

Augustine Upper School Handbook 2016-17



Dear Upper-School Families:

This handbook is designed to help students and parents understand the organization and policies of the upper school. The “Upper School” is our designation for grades 6-12. It can be further broken down into middle school (6-8) and high school (9-12). Our chief goal in the Upper School is to glorify God by cultivating wisdom and virtue in our students. One of the most helpful aids in that important task is the formation and maintenance of a vibrant, joyful, Christ-centered community of students, teachers, and parents where learning and character can be nourished amidst a culture of love, joy, service, fellowship, celebration, encouragement, prayer, and humility. We ask that both parents and students read the entire handbook and sign and return the last page by the end of the first week of school. We also ask that you begin praying for us now and continue to keep the upper school community in your prayers throughout the year. Please let me know if you have any questions. We are excited about the coming year and the promise it holds, but much depends upon us all working together with common goals and expectations in view. Hopefully, this handbook will help us to achieve that unity of purpose so that God’s kingdom may be furthered in some small way here at Augustine School.

Yours in Christ,

Seth Drown
Dean of Academic Affairs

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Important Changes for 2016-17 (See the rest of the handbook for more information)

- Block scheduling and flex-time
- Revised student council (now Dean's advisory council/student ambassador)
- New section of handbook: Christian Education and Leisure
- New approach to Upper School P.E.
- Romantic relationships policy

The Augustine School Vision Statement

Augustine School assists Christian parents in their task of training their children to the glory of God, by means of an education which is biblically-based, Gospel-centered, and classically informed. Augustine School seeks to teach children to pursue truth, goodness, and beauty through the seven liberal arts and sciences under the universal lordship of Christ. Augustine School aspires to develop students who love God with their heart, soul, mind, and strength, who possess a Christian worldview, who are grounded in the Western intellectual inheritance, who have a genuine desire for learning, and who seek to take every thought captive to the obedience of Christ.

What Do We Mean by This Vision Statement?

Augustine School assists Christian parents in their task of training their children to the glory of God . . .

Augustine School affirms, with Holy Scripture, that education has been entrusted to parents (Deuteronomy 6:4-9; Ephesians 6:4), and we assist parents in their God-given responsibility. We do not seek to replace parents.

. . . by means of an education which is biblically-based, . . . Scripture is central to all that we do at Augustine School. We happily affirm *sola scriptura*, by which we mean that Scripture is the sole, ultimate, and infallible norm by which we can live our lives to the glory of God. Holy Scripture is the *norm normans non normata* (“the norm that norms that is not normed”).

. . . Gospel-centered, . . . As Evangelicals, we seek to keep the *evangel* (the Gospel) at the heart of all that we do. God has used the Gospel to rescue us and transform our lives, and this includes the rescue and transformation of our minds (Colossians 1:21-22; Romans 12:1-2). The Gospel is thus at the heart of the educational and intellectual task.

. . . and classically informed. Augustine School is informed by the classical tradition. By “classical” we mean the centrality of reading and words, the centrality of the past, the centrality of the classical languages (Latin and Greek), the centrality of rigorous thinking, speaking, and writing, and the centrality of a *telos* (“goal”). This goal is the intellectual and spiritual development of the person, not just for a “job,” but to be a wise, virtuous, Christian person, prepared for his or her place in this world, and the next.

Augustine School seeks to teach children to pursue truth, goodness and beauty . . . Education is not simply the accumulation of data, nor is it simply vocational training, which allows one to make an income. In keeping with the classical (and indeed Christian) tradition, we affirm that education teaches us to set our sights on the higher and permanent things, which are good in themselves, and which help set our present lives in proper perspective.

. . . through the seven liberal arts and sciences under the universal lordship of Christ. The seven liberal arts are commonly divided into the *Trivium* (grammar, dialectic, and rhetoric) and the *Quadrivium* (arithmetic, music, geometry, and astronomy—with modern equivalents of specialization). The parts of the Trivium have been called the tools of learning, which equip the student to master the various subjects of the Quadrivium. The seven liberal arts are not part of an “autonomous” quest, but are tools

and disciplines which are subjected to the universal lordship of Christ, since Christ “is before all things, and in him all things hold together” (Colossians 1:18).

The Augustine School aspires to develop students . . . Augustine School is committed to the development of young people, in that we aspire to see this child and that child—as individuals created in the image of God—become wise, virtuous, Christian persons.

. . . who love God with their heart, soul, mind and strength, . . . Augustine School affirms that every child is a complex being—spiritual, mental and physical—and we wish to see every child love God with all that he or she is.

. . . who possess a Christian worldview, . . . Every person lives his or her life in accord with his ultimate convictions and commitments, and these ultimate convictions and commitments make up one’s worldview. By a Christian worldview, we are speaking of viewing all things, of interpreting all reality, through the reality of the Triune God of Scripture. That is, our self, our relationships, the created order and our relationship to it, are all to be viewed in light of, and based upon, God and his communication to us in Holy Scripture.

. . . who are grounded in the Western intellectual inheritance, . . . To be educated includes being grounded in one’s own intellectual tradition. For most of us in the U.S., this means the Western intellectual tradition, which spans from the “cradle of civilization” in Mesopotamia, through the Egyptians and the Old Testament, through the Greeks, Romans, and New Testament era, and through the ancient, medieval, renaissance, reformation, and modern worlds. Augustine School seeks to introduce students to the Western tradition, so that students can know their past and be wise in how they live in the present and future.

. . . who have a genuine desire for learning, . . . Augustine School’s work will be truly successful only if our graduates move on with a genuine desire to continue their learning and education well past commencement. We hope to so influence students that learning becomes a life-long endeavor which brings them great joy.

. . . and who seek to take every thought captive to the obedience of Christ. Throughout one’s education, he or she should interpret all reality through God and His Word to us. Knowledge is not ultimately neutral, but it is to be brought under the lordship of Christ. By taking every thought captive, we mean that continual process of discipleship by which followers of Christ seek to understand how all reality ultimately falls under His lordship.

The Augustine School Graduate

The Augustine School graduate will be a person who . . .

. . . is learning to submit all things to the universal lordship of Christ,

. . . is marked by attention to, and interest in, the realities of truth, goodness, and beauty centered in Christ,

. . . has mastered the essential components of the English language, understands the nature of logic and thinks logically, can engage in spirited and meaningful debate and intellectual exchange, and can both present and defend a thesis in a winsome, thoughtful, and compelling way,

. . . has developed and is developing a way of thinking about all things—God, man, the created order—in an explicitly Christian manner, i.e., a biblical view of the world,

. . . is grounded in the western intellectual inheritance, and who will therefore have—at least in broad stroke—an understanding of the western intellectual tradition,

. . . has studied and mastered both classical languages,

. . . has mastered the mathematical sciences through calculus,

. . . has mastered the “hard” sciences through physics,

. . . has a thorough understanding of the overarching history of redemption as recorded in Holy Scripture,

. . . has a thorough understanding of the basics of Christian theology, both in the larger Christian tradition, and as articulated by historic protestant orthodoxy.

Are you seeking to be that kind of person?

