

# Cornerstone Classical Christian Academy

## 2007 – 2008 Student/Parent Handbook

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## 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 unswayed 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 they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire 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. And all these we desire them to possess with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at Cornerstone. 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; 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, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. 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 aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

## EDUCATIONAL PHILOSOPHY

Excellent education is founded upon disciplined, eager attention to learning. This discipline rests upon a student's moral character, and that this moral character is developed through a personal relationship with God through Jesus Christ. In support of parents' God-given responsibility for educating their children, the Corporation will:

1. Provide a clear model of Christian life through its staff and Board members. (Matthew 22:37-40.)
2. Encourage every student to begin and to continue to develop a relationship with God the Father through Jesus Christ. (Matthew 28:18-20.)
3. Teach all subjects from a biblical worldview as parts of an integrated whole with the Scripture at the center. (2 Timothy 3:16-17.)
4. Provide students with a **classical education**, in which **grammar** (the fundamental facts and rules of each subject), **logic** (the ordered relationship of particulars in each subject), and **rhetoric** (the expression in speech and writing of the ideas of a subject) are emphasized in all subject areas.
5. Encourage all students to develop wisdom, discernment, and a love for learning. Children will be taught how to learn for themselves and how to express what they have learned; how to think rather than simply what to think.

## ORGANIZATIONAL PHILOSOPHY

To carry out its mission of academic excellence within a biblical worldview, Cornerstone Classical Christian Academy shall:

1. Operate with efficiency and excellence.
2. Maintain respect for the individual and insists upon gracious interactions at every level of the organization.
3. Encourage a decentralized form of administration where decisions are made and responsibility is taken for those decisions at the lowest possible level of the organization. This organizational principle of delegation is intended to reduce administrative overhead and empower the individuals involved in a particular process to have the primary input to improve it. (Exodus 18:13-27.)
4. Regard parents as customers of Cornerstone Classical Christian Academy and teachers as having Board delegated authority in the classroom.
5. Encourage parents to be active supporters of

the educational process.

6. Commit to resolve disputes that arise out of or relate to its organizational documents by biblically based mediation. (Matthew 18:15-20; 1 Corinthians 6:1-8.)

## STATEMENT OF FAITH

Cornerstone Classical Christian Academy, its staff, and its board members embrace the historic tenets of Christianity as presented in this Statement of Faith. Beyond the primary doctrines articulated in the Statement of Faith below, we respect and acknowledge the primacy of the family and local churches and refer any secondary doctrinal questions to parents and local churches for clarification and authority.

1. The 66 books of the Old and New Testaments are the perfect, inspired, infallible, inerrant, and authoritative Word of God, and as such, rightly interpreted, are the final authority in faith and practice. (2 Timothy 3:16.)
2. There is one true God, creator of all things, who is eternally existent in three persons: the Father, the Son, and the Holy Spirit. (Deuteronomy 6:4; Genesis 1:1; 1 John 5:7.)
3. Jesus of Nazareth is Lord, is Christ, and is God; He was born of a virgin, lived a sinless life, performed miracles, shed his blood and died a vicarious and atoning death, rose bodily from the dead, ascended to the right hand of God the Father, and will personally return in power and in glory. (John 10:30; Matthew 1:18; Hebrews 4:15; John 10:32; Romans 3:25; Matthew 28:6; Romans 8:34; Luke 21:27.)
4. For the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary. (John 3:3-8.)
5. Salvation is by grace through faith alone, in Christ alone, and for the glory of God alone. (Ephesians 2:8-9.)
6. True saving faith in a person will result in the performance of good works by that person, for faith without works is dead. (Ephesians 2:10; James 2:17.)
7. The present ministry of the Holy Spirit enables the Christian to live a godly life. (Galatians 5:16.)
8. God will raise all people from the dead, the saved to the resurrection of eternal life, and the lost to the resurrection of eternal condemnation. (1 Thessalonians 4:16-17; 2 Thessalonians 1:9.)
9. There is a spiritual unity of all believers in our Lord Jesus Christ. (John 17:20-23.)

