

# STUDENT—PARENT HANDBOOK



*2019 - 2020*

*“Discovering Truth, Transforming Minds, Rebirthing a Culture”*



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# **ORGANIZATION**

## **MISSION STATEMENT**

“In conjunction with the home and church, we intend to disciple the next generation of Christian leadership by equipping them for a life of service to their Savior, homes, churches, vocation and communities.”

## **VISION STATEMENT**

We seek to assist parents in their God-given responsibility to educate and train their children. In our secondary role, we will strive to foment an ardent love of God, genuine humility, and the ability to recognize true faith from religion in form only. Our classes will be designed to train young men and women to listen intently with discernment, reason logically and thoroughly, and persuade through cogent argument delivered verbally or in writing. We desire that they be able to discern between truth and deception in all of life’s experiences and joyfully choose to follow the path illuminated by the revealed truth of Scripture and the Holy Spirit. Our aim is to train our students to recognize cultural influences as they differ from a biblical view and to have the personal fortitude to choose the latter. We desire our students to be socially gracious and spiritually graceful in every situation. We strive to equip our student with the “tools of learning” and ignite a lifelong passion to seek knowledge, while realizing the limitations and foolishness of human wisdom. We want each student to have a heart for the lost and the ability to articulately present the Gospel message.

We strive to cultivate these same qualities in our staff and faculty. Our goal is to have a diligent and professional faculty that loves God, loves the students, and loves their subject. We desire that every teacher believe in and have a thorough knowledge of classical education and be able to apply it in the classroom.

We aim to develop in our parents a sense of responsibility for the education of their children and for the success of the school. We desire that the parents be well informed and support the goals of a classical and Christian approach to education. We encourage parents to follow the biblical mandates for addressing concerns and to listen to both sides of a story before reacting to any concern.

Finally, we will strive to be beyond reproach in all our business dealings by obtaining and maintaining a reputation that glorifies our Lord. We will promote the unity of the Body of Christ by encouraging greater fellowship and understanding between the Saints of different fellowships. Ultimately, it is our prayer that RCCA serve the cause of Christ by expanding His Kingdom and by bringing honor and glory to His name.

## STATEMENT OF FAITH

We live in an age where the label “Christian” can refer to anything from a fanatical cult to a pacifistic agnostic. It is therefore appropriate that we clearly delineate what Renaissance Classical Christian Academy believes in and what we will unapologetically incorporate into our teaching. All board members and staff of RCCA must affirm their belief in these articles of faith. The items listed below come directly from the creeds that the church has affirmed from its inception. Any other secondary or divisive doctrinal issue will not be taught as a primary doctrine. However, if a secondary issue arises during the conduct of a class, it may be discussed, but will be referred back to the family and their local church for final authority.

- † We believe that the Bible is the only inerrant, authoritative Word of God (2 Timothy 3:16).
- † We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent (Deuteronomy 6:4, Genesis 1:1, 1 John 5:7).
- † We believe in God the Father, Maker of all things visible and invisible.
- † We believe God created mankind as male and female (Gen 1:26-27). He then ordained the covenantal relationship of marriage as one man and one woman by joining them as “one-flesh,” reflecting Christ’s relationship with His church (Eph 5:21-33).
- † We believe that our Lord Jesus Christ is the only begotten Son of the Father, who with the Father made all things. He was born of a virgin, lived a sinless life, and died an atoning death through His shed blood. After three days, He arose from the grave and ascended to the right hand of the Father. We look forward to His physical return in power and 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).
- † We believe that man is lost and unable to save himself. Salvation comes only through rebirth and the regeneration by the Holy Spirit (John 3:3-8).
- † We believe that salvation is by grace through faith alone (Ephesians 2:8).
- † We believe that faith without works is dead (James 2:17).
- † We believe in the present-day ministry of the Holy Spirit, by whose indwelling the Christian is empowered to live a godly life (Galatians 5:16).
- † We believe in the resurrection of both the saved and the lost, they that are saved to the resurrection of life, and they that are lost to the resurrection of condemnation (1 Thessalonians 4:16-17; 2 Thessalonians 1:9).
- † We believe in the spiritual unity of all believers in our Lord Jesus Christ (John 17:20-23).

## EDUCATIONAL PHILOSOPHY

Most parents send their children to private schools because they have a religious, philosophical, or social disagreement with the public-school system. The desire to provide their children with an education that supplements and reinforces the values and beliefs of the parents should be the determining factor in selecting a school. With that in mind, we

would ask each perspective parent to scrutinize the philosophical elements that make a classical Christian approach to education unique.

- The Bible clearly requires parents, not the church or state, to "bring children up in the discipline and instruction of the Lord." The Lord has commanded His Church to spread the Gospel and disciple believers (Matthew 28:18-20). The state has the God-given mandate to govern, enforce the "ordinances of God," and protect its citizens (Romans 13:1-7). The parents raise and educate children (Ephesians 6:1-4). Therefore, we seek to develop a school atmosphere that instructs each child in a way that is consistent with the Bible and supportive of a godly home environment.
- God's "invisible attributes" or character can be seen throughout all of creation as well as what is revealed through His Word (Romans 1:20). Therefore, our instruction shows that all knowledge is interrelated and can teach us about God Himself.
- God commands us to love Him with all our minds, as well as with all our hearts, souls, and strength (Matthew 22:37). Therefore, our instruction will seek to individually challenge children. Our goal is to teach them how to learn, by using the centuries-old and proven classical method of the Trivium.
- We want to help parents teach their children that all they do should be done "heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles.
- We believe that as long as a child is under the parents' authority and undergoing formal education, he should be trained biblically (Deuteronomy 6:6,7; Proverbs 22:6).
- A recommended reading list would be:
  - *Recovering the Lost Tools of Learning* by Douglas Wilson
  - *Excused Absence* by Douglas Wilson
  - *Repairing the Ruins* by Douglas Wilson
  - *The Seven Laws of Teaching* by John Milton Gregory
- Above all, parents can be confident that their child will be loved with Christ's love in Renaissance Classical Christian Academy.