Upper School Faculty

Seth Drown

Humanities

B. A., Lambuth University

M.A., Eastern Kentucky University

Ph.D., Indiana University

Mr. Drown had a taste of classical education while studying the great books, logic, and rhetoric in college, where he also first encountered the works of C. S. Lewis and J. R. R. Tolkien. While in graduate school, he taught English at the college level and also worked for the Institute of Reading Development where he studied pedagogy and gained experience teaching over 1200 students from Kindergarten to high school. He joined the faculty of Augustine School in 2006 as a middle-school grammar and writing instructor and has served as Dean of Academic Affairs since 2007. He continues to teach classes in the upper school.

Extracurricular interests: family time, reading (especially literature, philosophy, and theology), Crossfit, martial arts, tennis, backpacking/hiking, and all things Middle Earth.

Quote: “Being able to make a living doing what I love is one of the great blessings of my life. The life of faith and the life of the mind are inseparable for me, so being able to be a part of the work of Christian education, especially at a place like Augustine School where I get to work alongside such talented and committed Christians, is a tremendous privilege. But the best part of all is seeing our students grow up into young men and women who love the Lord and enjoy reading and discussing great books.”

Joshua Edgren

Math/Science

B.S., Union University

Mr. Edgren is originally from Washington state, but received his undergraduate education at Union University. He majored in physics and minored in both math and Christian ministry and missions. While at Union, he won the Kyle L. Hathcox Memorial Physics Award and was named to the president’s list three times. He also had the opportunity to work as a lab assistant at Baylor University’s Center for Astrophysics, Space Physics, and Engineering Research (CASPER) lab and participated in active research with the inductively-heated plasma generator.

Quote: “Studying the physical world and marveling at the order and mathematical harmony our God has endowed it with has always fascinated me, and I am eager to impart this wonder to students. It is my belief that all treasures of wisdom and knowledge are hidden in Christ, and It is my desire to impart love for Jesus and submission to Him in the fields of physics and mathematics.”

Mindy Essary

Music

B.A., *Union University*

Over the past three decades, Mrs. Essary has taught and played music in one capacity or another. She teaches voice and piano lessons, works as a staff accompanist at Union University, and serves as a pianist and worship leader at Poplar Heights Baptist Church.

Quote: "To obtain wisdom, which is a gift from God, reminds us that we are not the center of the universe, and to share that wisdom with others holds us accountable for His glory and shows the world a living relationship with the God who sent and sacrificed His Son so that all men may know the riches of His love and grace."

Abby Helms

Art

B.A., *Union University*

While at Union, she worked with Steve and Virginia Tilleros as a Young Life counselor. When she graduated, she and her husband moved to New Jersey where she got a job teaching art at a classical Christian school. That school had a program that she found interesting and told Virginia Tilleros about. To make a long story short, it became our Upper School Special Activity Week. Mrs. Helms minored in education at Union and has a licensure for K-12 art.

Quote: "I am thrilled to be starting my fourth year teaching art at a classical Christian school. I have always loved art and realized very quickly that I wanted to pursue a career of teaching it to children. Because I have grown to love the classical Christian approach to education, I consider this job at The Augustine School to be God's provision and kindness towards me. Thank you for trusting me with your students - I cannot wait to make art with them!"

Phillip Kurtzweil

Math and Science

B. S. *Union University*

As part of the Pascal Initiative, we hired Mr. Kurtzweil as a full-time Upper-School math and science teacher. Mr. Kurtzweil graduated Union in May as a biochemistry major. While at Union, he won the Freshman Chemistry Award, the Outstanding Student in Biochemistry Award, and the Outstanding Student in Organic Chemistry award. At graduation, he won the prestigious Tigrett Medal, the highest award given to a graduating senior, based on academic excellence, strong moral character, and service to the university and the community. We are excited to have Mr. Kurtzweil joining our faculty!

Quote: "Imparting knowledge and information is an aspect of education, but the primary purpose of education should be to train students how to think so they can learn for themselves. As the ability to reason is a part of the image of God in man, education helps students glorify God by becoming better image bearers."

Kevin Vailes

Humanities

B.A. , Union University, cum laude

A native of West Tennessee, Mr. Vailes came to Augustine School in 2008, having previously taught at Christ Classical Academy in Dyersburg. While at Union, he was the president of Phi Alpha Theta (The National History Society), and under his tenure, the Union chapter was recognized as the best chapter in the nation at a school of that size. Mr. Vailes has also coached soccer and basketball at Augustine. He and his wife, Liz, have four children: Hannah, Gideon, Levi, and Reuben.

Extracurricular interests: reading (especially history and poetry), photography, and disc golf.

Quote: "I love helping students see their education as a life long journey to be able to humbly recognize the good and true things in creation and to help them to better know and love the Creator of all that is good and true.

John Winfree

Humanities

B.A., Union University

Mr. Winfree moved from Carthage, Tennessee seven years ago to pursue a degree in Christian studies at Union University. He graduated in 2011 and has since worked at RIFA while taking seminary classes at Union. He taught as a substitute in the Upper School last year. He and his wife, Brittany, enjoy playing with their two dogs, a German Shepherd and a Belgian Malinois.

Quote: "It brings me great joy to be a part of an institution like the Augustine School and not just because I am allowed to teach my favorite book, Lord of the Rings. I have been a distant admirer of Augustine for some time. Last year, I was able to become a part of the school by filling in as a substitute teacher. During that time, I began to further appreciate the school, not only because of the content of what is taught, but primarily because of its commitment to the formation of virtuous and wise students. It is my honor to join alongside you, the parents, and assist you in developing your children into young men and women who love the God and seek to honor him in all they do."

Christian Winter

Bible

B.A., Union University

Mr. Winter attended Union University where he majored in philosophy. While there, he tutored at the Hundley Center and was on the President's List and Dean's List. He attends Cornerstone Community Church with his wife, Julia. He is currently taking seminary classes at Union through the Southern Seminary extension program and is a pastoral intern at Cornerstone under Dr. O'Kelley.

Teaching Assignments and Faculty Contact Information for 2016-17

Dr. Seth Drown (sdrown@augustineschool.com)

9th Ancient lit and thought

9th Bible/Theology

9th Logic/Rhetoric

10th-12th Early modern lit and thought

10th-12th Bible/Theology

Mr. Joshua Edgren (jedgren@augustineschool.com)

7th pre-algebra

8th Physical science and history of science

9th Physics

11th-12th pre-calculus

Mrs. Mindy Essary (sing2Lord@aol.com)

Music

Mrs. Abby Helms (ahelms@augustineschool.com)

Art

Phillip Kurtzweil (pkurtzweil@augustineschool.com)

6th Math

9th-10th Algebra II

10th-12th Biology

6th-7th Science

Mr. Kevin Vailes (kvailles@augustineschool.com)

6th-7th Literature

8th Algebra I

8th-9th-grade Latin

9th Ancient history

10th-12 American history

Mr. John Winfree (jwinfree@augustineschool.com)

6th/7th Latin

7th Grammar and rhetoric

8th Bible

8th Literature

8th Grammar/Logic/Rhetoric

10th-12th Greek

Mr. Christian Winter (cwinter@augustineschool.com)

6th/7th Bible

2016-17 Schedule of Classes

Block Scheduling

This year, we are moving to a block schedule in the upper school. We have been considering this for several years, but it was not until this year that we were convinced it was the right move and felt we could do it well. A block schedule is a schedule in which students have fewer classes on any given day, but the classes are longer. For example, a student will have 3-4 classes that each meet every day for 90 minutes for one semester, instead of 6-7 classes that meet for 50 minutes all year round. Having fewer classes in a day gives the day a sense of focus and depth. It is easier to learn 3-4 things at a time than 6-7. It is easier to keep up with 3-4 homework assignments a day than 6-7. Etc. Longer class periods give teachers time for extended discussions and other activities that complement the lesson.