## PARENT INVOLVEMENT

As a support and extension of the family unit, Cornerstone Classical Christian Academy considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. We strive to support the family and respect parental authority and responsibility in all we do. Cornerstone believes in the concept of "in loco parentis" - in the place of the parent. At the core of our philosophy of education is the conviction that parents are ultimately responsible for the education of their children. We see ourselves as "subcontractors" of the parents. The parents are the "contractors" - the ones who are responsible for getting the job done. Our authority and our task are delegated to us from the parents. Therefore, we strongly encourage parental involvement in the education of their children and are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

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

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

## CODE OF STUDENT CITIZENSHIP

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

1. Since God is holy and since His name is to be revered, students are expected to treat worship, prayer and class discussion with proper reverence. Jokes, songs, conversation or behavior that treat the Lord's name, character, or institutions with triviality are not permitted.
2. Since appropriate response to authority is biblically mandated and critical to the shaping of a child's life, students must obey their parents, school policy and all instructions from the Cornerstone staff and its supporting adults, promptly, willingly, completely and cheerfully. Talking back, arguing and undue familiarity with Cornerstone staff will not be tolerated. An atmosphere of mutual respect and courtesy will be maintained between students and staff.
3. Since fidelity to the truth is commanded by God and is the core of all meaningful relationships, students will demonstrate honesty in all their dealings with one another and the staff. Students will respect the property and belongings of others.
4. Since God created male and female in His image, equal in personhood, yet distinct in their manhood and womanhood and complementary in their roles, male students will show honor for female staff and students by demonstrating gentlemanly etiquette at all times (e.g. Boys shall hold doors open for female staff and students.) and female students will show respect for male staff and students by exhibiting ladylike etiquette at all times. Romantic attachments between male and female students will not be encouraged at Cornerstone. Co-educational competitive sports involving significant physical contact between players will be prohibited at the school.
5. Since whatever we do, we are to do it heartily, as to the Lord, and not unto men, students will work diligently on all of their school work, striving to do their best at all times. Items and devices that distract students from their educational pursuits, such as personal electronic musical devices, games, toys, roller skates, skateboards, and the like are not permitted on school grounds.
6. Since working with others involves self-discipline and gratitude, students will be prompt in their arrival to class and school activities. Students will refrain from actions that distract others from their academic pursuits and refrain from harmful and rough physical contact with other students such as hitting, punching, tripping, wrestling, and the like.
7. Since Cornerstone cares about the health and well-being of its students and staff, the possession and use of drugs, alcohol, tobacco or weapons of any sort is strictly forbidden on school grounds.
8. Since words have a power and integrity of their own and since God expects man to be stewards of thoughts and expressions, students will refrain from language and actions which are vulgar, inappropriate and demeaning to either God or mankind. Teasing, criticizing, put-downs, insults and name-calling are not permitted.
9. Since our physical facilities and school materials exist as God's provision and since some activities are inconsistent with responsible stewardship, students are expected to treat all school materials (e.g. textbooks) and facilities with respect and care. Students are expected to be aware of and avoid the off-limits areas of the building and grounds. Students are expected to keep the school's campus neat and clean. Chewing gum is prohibited on school grounds.
10. Since students are to conduct themselves in a manner consistent with biblical principles of purity and holiness, students shall refrain from all forms of inappropriate sexual behavior. All immoral sexual activity, including fornication, viewing of pornography, immodest dress, and homosexuality, is forbidden among Cornerstone students. Public displays of affection in the context of boy-girl relationships (e.g. holding hands, kissing, etc.) are not permitted on school grounds.
11. Since spiritual disciplines (e.g. prayer, worship, Bible study, and fellowship) are essential to Christian growth and discipleship, all students will strive to maintain a faithful daily walk with Christ and be active in a local evangelical church.
12. Since our students serve as ambassadors for Christ and representatives of the school, it is expected that students will conduct themselves accordingly at all times, whether they are at school or away from school.

