.e., striking in anger with the intention to harm another student.
 - Vandalism of school property.
 - Possession of a gun or knife on the school grounds.
 - Sexual harassment in the form of sexual advances, request for sexual favors, or sexually suggestive jokes or comments; inappropriate touching, pinching, grabbing.
 - Dishonesty in any situation while at school, including lying, cheating, and stealing.

The Head of School will determine the nature of the disciplinary consequences to be assessed.

10. If a student receives discipline from the Head of School, the following accounting will be observed within the school year:
 - The first two times a student is sent to the Head of School for discipline, the student's parents may be contacted and given the details of the visit. The Head of School will make a note of any such contact. The purpose of such contact is to ensure parents' assistance and support in averting further problems.
 - The third office visit may result in suspension from school, the number of days to be determined by the Head of School.
 - A subsequent visit may be the occasion for an expulsion hearing with the Board of Directors.
11. The office-visit process can be bypassed and a meeting with the Board of Directors imposed as soon as possible if a student commits an act with such serious consequences that the Head of School deems it necessary to do so. Examples of such misconduct include: acts endangering the lives of other students or staff members, gross violence, vandalism of school property, violations of civil law, or any act in clear contradiction of scriptural commands.
12. At the discretion of the Board of Directors, a student may not be invited to re-enroll for the following school year. Such refusal to permit re-enrollment is not considered a direct disciplinary act requiring accumulated office visits in order to be taken. Refusal to permit re-enrollment is not suspension or expulsion.
13. Should an expelled student or non-re-enrolled student desire to be readmitted to CSW at a later date, the Board of Directors will make a decision based on the circumstances at the time.

DETENTION PROCEDURES FOR RHETORIC STUDENTS

Detention notices may be issued by any faculty member or administrator. Students will be assigned a detention notice for minor behavioral infractions or the following rule violations:

- Disrespectful or derogatory speech directed at peers.
- Unexcused Tardies
- Failure to adhere to the dress code standards during the school day.
- Note writing, note passing, or note reading, including texting, at any time during school.
- Excessive or disruptive talking in class.
- Sleeping in class.
- Demonstrations of personal affection.
- Failure to follow specific classroom guidelines and procedures as set forth by the teacher.

DETENTION

- Each detention notice will require one hour to be served either Thursday after school at 3:10 p.m. or Wednesday morning beginning at 7:00 a.m.
- Students may not talk, read, sleep, work on class work or homework, or exhibit any disruptive activity during detention.
- All detentions will be documented and parents will be notified.
- Students who fail to serve a detention will serve a Saturday morning detention and/or be suspended for one day for each infraction at the discretion of the administration. If a student leaves school as a result of illness or doctor visit, administration will review and assign an alternate detention.

COMPREHENSIVE GRIEVANCE POLICY

This policy is to be followed whenever there is a dispute or grievance concerning any aspect of CSW's operations, between students, parents, staff, volunteers, administration, and/or Board.

A dispute is defined as any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of CSW objectives and goals.

A grievance is a concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

Concerns are the substance and details of the dispute and/or grievance.

Students/Parents to Teachers

- All concerns about the classroom must first be presented to the teacher by the parents or student. A respectful demeanor is required at all times.
- If the issue is not resolved to the satisfaction of all parties, the parents or student may bring the concern to the Head of School. If the student brings the concern, he/she must have permission from his/her parents to do so.
- If there is still no resolution, the parents may request a hearing with the Board of Directors (BOD).

Parents/Patrons to Administrator:

- If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Head of School.
- If there is still no resolution, the parents should request in writing a hearing from the BOD.

If a dispute arises that is not covered by this policy, the BOD will decide what procedures to follow based on reasoning from the procedures established by this policy. The principles of Matthew 18 and James 3 will be followed during the attempted resolution.

HOUSE SYSTEM

The Upper School House System is comprised of four bodies of students, each body of students called a "House". Upon entering the Upper School, each student is assigned to a House and, in most cases, will remain in that House throughout their Upper School tenure.

The House System nurtures the ability of students to assimilate into CSW's culture, to engage in healthy competition, to develop new friendships, to create opportunities of service and leadership, and to pass on the CSW culture to incoming new Upper School students.

Appendix

9-12th Grade Course Offerings

| | 9th | 10th | 11th | 12th |
|-----------------------------|-----------------|----------------------------|-------------------------------------|-------------------------------|
| Science | | | | |
| | Biology | Chemistry | Physics | Chemistry II |
| | | | | Biology II |
| Mathematics | | | | |
| | Geometry | Algebra II | Pre-Calculus | Calculus |
| | Algebra I | Geometry | Algebra II | Pre-Calculus |
| Language | | | | |
| | Latin IV | Greek I | Greek II | Greek III |
| | | Spanish I | Spanish II | Spanish III |
| | | | Latin Readings | Latin Readings |
| Omnibus | | | | |
| | Omnibus III | Omnibus IV | Omnibus V | Omnibus VI |
| Bible | | | | |
| | Bible III | Bible IV | Bible V | Bible VI / Apologetics |
| Composition/Rhetoric | | | | |
| | Composition III | Composition/ Rhetoric I | Junior Research / Rhetoric II | Senior Thesis / Rhetoric 3 |
| Logic | | | | |
| | Logic III | | | |
| Electives | | | | |
| | Art | Art | Art | Art |
| | Drama | Drama | Drama | Drama |
| | Choir | Choir | Choir | Choir |
| | PE | PE | PE | PE |
| | Journalism | Journalism | Journalism | Journalism |
| | | Engineering | Engineering | Engineering |
| | | Latin Readings | Latin Readings | Latin Readings |
| | | Weight-lifting | Weight-lifting | Weight-lifting |

Note: All of these courses may not be offered every semester.