## SCHOOL HISTORY

Renaissance Classical Christian Academy is here today as a result of the fulfillment of a vision that God had birthed in Pastor Goodman's heart over twenty years ago when he was a missionary in Haiti. The dream lay dormant for a season until the timing was right and the personnel in place.

The actual formation of Renaissance Classical Christian Academy took place at a Cliffdale Christian Center Elders' Retreat in January 2006. At this particular retreat, the elders came to a unanimous decision that the primary way to change our culture would be through transforming the hearts and minds of children. After the retreat, a rudimentary school board was formed, and they started to seek the Lord's direction regarding curriculum and a

teaching philosophy. Over the following few months, the Lord directed Pastor Goodman to a method of teaching called “The Trivium” that is becoming more widely known for producing phenomenal results in teaching children how to think and learn. The school board attended a Classical Christian Seminar in Atlanta, Georgia to investigate further. It was evident that this was the avenue that RCCA was to take in order to train children who were going to impact their community for God's glory.

With nothing but the Lord’s prompting and steps of faith, the school board began the task of establishing a Classical Christian Academy in Fayetteville. The church-sponsored daycare was closed to make way for classrooms wherein Renaissance Classical Christian Academy is housed today.

## **WHAT MAKES CLASSICAL CHRISTIAN DISTINCTIVE?**

### **CHRIST-CENTERED EDUCATION**

Many good intentioned Christian schools say that they have a “Christ-centered education.” By “Christ-centered,” they mean that they have prayer in the classroom and a Bible course required by all students. However, many times the curriculum and worldview are the same as those in non-religious private or public schools. Our children leave their sheltered Christian schools totally unprepared for the onslaught of an atheistic “higher education” system. Therefore, it is not surprising that many Bible-believing Christians leave college questioning their faith or becoming non-believers.

At RCCA, we believe that a Christ-centered education requires that Christ be at the “center of all learning.” All learning must be more than just adding God’s Word to our studies but viewing all subjects through the lens of God’s Word. At all levels of teaching, in every subject, we must acknowledge that all things come from God and that every aspect of life must be subject to Him. Students should be shown that human knowledge and wisdom are incomplete at best and at worse, totally wrong. Children at the earliest age should be taught to process ideas and stories from a biblical worldview. As the child reaches the age of reason, he or she can be taught to think logically and identify inconsistencies in reasoning. A Christ-centered education does not shy away from the world and its vain imaginations, but rather, engages it with truth and reveals its inconsistencies and intents.

To succeed in our quest to give students a Christ-centered education, we commit to provide clear role models of biblical Christian life through our faculty and staff. We will strive to remove any and all forms of hypocrisy, while encouraging every student to develop his personal relationship with God.

## CLASSICAL EDUCATION

Western society today owes much to its Christian heritage and an educational system that has been largely discarded. In a culture that believes that new always means better, what works is often discarded for a “new and innovative approach.” That is why the “sight reading method” replaced phonics and why the “new math” of memorizing methods replaced understanding why these very same methods work. The results have been disastrous.

The shift away from a “classical education” came in America and England during the mid-1800s. A few farsighted people warned of the consequence and tried to convince the educators to rethink their methods. One such person was the British author, Dorothy Sayers. She wrote an essay entitled, *The Lost Tools of Learning*. In it, she calls for a return to the “Trivium” used by Western teachers down through the ages. The Trivium was designed to follow the natural developmental stages of children. It consisted of three distinct phases: grammar, logic, and rhetoric. Doug Wilson, a founding board member of the first school to return to the Trivium, explains the classical method in his book, *Recovering the Lost Tools of Learning*.

### **An excerpt from Doug Wilson’s book, *Recovering the Lost Tools of Learning*:**

“The structure of our curriculum is traditional with a strong emphasis on the ‘basics.’ We understand the basics to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will also read from primary sources. Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the fundamental rules of each subject (again, we do not limit grammar to language studies), as well as the basic data that exhibit those rules. In English, a singular noun does not take a plural verb. In logic, A does not equal *not* A. In history, time is linear, not cyclic. Each subject has its own grammar, which we require the students to learn. This enables the student to learn the subject from the inside out.

The logic of each subject refers to the ordered relationship of that subject’s particulars (grammar). What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and the object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge. The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the history or science be correct. It must also be expressed well.”



## THE LOST TOOLS OF LEARNING

The following material is drawn from the essay, “The Lost Tools of Learning” by Dorothy Sayers. It illustrates the applications of the Trivium (Grammar, Logic, Rhetoric) used at Renaissance Classical Christian Academy.