## COMMUNICATION AND GRIEVANCES GUIDELINES

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

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

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

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

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

individual Board member may speak on behalf of the Board unless specifically authorized by the Board to do so on a specific issue.

## DISCIPLINE GUIDELINES

### General

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

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

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

### Misconduct and Discipline:

There are five basic behaviors that will automatically necessitate discipline from the school Headmaster. Those behaviors are:

1. **Disrespect** shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
2. **Dishonesty** in any situation while at school; including lying, cheating, stealing.
3. **Rebellion** e.g., outright disobedience in response to instructions.
4. **Fighting** e.g., striking in anger with the intention to harm another student.
5. **Unkind, obscene or profane language**, including taking the Lord's name in vain.

If for any of the above behaviors, or other reasons, a teacher deems it necessary for a student to receive discipline from the Headmaster, the following

accounting will be observed. Within the entire school year:

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

#### **Expulsion:**

The Cornerstone school board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate the behavioral problems the student is having, the Headmaster is empowered to expel the student. The procedure will be as follows:

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

#### **Serious Misconduct:**

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

or when school is not in session.

#### **Re-admittance:**

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

## **STUDENT AND STAFF RELATIONS GUIDELINES**

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

- A. Staff members are to remember that they serve as professional, adult role-models before the students (Titus 2:7, 8). Relationships between staff members and staff members and students are to be friendly and courteous, not familial or intimate.
- B. Staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (I Peter 2:12).
- C. Flirtation, sexual innuendoes, casual disrespect toward authority, excessive familiarity, etc. are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.
- D. If it is necessary for a male staff member to spend time alone with a female student or staff member, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.)
- E. Staff members shall not travel alone in a car with one student.

## **HOLIDAY OBSERVANCE POLICY**

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

- A. Cornerstone recognizes the necessity of joy and thankfulness in the Christian life. The school will seek to provide students with opportunities for joyous celebration and thankful recognition of God's providence and blessing in their individual lives (e.g. birthdays and personal accomplishments) and in history (Columbus Day and Memorial Day).
- B. The school will emphasize the scriptural and spiritual elements of holidays such as Easter (the cross and resurrection) and Christmas (the

incarnation of Christ), rather than the secular elements (Santa and the Easter Bunny).

- C. The school is not “against” secular images and symbols. These are matters of personal conscience and Christian freedom for each family. The school simply chooses, as a Christian school, to de-emphasize secular elements in its recognition of holidays.
- D. Many believers view “Easter Week” as an especially holy season –a season for sober contemplation on the significance of Christ’s death and resurrection. The school will observe the deep significance of the season in classroom devotions, assembly services, and classroom discussions, but will not conduct parties and celebrations.
- E. Halloween will be ignored at Cornerstone. Other holidays (President’s Day, Valentines Day, etc.) shall be observed when their recognition is deemed spiritually and/or academically beneficial to the students and consistent with the Cornerstone philosophy of education.
- F. Interpretation and application these holiday observance guidelines shall be the responsibility of the Headmaster.

## CONTROVERSIAL SUBJECTS POLICY

The purpose of this guideline is to help Cornerstone to respect the convictions of parents and teachers in various academic and/or sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview. A controversial subject is a subject which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the teacher or brought up by a student.

- A. If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will not help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all. When appropriate, as it benefits the students, the teacher may explain to the students the reasons for not discussing the topic.

- B. If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:

1. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
2. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
3. As appropriate (i.e. pertinent to the stated objectives of the class), direct the students’ attention to original writings, historical source documents, and other informed sources on each side of the subject concerned. This may done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.
4. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.