There are potential disadvantages of a block schedule as well, but we have carefully thought through how to minimize those and will continue to do so. One disadvantage is that student attention spans are limited. Teachers cannot just lecture for 90 minutes, but then again, we didn't lecture for 50 minutes before! Teachers must think through how to use the longer class periods effectively to maintain student interest while still covering all the objectives. Another potential disadvantage is that students may not have exposure to subjects for months at a time. Math and foreign languages are the subjects in which this problem is most acutely felt. However, there are ways around that problem. Those classes can be structured differently, such that there is ongoing review during the "off" semesters. It is also possible that some classes might be taught all year round even on a block schedule by using an alternating A/B schedule. We will be incorporating some of these strategies and constantly re-evaluating.

As a faculty, we are talking about these things and will use the block schedule flexibly and wisely to maximize the advantages and minimize the disadvantages. We will incorporate review of first semester classes in second semester classes, and even, in some cases combine first and second semester classes in the alternating fashion mentioned above to do what is best for the students. Because we are a small school, we have great flexibility and can make small changes even within the existing schedule very easily if we see something needs to change to benefit the students.

The schedules below may be tweaked in these small ways throughout the year, but the basic framework should stand. The goal is to bring a sense of calm, focus, and depth to our studies and our daily routines.

Flex-Time

You will also notice that all students have one 45-minute period at the end of the day. The goal is to end the day with Bible two days a week and what we are calling "flex-time" for ("flexible time") the other three days (and even a couple of extra times for middle school). That time might include things like extra homeroom time, birthday celebrations, etiquette lessons, skills review, study skills, cleaning, meetings, preparation for events, choir practice, play practice, writing workshops, study hall, etc. There are a variety of ways we might use that time, all of which are very important and will contribute to the kind of school culture we seek to have. It will also help end the day on a relaxing note, rather than a stressful one.

6th Grade

Period	Time	Class		Room	Teacher	
Homeroom/ Opening Assembly	8:00-8:30	Homeroom/Opening Assembly		1b	Kurtzweil/Edgren	
1 st Period (incl. breaks)	8:30-10:00	1 st Semester: Math	2 nd Semester: Literature	1b	Kurtzweil (Math) Vailes (Lit)	
2 nd Period (incl. breaks)	10:00-11:30	1 st Semester: Grammar and Rhetoric	2 nd Semester: Science	1b/1a	Winfree/Kurtzweil	
Recess/ Lunch	11:30-12:15	Recess/lunch				
3 rd Period (incl. breaks)	12:15-1:45	1 st Semester: History (TF) Music (M) Flex-time (WR)	2 nd Semester: Latin	1b Music room	1 st Semester: Vailes (TF) Essary (M) Kurtzweil/ Edgren (WR)	2 nd Semester: Winfree
4 th Period	1:45-2:30	Bible (TF) Art (W) Flex-time (MR)		1b	Winter (TF) Helms (W) Kurtzweil/Edgren (MR)	

7th Grade

Period	Time	Class		Room	Teacher	
Homeroom/ Opening Assembly	8:00-8:30	Homeroom/Opening Assembly		1b	Kurtzweil/Edgren	
1 st Period (incl. breaks)	8:30-10:00	1 st Semester: Pre-algebra	2 nd Semester: Literature	1a/1b	Edgren (Math) Vailes (Lit)	
2 nd Period (incl. breaks)	10:00-11:30	1 st Semester: Grammar and rhetoric	2 nd Semester: Science	1b/1a	Winfree/Kurtzweil	
Recess/ Lunch	11:30-12:15	Recess/lunch				
3 rd Period (incl. breaks)	12:15-1:45	1 st Semester: History (TF) Music (M) Flex-time (WR)	2 nd Semester: Latin	1b Music room	1 st Semester: Vailes (TF) Essary (M) Kurtzweil/ Edgren (WR)	2 nd Semester: Winfree
4 th Period	1:45-2:30	Bible (TF) Art (W) Flex-time (MR)		1b	Winter (TF) Helms (W) Kurtzweil/Edgren (MR)	

8th Grade

Period	Time	Class		Room	Teacher	
Homeroom/ Opening Assembly	8:00-8:30	Homeroom/Opening Assembly		2	Winfree	
1 st Period (incl. breaks)	8:30-10:00	1 st Semester: Latin	2 nd Semester: Lit/GLR	3/2	Vailes/Winfree	
2 nd Period (incl. breaks)	10:00-11:30	1 st Semester: Algebra I	2 nd Semester: Physical science/history of science	2/3	Vailes/Edgren	
Recess/ Lunch	11:30-12:15	Recess/lunch				
3 rd Period (incl. breaks)	12:15-1:45	1 st Semester: Lit/GLR	2 nd Semester: History (TF) Music (M) Flex-time (WR)	2 Music room	1 st Semester: Winfree	2 nd Semester: Vailes (TF) Essary (M) Kurtweil/Edgren (WR), Rm 2
4 th Period	1:45-2:30	Bible/Flex-time (MWRF) Art (T)		2	Winfree Helms	

9th Grade

Period	Time	Class		Room	Teacher	
Homeroom/ Opening Assembly	8:00-8:30	Homeroom/Opening Assembly		4	Drown	
1 st Period (incl. breaks)	8:30-10:00	1 st Semester: Latin	2 nd Semester: Physics	3/1a	Vailes/Edgren	
2 nd Period (incl. breaks)	10:00-11:30	1 st Semester: Algebra I or II	2 nd Semester: Logic/Rhetoric	2 or 3/4	Vailes or Kurtzweil (Math) Drown (L/R)	
Recess/ Lunch	11:30-12:15	Recess/lunch				
3 rd Period (incl. breaks)	12:15-1:45	1 st Semester: Ancient lit and thought	2 nd Semester: Ancient history (MR) Art (T) Music (W) Flex-time (F)	4 Art room Music room	Drown Vailes/Essary/Helms	
4 th Period	1:45-2:30	Bible (WR) Flex-time (MTF)	Bible (MR) History (TW) Flex-time (F)	4	Drown (Bible) Vailes (History) Kurtzweil/Edgren (Flex)	

10th Grade

Period	Time	Class		Room	Teacher
Homeroom/ Opening Assembly	8:00-8:30	Homeroom/Opening Assembly		6	Vailes
1 st Period (incl. breaks)	8:30-10:00	1 st Semester: Greek	2 nd Semester: Biology	7/1a	Winfree/Kurtzweil
2 nd Period (incl. breaks)	10:00-11:30	1 st Semester: Algebra II	2 nd Semester: Rhetoric	3/7	Kurtzweil/Vailes
Recess/ Lunch	11:30-12:15	Recess/lunch			
3 rd Period (incl. breaks)	12:15-1:45	1 st Semester: Early modern history (MR) Art (T) Music (W) Flex-time (F)	2 nd Semester: Early modern lit and thought	6 Art room Music room	Vailes (history) Essary Helms Kurtzweil/Edgren (F)
4 th Period	1:45-2:30	Bible (MT) History (WF) Flex-time (R)	Bible (MR) History (TW) Flex-time (F)	6	Drown (Bible) Vailes (History) Kurtzweil/Edgren (Flex)