<b>PHONICS (Pre-Polly)</b>	<b>GRAMMAR (Poll-Parrot)</b>	<b>LOGIC (Pert)</b>	<b>RHETORIC (Poetic)</b>
<b>Grades K-2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
Typical ages 4-8	Typical ages 9-11	Typical ages 12-14	Typical ages 15-18
<b>Student Characteristics:</b>	<b>Student Characteristics:</b>	<b>Student Characteristics:</b>	<b>Student Characteristics:</b>
-Obviously excited about learning	-Excited about new, interesting facts	-Contradicting and answering back	-Concerned with present events, especially in own life
-Enjoys games, stories, songs, projects	-Likes to explain, figure out, talk	-Likes to catch and point out the mistakes of others, especially those of elders	-Interested in justice, fairness
-Short attention span	-Wants to relate to own experiences to topic, or just to tell a story	-Enjoys academic puzzles	-Moving toward special interest projects
-Wants to touch, taste, feel, smell, see	-Likes collections, organizing items	-When not disciplined, has a high nuisance value	-Can take on responsibility, independent work
-Imaginative, creative	-Likes chants, clever repetitious word sounds (e.g., Dr. Seuss)		-Can do synthesis
	-Easily memorizes		-Desires to express feelings, own ideas
	-Can assimilate other languages		-Generally idealistic
<b>Teaching Methods:</b>	<b>Teaching Methods:</b>	<b>Teaching Methods:</b>	<b>Teaching Methods:</b>
-Guided discovering	-Lots of hands-on work, projects	-Timelines, charts, maps (visual materials)	-Drama, oral presentations
-Explore, find things	-Field trips, drama	-Debates, persuasive reports	-Guided research in major areas with goals of synthesis of ideas
-Use lots of tactile items to illustrate point	-Make collections, displays, models	-Drama, reenactments, role-playing	-Many papers, speeches, debates
-Sing, play games, chant, recite, color, draw, paint, build	-Integrate subjects through above means	-Evaluate, critique (with guidelines)	-Give responsibilities, works independently on projects
-Use body movements	-Teach and assign research projects	-Formal logic	-In-depth field trips, even overnight
-Short, creative projects	-Recitations, memorization	-Research projects	-Worldview discussion/written papers
-Show and Tell, drama, hear/read/tell stories	-Drills, games	-Oral/written presentations	
-Field trips	-Oral/written presentations	-Guest speakers, trips	

## ADMISSIONS

### NON-DISCRIMINATION GUIDELINES

Renaissance Classical Christian Academy will not discriminate based upon race, sex, color, or nation of origin. However, RCCA does practice a biblical philosophy of admissions, not discrimination.

### ENROLLMENT

RCCA is committed to providing the best possible training and instruction for our children. Our mission requires that we inculcate in each student a discernment of truth, develop an understanding of wisdom, foment a love of learning, and create an atmosphere conducive to a child growing in the “fear and admonition” of the Lord Jesus Christ. Because we seek to assist parents in fulfilling their divine mandate to “raise up their children,” we require that at least one parent or guardian give a credible profession of faith in Jesus Christ as their personal Lord and Savior and be a regular attendee or member of a Christian church.

Admission will be based upon report cards, references, admission questionnaires, interviews, and the child’s potential to perform satisfactorily. We are not resourced to serve children who are seeking to be admitted into special educational programs. No student will be admitted directly following a suspension or expulsion from another school. Students that have performed poorly in the primary subjects (less than a “C”) may have difficulty in attaining a satisfactory level of academic achievement at RCCA. The first quarter is considered a trial period for all new students.

- Kindergarten for 4-year-old (K-4) students should be four years of age on or before 1 October. This guideline may be adjusted based upon a child’s aptitude and maturity.
- Kindergarten students should be five years of age on or before 1 October. This guideline may be adjusted based upon a child’s aptitude and maturity.
- The administration may either advance or retain a student in a grade based upon the admission test.
- The child should understand that his parents have delegated their authority to the academy. Therefore, he is subject to the instruction and discipline of the teachers and headmaster while attending RCCA.

### Enrollment process

1. Applications will begin to be accepted in late January of each school year. All applications must be accompanied by a **nonrefundable** registration fee.
2. Payments may be made by check, money order or credit/debit card. **There will be a 3% processing fee added to all credit/debit card payments.**

3. The registration fee for **returning students** is \$150.00 and must accompany the student's application. An early bird registration discount of \$75 will be applied if paid before April 1<sup>st</sup>.
4. The registration fee for **new students** is \$250 (not to exceed \$500 per family).
5. Interviews with new families and the screening of new students will be scheduled during the months of February through August and as needed thereafter. The interviews help the school and parents determine if Renaissance is the right fit for the family. The screening is both a test and a teacher interview. Parents can expect the student screenings to take between 15 minutes to two hours depending upon the age and aptitude of the perspective student. The teacher will determine the current grade level of the child and if the child will be able to handle the academics required in the class. If parents do not wish to pay the registration fee prior to testing, parents can elect to pay a \$25 preregistration fee for just the testing. If the student is accepted, then this fee will be deducted from their registration.
6. The application process is delineated on the Application for Admission. Please refer to it for more detailed instructions. Briefly, the admission process requires the following:
  - Completed Application for Admission
  - Registration fee of \$150 returning and \$250 new students (this fee will not exceed \$500 per family)
  - Copies of standardized test scores and report cards from the past two years
  - Birth certificate for Kindergarten students
  - Copy of updated immunization record
  - Signed Parental Contract
  - Student screening/testing (*scheduled with school office*)
  - Parent/family interview (*scheduled with school office*)
7. When a student is accepted, a non-refundable resource fee of \$500 is due. **A student's position in a class is not secure until this fee is paid.** Before a class is full, the office will attempt to notify all parents whose child's position is in jeopardy of being lost. Priority of placement will be given those students the school knows are committed to attending the following year. An early bird discount of \$50 will be applied if received prior to May 1<sup>st</sup>. In addition to the resource fee, a lab fee of \$45 is required for all 9<sup>th</sup> through 12<sup>th</sup> graders.
8. The admission process is not considered final until the following items are complete:
  - Tuition paid in full or a completed automatic bank draft form is submitted
  - Records from child's previous school are received
  - Health form is completed by child's physician and received in the office
  - Emergency contact form is completed and turned-in to the office
9. The headmaster will determine final acceptance and grade level placement of students.