- C. Due to the sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology, and biblical principles and references, as they arise in appropriate class contexts. Teachers will always defer to parental authority and responsibility when such matters arise.
- D. The teacher is to remember that according to Scripture and the goals of Cornerstone, he is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy, and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

## TRIVIUM APPLICATION CHART

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

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

## CURRICULUM

### Based on the Trivium

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

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

### Language-focused

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

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

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

passively. Students are encouraged to develop a passion for reading and life-long learning.

### Centrality of History

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

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

### Curriculum Goals

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

#### I. Bible: We seek to:

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

**II. English:** We seek to:

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

**III. Reading:** We seek to:

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

**IV. Latin:** We seek to:

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

**V. History/Geography:** We seek to:

- A. Teach the students that God is in control of history and its ultimate outcome.
- B. Ensure that the students have a mastery of the grammar of world, United States, and Kentucky history.

- C. Enable the students to see God's hand in the history specifically by illustrating the effect that God's people have had on history.
- D. Broaden the students' understanding of history and geography by gradually deepening their level of exposure and research as the students mature from kindergarten through elementary school into high school.
- E. Encourage the study of history through exposure to original texts and source material rather than foster dependency on third party commentary in textbooks. Promote honest debate of historical issues.
- F. Make history and geography "come alive" for the students through the use of many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, food, architecture, etc.

**VI. Mathematics:** We seek to:

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

**VII. Science:** We seek to:

- A. Teach that God created the Heavens and the Earth ex nihilo (out of nothing) in six 24-hour days, allowing that Christians may reasonably differ on their understanding of Genesis chapter one.
- B. Teach that God created man specially in His image and that Darwinian evolutionary theory is false.
- C. Teach the students that because God made the universe, it has inherent order, which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws, systems, and truths God put into Creation.
- D. Teach that the worldviews of scientism and naturalism are inconsistent with a Biblical worldview.
- E. Treat the study of science as a "means to an end", not an end in itself. That is, curiosity, experimentation, demonstration, and research, etc. should be emphasized as the process and way of using science, as

opposed to the study of facts. Scientific data and concepts should be attained primarily as the result of research and discovery, versus lecture. By the time the students enter secondary-level science, they should be extremely familiar with the scientific method, through repeated practice.

- F. Ensure that the students have a mastery of the grammar and concepts of both Natural and Physical Science.
- G. Use many forms of instruction to teach scientific concepts and methods, e.g. a large variety of experiments, demonstrations, research projects, field trips, guest speakers, etc.

**VIII. Art:** We seek to:

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

**IX. Music:** We seek to:

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

**X. Physical Education:** We seek to:

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

## LATIN INSTRUCTION

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

- A. Latin trains the student in the essentials of analytical and critical thinking. Students of Latin are equipped in the mental disciplines of memorization, logical analysis, and synthesis. Latin trains minds to encounter unfamiliar material in other disciplines.
- B. Latin reveals a great deal about English and greatly enhances the student's powers of expression in his native language. About 80% of English vocabulary comes from Latin and Greek. English vocabulary tests reveal that students of Latin score higher.
- C. Latin develops and deepens the student's understanding of and appreciation for literature. A doorway is opened to great classical literature – Virgil, for example. The student's appreciation for English literature grows because great English literature is filled with classical allusions.
- D. Latin provides an understanding of the classical impact on our modern culture. This is evident in wedding rings, dollar signs, political structure, architecture, the names of constellations and planets, and of course, et cetera.
- E. Latin provides a wonderful foundation for the study of other languages. Latin is not a “dead language”, but rather a language that lives on in almost all major Western languages, including French, Spanish, Italian, Portuguese, and Romanian. Students gain an understanding of how inflected languages work. This will prepare them to study other languages such as German, Russian, and Greek.