11th Grade

Period	Time	Class		Room	Teacher
Homeroom/ Opening Assembly	8:00-8:30	Homeroom/Opening Assembly		6	Vailes
1 st Period (incl. breaks)	8:30-10:00	1 st Semester: Greek	2 nd Semester: Biology	7/3	Winfree/Kurtzweil
2 nd Period (incl. breaks)	10:00-11:30	1 st Semester: Pre-calculus	2 nd Semester: Rhetoric	7	Edgren/Vailes
Recess/ Lunch	11:30-12:15	Recess/lunch			
3 rd Period (incl. breaks)	12:15-1:45	1 st Semester: Early modern history (MR) Art (T) Music (W) Flex-time (F)	2 nd Semester: Early modern lit and thought	6 Art room Music room	Vailes (history) Essary Helms Kurtzweil/Edgren (F)
4 th Period	1:45-2:30	Bible (MT) History (WF) Flex-time (R)	Bible (MR) History (TW) Flex-time (F)	6	Drown (Bible) Vailes (History) Kurtzweil/Edgren (Flex)

12th Grade

Period	Time	Class		Room	Teacher
Homeroom/ Opening Assembly	8:00-8:30	Homeroom/Opening Assembly		6	Vailes
1 st Period (incl. breaks)	8:30-10:00	1 st Semester: Greek	2 nd Semester: Biology	7/3	Winfree/Kurtzweil
2 nd Period (incl. breaks)	10:00-11:30	1 st Semester: Pre-calculus	2 nd Semester: Rhetoric	7	Edgren/Vailes
Recess/ Lunch	11:30-12:15	Recess/lunch			
3 rd Period (incl. breaks)	12:15-1:45	1 st Semester: Early modern history (MR) Art (T) Music (W) Flex-time (F)	2 nd Semester: Early modern lit and thought	6 Art room Music room	Vailes (history) Essary Helms Kurtzweil/Edgren (F)
4 th Period	1:45-2:30	Bible (MT) History (WF) Flex-time (R)	Bible (MR) History (TW) Flex-time (F)	6	Drown (Bible) Vailes (History) Kurtzweil/Edgren (Flex)

Academic Policies

The following is not meant to be exhaustive, but to highlight or elaborate on certain policies from the Parent-Student Handbook. See that document for a fuller statement of policies.

Attendance, Punctuality, and Breaks

As stated in section 4 of the Parent-Student Handbook, the school day begins at 7:55. Any student not on campus at 7:55 is considered tardy. If you arrive on campus after 7:55, you should enter in the front of the building by the main office. All student drivers must ALWAYS enter in the front of the building by the main office in the mornings!

The upper school day is organized according to periods. See your schedule (below) to learn the start and end times of the periods.

Students are expected to keep up with the time during breaks and to be seated and ready to begin each class (with all necessary books and supplies) by the time that class is scheduled to begin. There are clocks in each room.

Students are also responsible for getting a drink and going to the restroom during scheduled breaks, so that they do not miss class. Students will not be excused to go to the bathroom or fill up a water bottle during class. Of course, bathroom emergencies sometimes occur, but by middle school students should be able to use their break times wisely enough to avoid those. If a student claims it is an emergency, we will take them at their word, but if it becomes regular, we will address it with the parents.

Homework

Philosophy

Students often need extra practice in new concepts, skills, or facts. In certain subjects, there is not enough time in a school day to do as much practice as may be necessary for mastery; moreover, multiple short periods of practice or study of new information is often a better way to learn than one long period of study. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework that is deemed necessary to achieve the objectives of the class. Homework may sometimes also result when students who, having been given adequate time to complete an assignment in class, did not do so. Since Augustine School recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies and to teach him responsibility.

Guidelines

Students are expected to record their assignments each day and complete them by the due date. Some assignments may not be due for several days or even weeks. Students are expected to keep up with these due dates and work on the assignments over time so that they are due by the due date. Students who wait until the last minute to do a long-term assignment and then complain about how much work they have to do the night before the assignment need to learn to manage their time more wisely.

Late Homework

Students are expected to turn in all work complete and on time. However, students may turn in an assignment late 3 times per quarter in exchange for a 10% penalty. The late assignment must be turned in on the next day the class meets, or it will receive a zero. After the third late assignment of the quarter, all subsequent late assignments for that quarter will receive a zero.

An assignment is late if it is not complete at the beginning of the class for which it is due. In order to take a "late" grade, a student will need to turn in one of three "late-grade tickets" that will be given out to each student at the beginning of the quarter.

Homework and Proficiency

Any assignment receiving a score of less than 75% (C-) will need to be redone and turned in again within two days to insure proficiency in the material. No extra credit will be given for redone assignments.

Academic Probation Policy for Upper School

1. Students are required to maintain at least a 1.5 Grade Point Average (GPA) throughout the school year and have a cumulative GPA of at least 1.5 in order to promote to the next grade level;
2. Grade Point Averages (GPA's) for each student will be calculated at the end of each quarter;
3. If a student's GPA is below 1.5, the student shall be placed on academic probation, and a parent-teacher conference will be arranged;
4. A student who has been placed on academic probation may not participate in extracurricular activities during the following quarter.

5. If at the end of the next quarter the student's quarterly GPA has not risen to at least 1.5, that student's record will be reviewed by the Dean of Academic Affairs. The Dean will then determine whether or not to expel the student.
6. Promotion of a student to the next grade level will be determined by the final GPA which will be an average of the two semester GPA's.
7. Students who have maintained a GPA of 1.5 or greater but have failed (< 70% average) one or more classes will be referred to the Dean of Academic Affairs for determination of whether or not promotion may be granted.

Promotion

1. A student who does not make at least a C in a course cannot promote to the next course within the given sequence until proficiency is demonstrated, typically by doing remedial work during the following summer. In courses that are the end of a particular sequence, e.g. English IV or Physics, as student may pass with at least a D (70%).
2. Students seeking to graduate from Augustine School must meet all applicable graduation requirements. All appeals for diverging from or waiving the requirements of this policy will be submitted to the Dean of Academic Affairs. He may seek whatever counsel he deems necessary to render a proper judgment.

Calculating GPA

The following formula is to be used to average upper school quarter/semester/yearly GPA:

Quarter Averages:

Multiply credit times grade point. Add all the products and divide by the number of credits in which the student is enrolled.

This example will illustrate:

Math	1 credit	x	A(4.0) = 4
English	1 credit	x	B(3.0) = 3
Bible	0.5 credit	x	A(4.0) = 2
Choir	0.5 credit	x	A(4.0) = 2
History	1 credit	x	C(2.0) = 2
Science	1 credit	x	B(3.0) = 3
Latin	<u>1 credit</u>	x	<u>B(3.0) = 3</u>
Total:	6 credits		Total = 19

$$19/6 = 3.17 \text{ GPA}$$

Code of Conduct and Discipline

General Discipline

Augustine School does not believe that a person's mind exists independently from his character. Growth in virtue is a prerequisite to growth in wisdom and understanding. Each student attending Augustine School is expected to be obedient and respectful to teachers and respectful to one another. These standards are designed to help the student glorify the Lord in every area of his or her life and to develop Christian character. The school understands its mission to "assist Christian parents in their task of training their children" (see 1.02 above) to include bringing up students "in the discipline and instruction of the Lord." (Eph 6:4). Moreover, an orderly learning environment contributes to the comfort and joy that children take in learning. As in all other areas of education at Augustine School, love and forgiveness will be an integral part of the discipline of the student.