10. Parents will receive written notification of the decision regarding acceptance of the child.
11. Student enrollment is contracted for the entire school year. Once the admission process is complete, it is expected that the parents will fulfill their monetary obligations to the school regardless of whether the child completes the school year or not. RCCA hires teachers based upon the number of students enrolled. The loss of a student due to disciplinary problems, transfer of parents, sickness, etc., does not remove the school's requirement to pay the teacher. Therefore, we require the parents to obligate themselves for the entire school year. Exceptions to this policy will be considered when submitted in writing.
12. Parents agree to support the policies of the school as affirmed in the Parental Contract and in the Student-Parent Handbook.
13. The headmaster has the authority to deny a student reenrollment for the following school year. Denial of reenrollment is not a direct disciplinary act, nor is it the equivalent of suspension or expulsion. It is an action done, in the opinion of the headmaster, for the benefit of the child and/or other enrolled students.

#### **Explanation of Terms:**

- **Application for Admission** – We require at least one parent be a Christian. As concerned parents of students at RCCA we would expect you to have a clear understanding of the biblical philosophy and purpose of RCCA. This understanding implies a willingness to have your child exposed to the Christian teachings innumerate in the school's Statement of Faith. Parents should be willing to cooperate with all the written policies of RCCA. This becomes crucial in discipline, schoolwork standards and active communication with the respective teacher.
- **Current Immunization Record** - North Carolina requires all students attending any school to have on record either a current immunization record or an exemption statement. Kindergarten students must have a completed Health Assessment Report on file before the first day of school. This form may be obtained from your family doctor or the school office.
- **Emergency Medical Contact Form** – Emergency contact information are required so that parents can be contacted in the case of an emergency. The form also releases the school to secure emergency medical treatment and transportation for a student.
- **Dispensing of Medication** – RCCA will not dispense non-prescription medicine (e.g., Tylenol, Tums, etc.) or prescription medicines without written parental permission on file. Prescription medicines must be accompanied by a signed

doctor's permission. The written parental permission for prescription medicines must contain specific directions to the teacher. Regarding students who require Epi-pens, the school will need the following: Epi-pen storage location, a list of individuals approved to administer, parental instructions including a medical action plan, and a signed doctor and parental waiver.

## **FEE and TUITION SCHEDULE**

If an individual elect to pay the tuition in full before the school year begins, the following tuition rates are applicable: K-4: \$4600, Kindergarten: \$4,500; First through Twelfth Grade: \$4,400 for one child, tuition for all other children is \$3,740 (a 15% discount) Families with more than two children may apply for additional reduction in tuition based upon family income. The second payment option is an automated monthly bank draft for the ten months that classes are in session. The automated withdrawal would be set up to take place no later than the 5<sup>th</sup> of each month (August through May). Tuition rates for monthly payments are as follows: K-4: \$460, Kindergarten: \$450, first through twelfth grade: \$440 per month for one child. Multiple-child discounts will be assessed having the student with the greater tuition paying full tuition. The student tuition, registration fee, and resource fee cover all costs except for personal school supplies, uniforms, school pictures, field trips, and school lunch.

All returning students pay a non-refundable registration fee of \$150 per student (not to exceed \$500 per family). The registration fee is \$75 if the student is registered before **1 April**. New students pay a non-refundable registration fee of \$250, which includes the student screening fee.

Upon written notification of acceptance, a resource fee of \$500 per student (\$450 if paid by **May 1<sup>st</sup>**) is due upon acceptance. The resource fee includes the following items/services: all textbooks and workbooks, classroom novels, student planners, Stanford Achievement Test, classroom teaching supplements, and technology support. Students enrolled in 9<sup>th</sup> through 12<sup>th</sup> grades are also subject to a \$45 lab fee in addition to the resource fee.

Tuition can be paid with two methods: automatic draft or full payment before the first day of school.

- **Automatic draft over ten-month period** – The monthly payment plan is available through an automatic bank draft. For individuals electing to use the monthly payment plan, the first payment is due no later than August 5th and will be drafted on the 5th of each month thereafter. Monthly payments by automatic draft are \$440 for students in grades 1<sup>st</sup> -12<sup>th</sup> for ten months (e.g., August 2016 through May 2017), and \$450 per month for kindergarten and \$460 per month for K-4 students. For additional children in the same family, please see the tuition plan above. Please note that there will be a \$35 returned ACH or returned checks fee.
- **Full payment of the balance owed** - You may prepay the tuition at any time.

## TUITION OBLIGATION

Renaissance Classical Christian Academy relies upon tuition income to meet our annual operating expenses. To meet these expenses, it is essential that a student be considered “enrolled” for the entire school year. The first tuition payment is your commitment to **continue your tuition payments for the remainder of the year even if your student withdraws from the academy.**

## STUDENT WITHDRAWAL

A parent desiring to withdraw a student, for any reason, must submit written notification to the headmaster. The financial obligation for the student should continue for the rest of the year, regardless of the reason for the withdrawal (e.g., family move, other voluntary withdrawal, or expulsion). There will be **no refund** on monies already paid. All tuition and fees paid up to that date will remain with RCCA. This includes any payments made prior to the first day of school as they reserve the seat for a particular student. In the event of demonstrated hardship, the headmaster may consider an exception on a case-by-case basis. Any other exceptions (i.e., Military PCS) should be agreed to before the beginning of a school year.