### Latin Program Objectives

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

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

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

## GRADING SCALE GUIDELINES

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

### A. Percentages and Grade Equivalents:

A=94-100	(A = 96-100 A- = 94-95)
B=86-93	(B+ = 92-93, B = 88-91, B- = 86-87)
C=76-85	(C+ = 83-85, C = 79-82, C- = 76-78)
D=70-75	(D+ = 75, D = 71-74, D- = 70)
F = Below 70	P = Passing

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

### B. Other evaluation designations: To be used primarily for most subjects in K -2nd Grade and for grade-level character and academic objective evaluations.

O = Outstanding – exceeding expectations

S = Satisfactory – meeting expectations

I = Improvement has been shown. Continued time and effort needed.

U = Unsatisfactory – needs to improve

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

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

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

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

## GRADE REPORTING GUIDELINES

Mid-Term Progress Reports shall be sent home at the middle of the first and second trimesters. Report Cards shall be sent home with the students at the end of each trimester.

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

Teachers are required to notify parents before the

end of the grading period if a student is in danger of receiving a failing or unsatisfactory grade for the grading term. Failure of the teacher to notify parents of a failing or unsatisfactory grade will not, however, result in the alteration of the grade.

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

## PROMOTION POLICY

### Kindergarten

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

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

B. The child must demonstrate reading readiness for the first grade by achieving 75% of the kindergarten reading objectives

C. The child must demonstrate math readiness for the first grade by achieving 75% of the kindergarten math objectives.

### Grammar School (1st – 6th Grade)

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

A. Earn a passing grade (at least 70% avg. for the year) in Reading, Math and English Grammar.\*

B. Earn a passing grade (at least 70% avg. for the year) in at least three of the other six academic subjects (Latin, Bible, Science, Writing/Spelling, Penmanship and History).\*

\* Exceptions may be made depending on the circumstances.

## STANDARDIZED TEST ADMINISTRATION

Cornerstone Classical Christian Academy shall administer a nationally standardized academic achievement test to all students in at least the second, fourth, sixth and eighth grades. The test shall be administered to students in other grades when deemed necessary by the headmaster.

## HONORS AND AWARDS PROGRAM

A. Cornerstone Classical Christian Academy will maintain a system of formal honors and awards for the following reasons:

1. We believe that God is glorified when His people use to the utmost the gifts He has given them. We believe a student will excel at Cornerstone only by faithfully using the academic/intellectual gifts bestowed upon him or her by God, the giver of all good gifts.
  2. The recognition of people who are faithful in using the particular gifts given them by God is endorsed in the Scriptures, from the writings of Solomon (Proverbs), to those of Paul (Romans, Ephesians, I Timothy, etc.). We believe that God has established Cornerstone Classical Christian Academy as an academic institution, and therefore it is proper for Cornerstone Classical Christian Academy to recognize those who use the academic gifts God has given them for superior academic achievement. Therefore, we seek to publicly recognize those students who accomplish the necessary prerequisites to receive the applicable award/honor set forth below.
  3. We recognize that the glory for all human achievement goes to God. We therefore seek to teach our students and their families the appropriate way to give glory to God for the accomplishments that He allows them and others in the school to achieve.
- B. Because we recognize the propensity of human nature to sin, we will seek through the way we approach our honors and awards program both (a) to teach the students who receive honors or awards to give the glory to God and not become prideful and (b) to teach those who do not receive honors or awards not to covet the gifts God has given to others, but rather to be thankful to God for the particular gifts He has given to them. We recognize that many students who do not meet the necessary prerequisites below are equally faithful in using the academic abilities God has given them.
- C. Accomplishments and correlating honors and awards to be given to students in the third grade and above. All subjects that are objectively graded (A-B-C-D-F) will be used in honors determinations. The honors and awards are as follows: (Other awards/honors may be recognized as appropriate)

ACCOMPLISHMENT	HONOR/AWARD
All A's in a grading term	Placement on A Honor Roll, acknowledgment at assembly
All A's with no more than 2 B's in a grading term	Placement on A-B Honor Roll, acknowledgment at assembly
All year placement on A Honor Roll	Certificate/Award received at year-end Awards Assembly
All year placement on A-B Honor Roll	Certificate/Award received at year-end Awards Assembly

## LEARNING DISABILITY POLICY

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

### Definitions:

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

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

### Policy:

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

of a learning disability will be the responsibility of the parent(s) of the student. The parent(s) of the student will also be responsible, financially and otherwise, for providing any and all special equipment, supplies and tutors needed to accommodate the student.