The following four virtues are the foundation of the more specific rules that follow:

- **Reverence** (respect, humility, fear of the Lord, awe, wonder)
- **Discipline** (self-control, concentration, orderliness in thought and action, honesty, integrity)
- **Diligence** (whole-heartedness, hard work, intensity, effort)
- **Loving-Kindness** (compassion, kindness, consideration, mercy, self-sacrificing)

School-Wide Rules

- Students should cooperate, using basic Christian standards of behavior and conversation.
- Students should not talk back or argue with teachers or staff. Prompt and cheerful obedience is expected.
- Running, rough-housing, and boisterous speech are prohibited in the building.
- Neither gum nor electronic devices are allowed in the building (unless permission has been given by the appropriate authority).
- Students should avoid the off-limits areas of the building and grounds
- Students should treat all the school's materials and facilities with care.
- Students should obey promptly (Hebrews 13:17). It is expected that children will obey immediately without reminder. Children should have a respectful attitude and make attentive eye contact with the person giving instruction.
- Students should obey cheerfully (1 Thess. 5:18). It is expected that children will obey with a thankful attitude. Grumbling, grimacing expressions, sighing, and non verbal complaining will be addressed.
- Students should exercise diligence in work (Eph. 6:6,7). It is expected that children 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.
- Students should display consideration, kindness, and compassion (Eph. 4:29, 32). It is expected that children will treat everyone with kindness in action and in speech. Harsh words and harmful behavior will be addressed.

- Students should speak with honesty and edification (Eph. 4:25, Ps. 19:14). It is expected that children will speak honestly without rationalization or excuse. Gossip, slander, “tattle tales” will be addressed. Children will be encouraged to speak directly with the person with whom they have a concern and to model the biblical principle of Matthew 18.
- Students should exercise control (Proverbs 25:28). It is expected that children will control their tongues and actions. Children will be encouraged to speak at appropriate times and to control their bodies.
- Students should display order (1 Cor. 14:40). It is expected that the children will take an active part in maintaining their personal belongings (desks, school boxes, etc) and school’s appearance. It is expected that the children demonstrate orderly behavior when in groups. Children will be encouraged to line up, walk in the hallways, sit in assembly, raise hands, etc., in an orderly manner.

Discipline Procedures

As outlined in the Parent-Student Handbook, discipline action at Augustine School generally follows the following order:

1. Explain the expectations and train students in them giving reminders and consequences as appropriate
2. Have a one-on-one talk with the student (i.e., a “halltalk”) if they are struggling in a particular area.
3. Communicate with the parents if the student continues to struggle in a particular area (email/yellow card)
4. Send the student to the office for serious or repeated violations (see “serious offenses” in the Parent-Student Handbook)
5. Suspension and expulsion may be used for “egregious” or repeated offenses (see Parent-Student handbook).

The “Quiet Room” and other “Low-Level” Reminders

In the upper school, the primary “reminder” tool we have available is to have a student spend all or part of the long lunch break in the “quiet” room for an enforced study hall. Some students routinely go to the quiet room on their own or do not mind going to the quiet room. For them, we will find other “low-level” reminders to help motivate them.

The Goal of Discipline

Our goal in discipline is not to focus on mere external obedience to long lists of rules but to be instruments of the Holy Spirit in training students in holiness and righteousness (Heb 12: 10-11). We emphasize personal accountability and responsibility and seek to be a community characterized by Biblical standards of mature and godly conduct so that all things are done “decently and in an orderly manner” (1 Cor. 14:40) to the glory of God (1 Cor. 10:31). We confess that God has called us to be conformed to the image of Christ (Rom. 8:29), the fully mature and complete man, and that no lesser goal for our students will do.

Discipline Policy Implementation

The discipline policy outlines five basic levels of offenses: reminder, hall talk, yellow card, serious, and egregious. The upper-school faculty will follow the following sequence in implementing this policy for offenses that are not serious or egregious.

1. Train all students in the Godly character traits and behavioral expectations during the first week of school
2. Verbal reminder and brief discussion to insure understanding of godly character trait involved and our expectations for behavior
3. Verbal reminder and halltalk
4. Reminder involving having student spend recess in the quiet room (or other “low-level” reminder, see above) and email note to parents
5. Reminder involving having student spend both recess and lunch in the quiet room
6. Reminder involving quiet room probation: student goes to quiet room for recess/lunch until behavior until a demonstration of change of behavior/attitude (email to parents). Yellow card
7. Office visit and office yellow card. All similar offenses will result in another office visit.
8. Office visit, office yellow card, and office probation: all participation in extracurricular activities and other privileges are revoked until behavior/attitude has changed.
9. Suspension likely
10. If at any time in this sequence more than a week of school (five days) elapses since the previous step (or five occurrences of classes or activities that do not meet daily), the student remains at that step for the next infraction. For each additional week that elapses, the student may return to an earlier step.

Purposes:

- To insure gracious, fair, and consistent implementation of the discipline policy among the upper school faculty
- To provide optimal discipline by having it planned out in advance instead of “winging it” in the heat of the moment
- To insure all aspects of the policy (reminders, halltalks, and parent communication) are incorporated
- To give students a clear sense of moving through an increasingly serious set of consequences instead of feeling like they are just getting fussed at over and over again and that their actions don’t really have consequences
- To make procedures as transparent as possible

Electronic Devices

Our parent-student handbook forbids students to bring electronic devices to school. We realize some parents may want their children to have a cell phone for use after school. However, all cell phones must be turned off and kept out of reach in a backpack, purse, or locker. If a cellphone is seen or heard or there is evidence of its use at school, it will be confiscated and returned at the end of the day. If it happens a second time, the parent will have to retrieve it from the office. If it happens a third time, cell phone privileges will be removed. If the problem continues, it could lead to suspension.

Please note, we have the ability to monitor any devices that use our wi-fi network.

Romantic Relationship Policy

Romantic love is a gift from God that, when properly understood and pursued in the context of marriage, bears a unique and important witness to the relationship of Christ and His bride, the church (Eph. 5:22-33). The Bible shows romantic love as proper when it occurs within or in preparation for marriage understood as the lifelong commitment of a man and a woman to leave father and mother and become “one flesh” (Gen. 2:24), entering a life of joyful submission and self-giving love (Eph. 5: 22-33). Because the Bible gives no indication that behaviors like modern “dating” or having various boyfriends and girlfriends are good things, because one never truly knows if a romantic relationship will actually lead to marriage until the marriage occurs, and given the great temptations to sin that accompany romantic relationships, it is wise to treat all romantic feelings and relationships with great care, erring on the side of caution, rather than recklessly fanning the flames of passion. If a love of any kind is deep, sincere, genuine, and from the Lord, it will be characterized by a desire to honor the beloved as a creature made in God’s image and to honor the Lord in the way in which one thinks about and participates in the relationship. Such a love will be very aware of how much harm unrestrained emotion can do and how self-serving strong passions often end up being. Such a love’s instincts will be towards self-sacrifice, not self-gratification. Though romantic love in its proper Biblical form is a good thing, it is also a great source of temptation and will become an opportunity to sin if it is not daily submitted before the throne of Christ.