## LEARNING DISABILITY GUIDELINES

RCCA is not staffed, funded, nor do we have the facilities to meet any special requirements for children with learning disabilities. This does not mean that the school will deny a student’s enrollment. However, students who have been diagnosed with a learning disability will be treated the same as other students and are required to meet the same academic and behavioral requirements of every other student.

## PARENTAL INVOLVEMENT

The board, faculty, and staff of Renaissance Classical Christian Academy believe that God has made the family the preeminent human institution. We, at RCCA, see ourselves as a support and extension of that family unit. Therefore, we seek ways to involve parents, siblings, and grandparents in the school. The following are some means available for you to participate. If you have an idea that is not represented here, please mention it, and we will accommodate if possible.

- Parents are welcome to visit a child’s class at any time. Just call ahead as a courtesy to the teacher.
- We encourage you to assist in the classroom as often as you can or would like. Again, please make arrangements through the teacher(s) concerned.
- We can always use chaperones on field trips and/or library visits.
- For the older children, we would be honored to have you as a guest artist or share a special talent.
- With a little coordination with the teacher, you can:

- Present your vocation to the class
- Invite the children to visit your place of business as a field trip
- Share your experiences, trips, or vacations to a class if they relate to an area of study
- Host a class party or volunteer to assist with the children.
- Praise and encourage your child's progress by reading all teacher notes and student papers sent home.
- Pray, pray, and pray for your child and the academy!
- Invite your child's teacher home for dinner.

We maintain a low tuition cost through the active assistance of the parents. Up to ten percent of the Academy's budget comes from fundraisers. These fundraisers allow the school to generate funds from sources apart from the school. Your assisting in selling items, collecting Box Tops, or having your Harris Teeter card designated to RCCA help keep your tuition cost down. Participation in buying and selling in these events is totally voluntary; however, we do require some level of active participation. All fundraisers and Academy events need volunteers. Therefore, parents are requested to volunteer a minimum of 10 hour per family serving the school in some approved capacity.

## **GENERAL GUIDELINES AND PROCEDURES**

### **ATTENDANCE POLICY**

Renaissance Classical Christian Academy expects every student to be present and on time every day school is in session. The specific days RCCA will be in session are located on the school calendar. Each student is to attend and complete all requirements for every course in which he or she is enrolled. Attendance records are maintained by the individual classroom teachers and reported on the student's report card. The office tracks attendance records on a quarterly basis.

The State of North Carolina mandates that the school be in session at least nine calendar months of the year. The number of days a student may be absent and still complete a grade is at the discretion of the individual private school. The following outlines RCCA's attendance policy:

- Parents should contact the school office by note or phone, as soon as possible, if a student will be absent from school.
- For absences of three or more consecutive days, early notification will enable the office and teacher(s) to compile the necessary schoolwork that the student will miss. The student will be able to stay current with the class during the absence, thus mitigating any undue hardship upon return.
- **It is the parent's responsibility to obtain the student's make up work when a student is absent. The teacher will assist the student and parent as much as is reasonable, but it is the parent's responsibility to get the student caught up.**

- We will gladly cooperate with families who desire to take their children out of school for vacations, trips, etc. However, when parents choose to voluntarily excuse their child from classes (versus emergency or illness), we strongly suggest that all schoolwork be completed before the student leaves. This will eliminate the need to work on the vacation. All work not fully completed before the absence is due upon return. Parents planning to take their children on a trip that will take them out of school should notify the principal or teacher at least two weeks in advance if possible.
- **It is extremely important that students be in attendance during the week of achievement testing.**
- A student should not miss more than ten days in a semester to receive credit for that semester. Please note the tardy policy below. If a student is absent for more than ten days (*for any reason*), the student's parents will meet with the headmaster and teacher to determine whether the student will receive credit and a letter grade or a grade of P (*pass*) or F (*fail*) on his/her report card.
- If an absence is planned, work should be completed prior to the absence. If the absence is due to illness or a family emergency, the student will receive one day for every day absent to make up missed work.
- There are no distinctions between *excused* vs. *unexcused* tardies. Five accumulated tardies are the equivalent to one absence.

## **DISCIPLINE GUIDELINES**

It is essential for the learning process that a loving, orderly, courteous, and “bully-free” atmosphere be maintained in the school. However, such an environment is contrary to the sinful nature of man and the “foolishness that is bound in the heart of a child” (Proverbs 22:15). We will teach and expect a high level of decorum, respect, and courtesy from each of our students. At the same time, we also understand the difference between irresponsibility and disobedience. The former requires patience, diligence, and a gentle hand; the latter requires some form of discipline (punishment).

Ultimately, discipline of the child is the Parent’s responsibility. When discipline is required for a minor infraction by the teacher, it will be based upon the biblical principles of repentance, restitution, punishment, apologies, forgiveness, and restoration of fellowship. The type of punishment will be determined by the teacher or headmaster and will be based upon the nature of the offense and the attitude of the student. Any major breach of discipline will be handled by the student’s parents.