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

## **UNIFORM AND DRESS CODE POLICY**

### **General Rationale for a Dress Code**

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

### **Specific Rationale for Uniforms**

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

### **Uniform Policy**

A detailed list of specific clothing items and suppliers/vendors for the student uniforms may be obtained from the school office. Certain uniform items must be purchased from the designated suppliers and other items may be purchased from wherever desired.

### **General Dress Code for All Students and Staff**

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

### **Uniform and Dress Code Policy Enforcement**

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

## ATTENDANCE REQUIREMENTS

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

The school calendar for Cornerstone Classical Christian Academy is announced in the preceding Spring.

The actual number of days school is in session will be determined by the yearly school calendar. Attendance records for the students are reported on the students' report card each grading term.

### Guidelines for Releasing Students from a Classroom

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

### Types of Absences

- 1) **SHORT-TERM ABSENCES:** If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible.
- 2) **LONG-TERM ABSENCES:** If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork, which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.
- 3) **EXTENDED ABSENCES:** We will gladly cooperate with families taking their children from school for vacations, trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all school-work to be completed upon the student's return to school or within the time specified by the teacher. We recommend that students complete their assignments prior to planned, extended absences. This eliminates the need to work on vacation and complete make-up work.
- 4) **MAKE-UP WORK:** Students may take make-up tests and submit any other make-up work to their teacher. It is expected that the child or the parents will discuss these arrangements with the teacher and take the initiative in completing the missed work. Students must complete missed work within a period of days equivalent to the number of days absent plus one (1) day

(e.g. A student absent two days has three days after he returns to school to complete missed work). Parents are not to give tests to their children at home without prior explicit approval from the teacher.

### Maximum Allowed Absences

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

In the event the total number of absences, whether planned or unplanned (for any reason), is more than fifteen percent of the total number of days of school in a grading term, the student's parents will meet with the headmaster (and teacher(s), if necessary) to determine whether the student will receive a letter grade or a grade of P (pass) or F (fail) on his report card.

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

## TARDY POLICY

A tardy is defined as any occasion when the student is late for school at the beginning of the day or late for a class during the day. To be counted "on time" the student must be in the room, in his or her seat and prepared for class to begin. Each student is allowed five (5) tardies per grading term. No distinctions will be made between "excused" or "unexcused" tardies.

If a student is tardy for a sixth time or more in a grading term then his parents will be assessed a twenty dollar fine for each tardy over five (5). The fine(s) must be paid in full by the first day of the month following the date(s) in which the fines were assessed.

## INCLEMENT WEATHER POLICY

- A. Because Cornerstone Classical Christian Academy does not provide transportation service, the responsibility for getting children safely to and from school rests on parents and their designated representatives. Parents are therefore responsible for discerning if road conditions during inclement weather or other emergencies allow for safe travel.
- B. In the event of inclement weather, even if Cornerstone is officially open for classes, parents who do not believe road conditions in their area permit safe travel should not attempt to get their children to school. They should keep

their children at home and notify the school that they are doing so.

- C. During times of inclement weather (or other school closing emergencies), Cornerstone will generally follow area public school systems regarding starting delays, early dismissals and cancellations. Parents should monitor local radio and television stations for announcements about Cornerstone starting delays, early dismissals, and cancellations. All such announcements will also be posted on the school voice mail by 6:30 AM of the effected day.