For these reasons, Augustine School seeks to cultivate and preserve a culture in which such stumbling blocks are minimized and in which students’ words and actions regarding romantic love reflect the Biblical view outlined above characterized by chastity, modesty, reserve, self-control, the honoring of one another as fellow image-bearers, and the honoring of Christ above all. Specifically:

- Students should generally avoid discussing specific romantic feelings and relationships with one another. While they may certainly talk about romance and love in general way, all discussions (whether in person or online) should be godly, chaste, and restrained.
- Students should not urge or encourage one another to enter into romantic relationships.
- A student should not be alone with a student of the opposite sex, especially if there is a reasonable possibility of romantic attraction. If they find themselves in such a situation, they should leave the room.
- Students should not engage in conduct that could negatively affect the culture or reputation of the school (not to mention themselves and their own reputations), whether at school events or outside of school. Actions that happen outside of school, but that become known and negatively affect the culture or reputation of the school will be addressed.

It is important that if a boy and a girl do, with the permission of their parents, enter into a romantic relationship that they should take great care *not* to allow their relationship to be a matter for public attention and discussion or, if it becomes known, to minimize public attention and discussion as much as possible. They themselves should try to deflect attention away from it by not discussing it with others (or doing so very minimally and with great reserve) and not engaging in romantic behaviors (note passing, gift giving, etc.) that will make the romantic relationship a part of the culture and life of the school.

Augustine School will address any behavior that negatively affects the culture of the school, whether or not this behavior happens at school. More importantly, we seek to stand for a truly beautiful, Christian, and God-honoring way of life in a culture that is increasingly hostile towards the Biblical view of love and marriage and that increasingly ridicules and shows contempt for the virtues of chastity, humility, reserve, modesty, patience, and self-control.

Student Drivers

High school students holding a valid Tennessee driver's license who wish to drive to school will need to complete a Parking Permit Application, along with their parents. Parking Permit Applications are available in the school office, and will need to be renewed each academic year.

Parking permits are privileges that can be revoked as a disciplinary action. Student drivers should enter in the main entrance (near office) every morning.

Opening Assembly and Homeroom

Upon arrival at school, upper school students should report to homeroom. The homeroom teacher will take roll shortly after 7:55 and take the class to opening assembly. We will begin each day with a school-wide opening assembly involving announcements, singing, Scripture reading, and prayer. It will begin at 8:00am sharp. Upper-School students will then go to homeroom to continue a discussion of the passage read in opening assembly, to prepare themselves for the day ahead, and to have a class prayer.

Students who arrive after 7:55 should report to the office and wait for their class there.

The homeroom teacher will act as an advisor and mentor to the students of that class and will be the first point of contact for parents.

Dean's Student Advisory Council and Student Ambassadors (Formerly, Student Council)

Over the past several years, we have tried various ways to allow students to express their wills and to develop leadership abilities via a student council. We have always resisted the typical version of student council (elections, popularity contest, little substance, etc.) in favor of something more meaningful and useful. Over the years, we have tried our best to prioritize student happiness and listen to student suggestions to the point where student council as an avenue for expressing student desires is not really used that much and no longer serves much of a purpose. The relationship between faculty and administration and students is strong enough that most students do not feel the need to use the student council mechanism.

At the same time, the model we have used does not afford the kinds of advanced leadership training and opportunities that some students desire. As a result, we are re-working the concept yet again.

We are forming a Dean's Student Advisory Council that is open to any student in grades 8-12 who wishes to be a part of it. The only requirement is that the student shows a genuine interest in developing his or her leadership capabilities. It will require training and service. They will learn something about how a school works and the complexities of institutional and community life that only leaders can really understand. They will learn more about the history of our own school and our unique vision for and approach to education. They will have opportunities to make decisions, advise the administration, and represent their fellow students. They will also serve as ambassadors to guests.

This position will be a prestigious honor that will be recognized at awards ceremonies, look good on a college application, and serve as the basis for a good recommendation. It will help prepare the student for a life of servant leadership. At the same time, it is not a popularity contest or an honor that only a select few are awarded. It is open to all who have a genuine interest and willingness to put in the time and effort. A separate document will outline the specific expectations and requirements.

Special Events and Opportunities

Special Activity Week

At least one week per year, students will sign up for one of several special activities led by a teacher or a parent. During that week, the students will only work on that special activity. Look for more information about this special event in the coming weeks.

Recitation

The purpose of recitations is to give students a chance to practice public speaking skills while also sharing some of what they have learned with friends and family. Upper school students learn the hymn, psalm, and Scripture of the quarter during opening assembly, so they will always participate in that portion of recitation. There will be a variety of other recitation opportunities throughout the year to fulfill the other recitation requirements, including participating in the science fair, acting in the school play, serving as a student ambassador, reading a paper at the symposium, and reciting speeches or poetry at recitation. Students are required to participate in the science fair and act in the school play at least once in middle school and once in high school. Seniors and juniors are required to present papers at the symposium, and sometimes students in younger grades can as well. Students in grades 7-10 will present papers in class at least once throughout the course of the year.

Service Requirement

The Christian life is one of service to God and man. Upper-School students will be expected to exemplify this life of service by participating in at least three service projects or events per year. These might include working in the soup kitchen, participating in Operation Christmas Child, or other examples. Some of these opportunities will be school events, but others can be done through church or with their parents.

Upper-School students will also be expected to perform acts of service to their school by helping setup or otherwise prepare for various events, such as home games and open houses.

We have an annual day of service on or near March 25th each year (see the upper-school calendar).

Upper School Retreat

Each year, we like to have some activity near the beginning of the year that helps the students grow closer as a community. Stay tuned to Porta for an announcement about the time, place, and nature of this year's event.

Upper-School Fall and Spring Field Days

Each fall and spring we have an upper-school field day in which students play various games.

High School Spring Social

Each spring, high school students gather for fun, fellowship, food, and games.

Upper School Film Series

New for this year, Upper School students will have the opportunity twice a semester to watch a film together (outside of school) and engage in a discussion about it led by Dr. Drown and Union communications professor (and new Augustine parent) Ted Kluck.

Edwards Colloquium on Practical Christianity

Students will gather twice a year (outside of school) to discuss a book that helps them think about how to live out their faith.

Etiquette and High School Dance

The etiquette course is an important aspect of the educational experience at Augustine School. We strive to teach 6th-12th Grade students established habits of etiquette for the purpose of demonstrating Christ-like respect and humility to fellow image-bearers. Recognizing that all men and women are created in God's image, students learn to follow Christ's example by loving, serving and respecting others before self through training in the principles and skills of propriety. The course seeks to provide students the opportunity to embody virtues connected with the call of Christ.

Further, while all Christians are called to virtuous living, this is often manifested differently in men and women as they relate to one another. Male and female students are encouraged to interact in a manner that recognizes, respects, and honors their unique gender differences.

6th- GRADE ETIQUETTE: POSTURE, DEPORTMENT AND INTRODUCTIONS

Students will learn the skills of carriage, deportment and spatial awareness in a variety of contexts, as well as the rules of etiquette regarding making introductions and being introduced to others. The particular virtues instilled will include discernment, honor, respect and courage.