There are five behaviors that are so disruptive to the learning environment that they will automatically necessitate a visit to the headmaster’s office. Those behaviors are:

- **Disrespect** shown to any teacher or staff member. The teacher will judge if the action or attitude is disrespectful or not.
- **Dishonesty** (e.g., lying, cheating, or stealing) in any situation while at school.
- **Rebellion** (e.g., deliberate refusal to follow instructions) shown towards any teacher or staff member.



- **Fighting** (e.g., striking another person in anger) or threatening to “beat-up” another while at school.
- **Obscene behavior or language** (e.g., profanity, vulgarity, belittling, verbally attacking another, and blasphemy) will not be tolerated. Teachers have the latitude to deal with “minor” infractions. However, the Lord’s injunction against course jesting, taking the Lord’s name in vain, and ensuring that our words be “seasoned with salt” will be the standard maintained at all times.

When a student is required to visit with the headmaster, the headmaster will determine if the offense can be handled internally. If not, the parents in conjunction with the headmaster will determine the type and amount of discipline required for restitution. The student’s restitution may require janitorial work, a parent’s attendance during the school day with his/her child, a spanking administered by the parent, or other measures commensurate with the offense. The following actions and accounting will occur after a student receives discipline from the headmaster:

- After first visits with the headmaster, the student's parents will be notified and given the details of the visit.
- The second visit will necessitate the headmaster contacting the parent and requiring the parents to correct the child. The headmaster will record the details of the parental notification and any agreements reached with the parent(s) in the student’s file.
- For younger children, the third offence will require the parent(s) attendance and assistance in preventing any further problems. A discipline plan will be developed by the parent(s) and the school.
- For older students the third offense will normally necessitate either a **one-day** suspension or detention (see Detention).
- A fourth office visit within a school year will usually necessitate a **two-day suspension** of the student. The headmaster will require a meeting with the student’s parents, the student, and if required, the teacher before the student will be readmitted.
- A fifth office visit will be grounds for the student to be **expelled** from the school.

**Note on Expulsion** – Renaissance Classical Christian Academy realizes that expelling a student from school is a very serious matter and must be handled on a case-by-case basis. We desire that a student react positively to the discipline and eliminate the improper behavior. However, if neither the parents nor the school administration can eliminate a student’s misconduct, the student will be expelled.

**Detention** – Older students (6<sup>th</sup> -12<sup>th</sup>) sent to the office after the second time for a minor offense, may be offered detention in leu of suspension.

Detention will be from 3:15 to 4:15pm on either a Tuesday or a Thursday. Students will have additional school work to accomplish during the detention period assigned by the classroom teacher in which the offense occurred. The work will not take more than thirty minutes to accomplish and must be turned in at the end of detention. Failure to accomplish

the required work during detention will automatically require attendance during the next scheduled detention. After the required work is accomplished, the student will use the time as a study hall. Parents will be charged \$15 to cover the school's additional teacher costs. The Academy would recommend that the parents force the student to reimburse the parents for the cost.

**Serious Misconduct** - If a student's offense is of a serious nature, the headmaster may bypass office visits and consider immediate *suspension* or *expulsion*. The following is a list of possible offenses that may warrant our harshest disciplinary actions:

- Endangering the lives of other students or staff members
- Gross violence
- Vandalism to the school facilities
- Violations of civil law
- Gross indecency

**Readmittance** - If an expelled student desires to be readmitted to RCCA at a later date, the headmaster will make a decision based on the student's attitude and the circumstances at the time of reapplication.

## FIELD TRIPS

During the school year, students may be given opportunities to attend special events or places that are away from school. Our students are expected to behave in the same manner as is required on school grounds. Children who are eight years old or younger and weigh less than eighty pounds must be secured in a child passenger restraint device. (*This restriction does not apply to buses.*)

## GRIEVANCE GUIDELINES

The following guidelines establish a biblical method of resolving any disputes and/or grievances in the operation of Renaissance Classical Christian Academy. We ask that any grievance follow these guidelines so that an expedient resolution might be obtained. These guidelines apply to students, parents, staff, volunteers, administration, and the school board.

### **Students/parent with teacher:**

- Any concerns about the classroom must first be presented to the teacher. These concerns should be made by the parents or by the student himself. When a student presents the concern, a respectful demeanor is required at all times.
- If the parent or student does not feel the issue is resolved, the parent(s) or student may bring their concern to the headmaster. If the student brings the concern, he/she must have permission from his parents to do so.
- If the parents do not believe the issue has been properly resolved even after bringing it to the headmaster, they can appeal the decision in writing to the Renaissance Classical Christian Academy School Board.

### **Parents with the headmaster:**

- If a parent has a grievance or dispute about the general operation of the school, the parent should bring their concerns to the headmaster.
- If a parent does not receive satisfaction from the headmaster, the parent should present their concerns, proposals, or comments in writing to the Renaissance Classical Christian Academy School Board.

## **HOLIDAY AND BIRTHDAY CELEBRATIONS**

The classroom teachers will meet with room parents at the beginning of the school year and develop a classroom party schedule. Parents will have the opportunity to volunteer to bring snacks and supplies as necessary.

### **Birthday Celebrations**

- A student may present a book to their classroom library in honor of his/her birthday. A nameplate bearing the child's name and date of birth will be affixed to the book. Suggestions of appropriate books by grade level are available.
- **Invitations to school birthday parties may not be distributed at school unless every boy and girl in the class is being invited to attend.**
- The teacher is held responsible for all activities in the classroom to include any class parties.
- Students may provide special treats to be shared with his or her classmates. Birthday treats may be brought in for morning snack, during lunch, or at the end of the day on Friday.
- Parties should not exceed thirty minutes in length unless it is coupled with snack time or lunch, in which case only forty-five minutes of total time may be used.