## STUDENT HEALTH AND MEDICATION POLICY

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

### Medication Distribution

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

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

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

## PREPAID TUITION POLICY

This policy applies to any situation in which a family desires to prepay their tuition fees.

Acceptance of a student for enrollment constitutes a significant financial commitment on the part of the school (textbooks, personnel, supplies). Therefore, all prepaid tuition fees are non-refundable and non-transferable regardless of the circumstances. Any "unused funds" (monies remaining as a result of a student discontinuing enrollment for any reason) will be calculated and acknowledged as a gift with a receipt to the donor.

## TUITION AND FEE COLLECTION POLICY

The objective of this policy is to ensure that tuition and fees are collected in a timely manner and to establish a process whereby unpaid tuition and fees can be collected as early as possible. This process must be followed unless specific other arrangements have been made between the Board or its delegate and the family involved. Good faith will be presumed on the part of the families unless subsequent circumstances indicate no positive action can be expected. Late tuition and fees are defined as tuition and/or fees not paid by the tenth of each month.

The following process is to be followed in the collection of late tuition & fees:

1. In the event that tuition and/or fees are not paid within the first 10 days of the month, a payment reminder will be sent to all applicable families. This will be done no later than the tenth of each month. A \$50 late fee will be assessed to all accounts past due on the tenth of each month.
2. If tuition and/or fees are still not paid, or arrangements made within the following 15 days, the Board or its delegate will personally contact the family. The essential elements or agreements made at that time will be recorded and filed.
3. If an agreement is not made or adhered to, and payment is not received after 60 days, students will be expelled and grades withheld until payment is received.

## TUITION ASSISTANCE POLICY

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

It is expected that families will pursue every other available means of financial assistance (family, local scholarship funds, etc.) prior to applying for aid directly from Cornerstone. If other assistance is available to a family, the school expects the family to

utilize it to make more of the school's funds available to other families in need.

Generally, every family will be expected to pay a minimum of ten percent (10%) of the total tuition, regardless of the amount of assistance for which they qualify.

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

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

## ADMISSIONS PROCEDURES AND GUIDELINES

### Admission Procedure:

1. Read the "Cornerstone Classical Christian Academy Student/Parent Handbook." Speak to the school headmaster if you have any questions about classical Christian education in general or about Cornerstone in particular.
2. Pray for the Lord's guidance in this decision for your family.
3. Complete the Application for Admission and other applicable documents and return them to the school office with a \$100.00 per child non-refundable registration fee (\$200.00 maximum per family). Application fees will not be applied towards tuition. If applicable, also complete and submit an Application for Financial Assistance.
4. A Pastor Recommendation form must be completed by your pastor. This form must be submitted to Cornerstone prior to the family interview.
5. Upon receipt of your completed Admission Applications, Pastor Recommendation form,

other required documents, and fee (and financial assistance application, if applicable), a family interview with the headmaster will be scheduled.

6. At the interview, the family's questions about Cornerstone will be answered, and the school's expectations will be clarified. Each parent and student(s) must participate in the interview.
7. Math, reading, and writing entrance assessments will be administered as part of the admissions process to determine that the student is at least on grade level in basic academic skills.
8. The school will contact the parents with the decision regarding acceptance. If accepted, the family will receive a letter of acceptance and an Enrollment Contract. The school will also notify parents with respect to decisions regarding any requests for financial assistance.
9. The Enrollment Contract must be signed and returned to the school with the Enrollment Deposit (one-tenth of the total tuition obligation for the family). All financial arrangements between the family and the school must be clearly understood before the admissions process is considered final. Families are strongly urged to attend the annual parent orientation meeting held at the beginning of the new school year.