Course topics will include good posture and body language; deportment and spatial awareness in the classroom and in the hallway; making introductions, including language; and the principles of seniority, rank and gender.

The event component of the 6th grade protocol will be a trip to a public event, concert, or attraction.

7TH-8TH GRADE ETIQUETTE: BASIC TABLE MANNERS

Students will learn the skill of navigating the dinner table, including seating arrangements, the role of the hostess, the proper place setting, the use of utensils and handling difficult food items. The particular virtues instilled will include discernment, orderliness, respect and gratitude.

Course topics will include seating arrangement variations, taking cues from the hostess, setting the table, specific utensils and their uses, excusing oneself from the table, and politely handling difficult food items.

The event component of the 7th-8th grade protocol will be an afternoon tea or informal dinner.

9TH-12TH GRADE ETIQUETTE: FORMAL DINNER ETIQUETTE, CONVERSATION ETIQUETTE, TECHNOLOGY ETIQUETTE, CONTRA DANCING

The 9th–12th etiquette event is a formal multiple-course dinner and dance. Gentlemen wear tuxedos or dark suits, and ladies wear long, modest gowns. The event’s hosts are the Dean of Academic Affairs and his wife.

Regarding curriculum, there are two portions of the 9th-12th etiquette course. The first part is the **contra** dance instruction, **a traditional type of English folk dancing**.

The second portion consists of etiquette training. Here, the students learn appropriate introductions, polite conversation, going through a buffet line, table manners, and escorting or being escorted. Prior to the beginning lessons, the teacher will talk about the overall purpose of the course and the “others-centered” thinking it aims to cultivate. Later, there is a meeting with the gentlemen and ladies separately to discuss more gender-specific issues/questions regarding the course and event.

One thing that is stressed is the students should not see this as intended to be a “date”; rather, it is an opportunity to practice the skills learned in the etiquette training. The events of the evening are intentionally set up in such a way that each person interacts with a number of different people, rather than focusing on one person the whole evening.

Organization and Goal-Setting

In the upper school we teach a basic organizational system that consists of a three-ring binder divided into sections for each class. All handouts are three-hole punched so that they easily fit into the binders. We train students in this system and remind them of it regularly. We cannot make a habit of making duplicate copies of handouts because students failed to keep up with the copies they were initially given. Students will be evaluated on these and other organizational skills on their progress reports and report cards.

Every teacher will use the same basic system. Teachers will help students organize their binder and take binder grades to insure students are using the binders properly. Binders will not normally leave the classroom. Students will use “take home folders” for each class to transport materials that are needed for homework or study. Those materials will be replaced in the binder each day. The binder will also be used to store graded assignments.

All middle-school students will be given a copy of *The Middle School Survival Manual* by Katrina L. Cassel. Sixth-graders will spend some time in each class period for the first two or three days of the year discussing chapters from the book.

All grades will be given time to set both general and specific goals at the beginning of the year and time to reflect on those goals and evaluate their progress on a regular basis throughout the year, especially during the homeroom time at the start of the day.

Christian Education and Leisure: How Should Christians Live?

The modern school (like modern life in general) is often characterized by a sense of stress and busyness, which is neither beautiful nor healthy. It is certainly not life as God intended. Of course, we do live in a fallen world, and part of the curse of the fall has to do with work that would have been joyful becoming a burden (Gen. 3: 19). Even those who are redeemed by Christ do not, in this life, escape all of the pains and difficulties of the Fall, but learn to endure them with faith and hope.

However, if our redemption is not merely a future reality, but also in some sense a present one, then the Christian life should be one increasingly free of the effects of the Fall (though never completely so in this life). The law of God has Sabbath provisions for rest in this life as a relief from the curse of the Fall and to bear witness to the perfect life of rest that will one day come. Christians are called to be a witness to another way of life than the world knows, one that is Spirit-filled and Spirit-led life, a life that should reflect the beauty, joy, love, and peace that are necessary fruits of the Spirit. If our lives are dominated on a *daily basis* (versus true times of emergency or crisis) by a sense of stress, rush, and busyness, then our lives will have no time for silence, solitude, study, reflection, prayer, and worship, and similar things that are part of Kingdom/Spirit life. In other words, our lives will be telling the same lie that the world tells: everything depends on us; we do not have limits or need rest; we do not need to be fed and refreshed by God; etc. Certainly, we should apply ourselves diligently to whatever work God gives us to do. We cannot just sit around and do nothing and expect God to do everything for us (Col. 3:23; 2 Thess. 3:6-12). However, we should also acknowledge from the beginning that we can do nothing without God. We have no strength within ourselves. Our own strength and resources cannot sustain us. We can only give out of the abundance of what He gives us. We are in constant need of His sustaining power. We are finite creatures who quickly grow tired and wear out. Just as we cannot work long without eating and sleeping, so we cannot work *well* for long without being refreshed with prayer, study, worship, solitude, silence, and inward contemplation of the divine glory and beauty. These are

the equivalent of food, drink, and sleep to the soul and spirit. These are not just things we should acknowledge, but our lives should reflect these beliefs.

The Christian life should be a beautiful one. Others should see how we live and want to have that kind of life. We should exude and practice a confident peace and resting in God's goodness and mercy, even in times of stress. We should work hard "as to the Lord" (Col. 3:23) within our natural limits, and certainly in times of great crisis or emergency, we should be willing to give all and trust that the Lord will sustain us even beyond our natural limits. But our daily lives should be characterized by the peace and calm of those who are confident that God is good and in control.

"Give us this day our daily bread," is the response of one who has been and is being redeemed from the curse of Genesis 3: "By the sweat of your face, you shall eat bread."

"Therefore I tell you, do not be anxious about your life, what you will eat or what you will drink, nor about your body, what you will put on. Is not life more than food, and the body more than clothing? Look at the birds of the air: they neither sow nor reap nor gather into barns, and yet your heavenly Father feeds them. Are you not of more value than they? And which of you by being anxious can add a single hour to his span of life? And why are you anxious about clothing? Consider the lilies of the field, how they grow: they neither toil nor spin, yet I tell you, even Solomon in all his glory was not arrayed like one of these. But if God so clothes the grass of the field, which today is alive and tomorrow is thrown into the oven, will he not much more clothe you, O you of little faith? Therefore do not be anxious, saying, 'What shall we eat?' or 'What shall we drink?' or 'What shall we wear?' For the Gentiles seek after all these things, and your heavenly Father knows that you need them all. But seek first the kingdom of God and his righteousness, and all these things will be added to you. Therefore do not be anxious about tomorrow, for tomorrow will be anxious for itself. Sufficient for the day is its own trouble." Matthew 6: 25-34

The greatest example of this way of life is Jesus Himself, who--although there were endless lines of people to be taught and healed and fed and ministered to--frequently went away from the crowds and from his earthly duties for a time to rest, to study, to pray, and to refresh Himself, and often required his disciples to do the same (Matt. 14:13; 26:53; Mark 6:31; Luke 5:16; 9:10; John 6:1).

Of all institutions, schools are the ones that should most embody a way of life that is leisurely and restful, for the word "school" comes from the Greek and Latin words for "leisure" because only those with sufficient leisure time could engage in something as seemingly impractical as learning for the sake of learning.