### **Christmas and End-of-Year Parties**

- A Christmas and “last-day-of-school” class party will be held the last school day before the Christmas and summer breaks, respectively.
- Parents are invited to the classroom to join in the festivities.

### **Halloween**

- RCCA will have no observance of Halloween.
- Students will come to school in regular uniform attire.

### **St. Valentine’s Day**

- Students in all grades are permitted to exchange valentines with their classmates. This is determined on a per class basis (older children may elect out).
- Each child who participates should bring a card for each member of his or her class, so each student receives an equal number. Children will be provided with the names of all the students in their class so that valentines may be properly addressed. Students are also encouraged to make special valentines to be shared with children in the hospital, senior citizens, or members of the armed services.

### **Good Friday**

On the occasions when class is in session on Good Friday, time will be taken to reflect on the work that Jesus Christ did for us on the cross.

### **ILLNESS**

Any student becoming ill during the school day should notify the teacher. The teacher will assist in making arrangements with the school office for the student's care and parental pickup. Students should not return to school without a physician's approval or until the student maintains a normal temperature, without medication, for twenty-four hours.

### **INCLEMENT WEATHER – SCHOOL CLOSINGS**

RCCA will *usually* delay or cancel school in accordance with **Cumberland County Public Schools**. The Public Schools have a myriad of factors that RCCA does not have to consider when closing schools. Therefore, RCCA may remain open even when the county has closed their schools. The school website, local radio stations and constant contact will be used to notify parents if the school will be open in contrast to Cumberland County. However, it is a parental decision to send a child to school or not. This is true for field trips as well as bad weather days.

### **LUNCHTIME AND VISITORS**

Students should bring their own lunches to school or participate in the on-site lunch program. The academy will make available a lunch program on designated days on a periodic basis. Information on the type of lunches and cost will be sent home early in the school year. A **microwave** is available in the classrooms, but students are allotted only thirty minutes for lunch. So, please limit the number of lunches and the time needed to heat the food.

The classroom will maintain a high level of politeness and civility during lunchtime. Lunchtime is also reserved for quiet conversation and social interaction.

All visitors will report to the front desk, sign in, and receive a visitor's badge. The badge needs to be returned and the visitor is required to sign-out before leaving. Visitors, other than immediate family, need to receive prior approval before visiting a student. A student's guest should be modestly dressed, including socks and shoes.

Parents, we encourage you to have lunch with your child; these can be very special times for both you and your child. We ask that you sign in at the front desk and receive a visitor's badge. You are welcome to eat in the classroom with your child or you may take your child and go outside for a more private visit. If you desire to have another student accompany you, we must have prior approval from the other student's parent. ***Unless we have received prior approval, we will not allow another student to join you for lunch outside the classroom.***

## **MONDAY FOLDERS**

Every Monday, your student will bring home a folder containing timely information, graded papers and a weekly assessment of your child's performance. Please review the enclosed materials and sign and date the folder as needed. We ask that you praise all that is worthy of praise and that you exhort your student to better performance where needed. Place any correspondence you wish to send to the school in the folder and have your child return it the next day.

Please remember, one of our objectives is to foment a lifetime love of learning. This curriculum is designed to be challenging. If the Monday folders become a weekly scolding session, the child will quickly learn to dread Mondays, school, and learning. If, on the other hand, it is a positive time of encouragement, your student will strive to improve.

## **RECESS AND MID-MORNING SNACK**

People in general and children specifically need a pause from scholastic rigors. Depending on the age, the school has planned breaks to interrupt the monotony of their studies. All students have a 15-minute mid-morning snack break at 10:15 am to 10:30 am. The snack break allows the student to enjoy a quick bite to hold them over to lunch. For grammar aged students, there is also a 15-minute morning recess that gives the child some fresh air, a moment of solitude, a private conversation, or time to play. If the weather is too cold or raining, recess will be in the classroom. Recesses are supervised by a teacher or assistant and done in conjunction with the class schedule. The afternoon schedules for all students save Kindergarten contain either PE or Music for a change of pace.

When playing games, students are encouraged to include anyone interested in participating. Any game that is abusive, exclusive, or demeaning to another individual will not be permitted.

## **CHAPEL GUIDELINES**

One of the secondary objectives of the school is to teach our students to speak publicly. The ability to speak to large audiences is not something that most people feel comfortable with doing. To help students overcome the fear of public speaking we have instituted the Friday Chapel Program.

Every class will be required to run at least one chapel service a semester. Chapel will usually begin at 2:35pm and conclude not later than 3:00pm. The class that did the presentation will be the last class dismissed for the day.

## **SAFETY PROCEDURES AND EMERGENCY DRILLS**

### **Fire Drills**

When the bell sounds for a fire drill (or actual fire), all persons are to go quickly and quietly to the predetermined exit for each class. Students will proceed as a group to the designated outdoor area. The last person exiting a classroom should turn out the lights and close the door. The students will gather silently with their classmates while the teacher takes attendance. When the return signal is given, everyone should return quietly and in single file to the classroom.

### **Tornado Drills**

When the announcement is made for a tornado drill (or actual tornado), all persons are to go quickly and quietly as a group to the place designated by the classroom teacher. When they get to their safety area, students should sit with their backs against the wall, knees pulled up, heads bent down resting on the knees, and arms hugging the legs. (Safety areas are the interior hallways just outside the classrooms.) Parents should not pick up their child(ren) from school during a tornado warning. Please wait until the warning has passed.