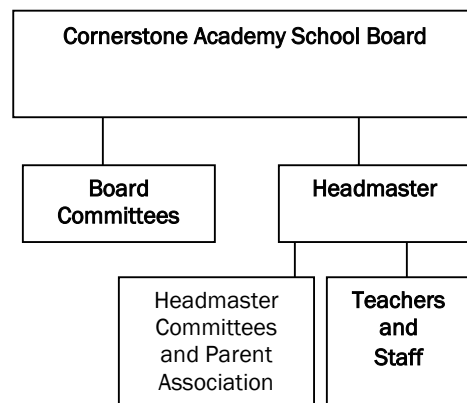
**Admission Requirements for Students:**

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

**Admission Requirements for Parents:**

1. During the family interview with the headmaster at least one parent must be willing and able to clearly articulate a saving relationship with Jesus Christ. Both parents should have a clear understanding of the biblical philosophy and functioning of Cornerstone Classical Christian Academy. Both parents must read the "Statement of Faith" and accept that it constitutes the doctrinal beliefs of the school and that its truths will be purposefully and clearly taught to their children who are enrolled at Cornerstone Classical Christian Academy. These matters will be reviewed in the family interview.
2. The parents must be committed to cooperating with the policies of the school board. This is most important in the areas of discipline and schoolwork.
3. Parents must understand the school's commitment to parental responsibility for their child's education. Cornerstone Classical Christian Academy exists to assist parents in the task of educating their children, not to take over responsibility for the education of their children.
4. Prior to final admission of the student(s), both parties should clearly understand the financial arrangements between the school and the parents.

**ORGANIZATIONAL CHART FOR CORNERSTONE CLASSICAL CHRISTIAN ACADEMY**



**Cornerstone Classical Christian Academy School Board**

The Board of Directors is responsible for overseeing the affairs and operation of the school in accordance with Scripture, the school's Bylaws, foundational documents, and Statement of Faith. The Board is comprised of at least three members. The Board regularly examines the school's policies, programs, and curricula to insure their consistency

with the school's mission and philosophy, and the Board relies on the administration of the school for implementation of these policies. Because of the corporate nature of the Board, any single member, as an individual, has no authority over the school in any capacity.

### Headmaster

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

### NON-DISCRIMINATION POLICY

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

### THE ASSOCIATION OF CLASSICAL AND CHRISTIAN SCHOOLS

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

Requirements for membership in the ACCS are as follows:

- a. Demonstrated conformity to the curriculum of the Trivium as set forth in the ACCS Mission Statement.
- b. Demonstrated commitment to furthering the work of the ACCS, its goals, purposes, mission and objectives.
- c. A commitment to a full K – 12 program.
- d. A commitment to a minimum of two years of Latin or ancient Greek required for each student.

- e. A commitment to a minimum of one year of formal logic required in the secondary program (grades 7 – 12).
- f. A commitment to a minimum of one year of rhetoric required in the secondary program (grades 7 – 12).
- g. Approval for membership must be by a four-fifths vote of the ACCS Board of Directors.

### SUGGESTED READINGS IN CLASSICAL AND CHRISTIAN EDUCATION

The Case for Classical Christian Education, by Douglas Wilson

Recovering the Lost Tools of Learning, by Douglas Wilson

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

Wisdom and Eloquence, by Robert Littlejohn and Charles Evans

On Secular Education, by R. L. Dabney

The Well-Trained Mind, by Jessie Wise and Susan Wise Bauer

Repairing the Ruins, edited by Douglas Wilson

The Seven Laws of Teaching, by John Gregory

Why Johnny Can't Read (or Why Johnny Still Can't Read), by Rudolf Flesch

Ideas Have Consequences, by Richard Weaver

Of Education, by John Milton

Classical Education, by Gene Edward Veith, Jr. and Andrew Kern

Education, Christianity and the State, by J. Gresham Machen

Foundation of Christian Education, by Louis Berkhof and Cornelius Van Til

The Paideia of God, by Douglas Wilson

On Christian Doctrine, by Augustine

Association of Classical and Christian Schools ([www.accsedu.org](http://www.accsedu.org))

Veritas Press ([www.veritaspress.com](http://www.veritaspress.com))