While we are not able to avoid stress and busyness as much as we might like in the modern world, we have given thought (and will continue to give thought) to how we can organize our day to provide more opportunities for the leisure that is required for deliberate, careful thought and work and for a beautiful Christian life that includes prayer, worship, study, reflection, contemplation, silence, and solitude.

One of the chief ways, we have re-organized the day to increase the sense of leisure is by adopting a block schedule. Fewer classes reduce the number of things we have to keep up and think about each

day and longer classes give us more time to dwell on a topic, discuss it, engage in activities related to it, and get a good start on homework.

As much as possible, we have tried to put the more analytical subjects earlier in the day and the more contemplative subjects later in the day (though all subjects have analytical and contemplative aspects). We want students to have ample opportunities to relax, stretch their legs, use the restroom, and socialize, so we will take breaks when needed, and we have recess every single day all the way up through high school!

During the 45-minute recess and lunch break students can choose from a variety of ways to use that time. They can play outside (weather permitting). They can sit (outside or inside) to talk, read, or study. They can take a nap or just rest. They can eat in leisurely way nibbling the whole time or they can eat quickly and spend the rest of the time playing. We will take the last few minutes of the time to clean up (learning to be good stewards) and get ready for the next class.

Students desiring a lunch have several options. They can sign up for the hot lunch program offered three days a week. They can bring a thermos with hot foods in it, or they can use one of the few available microwaves. *However, students and parents must realize that microwaves are limited. If students find they are having trouble preparing and eating their foods in the time allowed, they should bring foods that do not require preparation.*

Food and Drink

Students will not normally be permitted to eat in class, but they may keep a drink at their desk. The coffee in the lobby is for parents, faculty, and for guests. The high school lounge has a coffee maker, but the school does not supply coffee. If students want coffee or other drinks, they should bring them.

Lockers

Students will be given a chance to choose a locker by class (in order of seniority). Students may bring locks for their lockers, but must give a copy of the key or combination to be kept in the Upper-School office area.

Communication

Communication between parents and teachers is vital to the success of our efforts. The following methods of communication will be the ones most frequently used.

Syllabi

Each class has a syllabus that outlines the class topics, texts, and policies.

Sycamore

Sycamore is our school management system. Parents can check their student's grades and find out important class information. Every parent should receive instructions for creating an account. If not, please check with the office. Teachers will strive to post a weekly newsletter on their class page that

gives an overview of the week to come and any homework assignments each afternoon. However, students are responsible for writing homework assignments down.

Email

Email is used primarily to communicate between an individual teacher and parent.

Formal reports

Teachers have several means of formal communication with the parent, some of which are given at regular intervals and some of which are given on an as-needed basis. These include

Progress Reports

Given roughly halfway through each quarter, these reports provide a general idea of how the student is progressing. The scale is “satisfactory”(C), “above satisfactory” (A or B), or “needs improvement” (D or F).

Report cards

Given at the end of each quarter, these form part of the student’s formal record and are used to calculate the student’s GPA. The grading scale is A (94-100), B (85-93), C (75-84), D (70-74), and F (below 70). These reports will also evaluate students in conduct.

Parent-Teacher Conferences

Two mandatory parent-teacher conferences are held each year, one in the fall and one in the spring. Other conferences can be scheduled at either the parent’s or the teacher’s request throughout the year.

Yellow cards

Yellow cards are a formal communication regarding conduct and discipline. The parent receives the yellow copy and should send it back signed to indicate that the yellow card was received and the issue addressed.

Uniform reminders

Following just and reasonable rules is part of the Christian’s duty. It is a matter of godly submission to legitimate authority. As such, we seek to draw student’s attention to the fact that knowingly and intentionally violating such rules is a matter of rebellion against authority—a serious matter indeed. In other words, it is a matter of the heart. Nor is ignorance a good excuse. Students in the upper school are perfectly capable of reading and following the uniform policy, though it is ultimately the parent’s responsibility to insure that the student comes to school with the proper uniform. In both cases, it will be necessary to make an effort to read and learn the policy. If a student is in violation of the uniform policy, he or she will be given at least one reminder. If the violation continues, a uniform reminder will be sent home, so the parent knows about the violation. It should be signed and returned. As stated in the parent-student handbook, after three uniform reminders, the parent will be required to bring proper attire before a student will be admitted to class. Students can also lose the privilege of wearing jeans, spirit wear, or other “fun” attire on special days if they do not comply with the uniform policy the rest of the time. Please help us in guarding this relatively minor issue from becoming an occasion for the serious sins of pride and disobedience.

Sycamore School Management System

Sycamore is the online way for students and parents to check homework assignments and grades.

Courses for 2016-17

Latin/Greek

6th-7th Grades: Work through as much of *Lingua Latina I* and *II* as possible.

8th-9th Grade: *Latin for the New Millennium I*

10th-12th Grade: *Mounce's Biblical Greek*

Science

The upper-school science sequence for 2015-16 is as follows

- 6th/7th grade: General science
- 8th grade: History of Science and physical science
- 9th grade: Physics
- 10th-12th grades: Biology

Bible and Theology

The upper-school Bible and theology sequence for 2015-16 is as follows

- 6th/7th grade: Biblical Theology
- 8th grade: Biblical Theology
- 9th grade: Introduction to theology and the spiritual disciplines
- 10th-12th grade: historical theology, apologetics, and spiritual disciplines

Grammar/Logic/Rhetoric

The upper-school sequence for 2015-16 is as follows

- 6th-grade: basic grammar (parts of speech and sentences, diagramming), narrative and expository writing
- 7th-grade: advanced grammar (phrases, clauses, and verbals, diagramming), maxim writing, and Logic I
- 8th-grade: Grammar review, diagramming mastery, maxim/chreia writing, and Logic II
- 10th-12th grade: rhetoric: theory and practice; advanced essay writing and introduction to research papers; Logic III

Literature and History (formerly Integrated Humanities) (7th-12th grades)

The upper-school sequence for 2015-16 is as follows

- 6th-7th grade: *Lord of the Rings*; modern history
- 8th grade: early modern and modern history and literature
- 9th grade: ancient history and literature
- 10th-12th grade: early modern history and literature

Music

- History and appreciation
- Theory and practice
- Sacred choral music and traditional folk music

PE (6th-8th)

There are two options to earn P.E. credit:

- Participate in a sport
- Participate in an organized sport or game at lunch at least two days a week

Math

- 6th grade: Math in Focus (Singapore)
- 7th grade: pre-algebra
- 8th grade: algebra I
- 9th-10th grade: Algebra II
- 11th: precalculus

Visual Art

- History and appreciation
- Theory and practice

Homeroom

We begin each day with a period of prayer and/or Scripture reading, discussion, and other important activities. It is also a time to review goals, discuss important ideas, and engage in etiquette training.

Upper School Parent and Student Agreement

Please sign and bring this page on back-to-school night.

I the undersigned have read the Upper-School Handbook* for 2016-17 and agree to abide by these policies while seeking to glorify God in all that I say, think, and do.

Student _____ Date _____

Student _____ Date _____

Student _____ Date _____

Student _____ Date _____

Parent _____ Date _____

*The Upper-School Handbook is included in the back-to-school packet. Additional copies can be obtained in the school office.