### **Lock Down Drills**

Locks down drills are conducted on an as needed basis. These drills prepare the students for all other emergencies. A lock down is when there is a general or specific localized threat, and for the safety of the students, the administration locks all entry doors and posts a notice on the main entrances and exits. The notices state that a lock down is in effect. Parents who come across these signs may be unaware of the potential danger and may call the school for admittance to the building.

## **ACADEMY HOURS**

School hours are from 8:00 a.m. - 3:00 p.m. We ask that children not arrive earlier than 7:45 a.m. and that they be picked-up not later than 3:15 p.m. Children that are present before or after the aforementioned hours will be taken to our wrap-around care for that day. Parents will be responsible for the fees for that service. RCCA can not be responsible for children that are not directly under our supervision.

## **ACADEMY RULES**

Renaissance Classical Christian Academy's school rules are essentially a Christian code of conduct.

### **General Guidelines:**

- The Lord warns that everyone “shall render an account” for every “careless word” that we speak (Matthew 12:36). Paul further exhorts us that our “speech be always with grace” (Colossians 4:6). With these verses in mind, students are required to:
  - Respect the dignity of every person attending RCCA. Name-calling, derogatory comments, gossip, or malicious actions towards another will not be tolerated.
  - Students must show proper respect for those placed in positions of authority (e.g., students will be required to stand when answering a question, students should not talk while the teacher is talking, nor interrupt other students during class discussion, etc.).
  - Teachers will not raise their voice or yell at any student except in the case of an emergency (e.g., a student’s actions may cause imminent harm to himself or another). Therefore, students should not talk back or argue with their teachers or the staff. Prompt and cheerful obedience is expected. Furthermore, requests from the teacher should not have to be repeated.
  
- The Lord commands that we “love our neighbor as ourselves.” Therefore, these practical policies will be in place:
  - Students are expected to treat all of the school's materials and facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.)
  - Students are not to run or make noise in hallways; they are to walk and talk quietly when permitted. Teachers will escort their classes through the halls to assemblies, special classes, and other class functions. Teachers will lead their classes out to recess before dismissing them. Students will enter and exit the building in a hushed and orderly way as not to disturb other classes still in session.
  - There will be no electronic music devices, guns, or knives brought to the academy. Small toys, balls and physical education equipment may be brought to school with teacher’s permission.
  - Cell phones have become a ubiquitous part of American society. Students may bring them to school, but they may not be used, seen, or heard in class. If the phone becomes distracting to the class, the phone may be confiscated and require the parent to retrieve it.
  - Quiet talk and good behavior are the standard during lunchtimes.
  - Displays of affection are prohibited at RCCA. We also discourage any talk or actions that foster or encourage boy/girl relationships.

### **Classroom Etiquette**

Students will be expected to follow these rules of classroom etiquette. Students will:

- Not throw paper from their desks to the trash
- Not eat or drink during class (unless permission is given)
- Not disturb anything on the teacher’s desk (including reference books) without permission
- Not sit at the teacher’s desk or open drawers in the desk when the teacher is not in the room

- Not prop their feet up on other's desks or their own
- Not throw pencils, pens, white out, etc. across the room to another student
- Not write on desks, walls, textbooks, posters, etc.
- Pick up any trash around their desks before leaving
- Not rearrange desks without permission from the teacher
- Not pass notes nor ask others to pass notes

## **SEXUAL AND CHILD ABUSE GUIDELINES**

Renaissance Classical Christian Academy has zero tolerance for any sexual or child abuse. We will not tolerate, excuse, defend, or ignore any identified or unidentified case of abuse. All the staff members, volunteers, parents, and visitors are requested to help us identify and take care of any problem that exists or appears to exist. We request that you immediately report any suspicious conditions or behavior that may have slipped our attention.

### **Action Plan:**

1. All cases should be reported to the headmaster immediately.
2. When the headmaster receives a report of any suspected abuse, he will document all pertinent information.
3. The headmaster will conduct a preliminary inquiry and prepare a detailed report.
4. If there is any possibility of abuse, the headmaster will call the Department of Social Services of Cumberland County and make an emergency appointment. He will discuss the issue in person, not on the phone, so that confidentiality will be maintained.
5. If the reported case is of a grave criminal nature, the headmaster will immediately call the Fayetteville Police Department. The headmaster will discuss the case with the officer, maintain confidentiality, and will follow the officer's guidance.
6. If the case involves RCCA in any way, the headmaster will call an emergency executive meeting of the RCCA Board.
7. The headmaster will make an incident report, and if the report becomes a legal case, he will notify the Division of Child Development.
8. The headmaster will follow up the case with all parties involved and monitor any progress and the consequences.
9. The headmaster will make an action plan if a staff member or an individual from RCCA is involved. All decisions will be finalized with discussion, input, and any implementation from the school board at the emergency executive meeting.
10. All actions, contacts, information, steps taken, etc., will be kept on file.
11. The headmaster, the school board members, staff, and others will maintain strict confidentiality about the case and those involved.
12. Should the headmaster be directly involved in a suspected case, that case should be immediately reported to the RCCA School Board President who will then follow the above reporting procedures.



## **STUDENT PICK-UP**

If a student is to be picked up by someone other than a parent on a regular basis, a record of that person must be on file in the school office. If your child is to ride home with someone other than the regularly scheduled driver, please send a note to the classroom teacher giving written permission. Please include the other person's name and the make and color of the car if known.

## **TELEPHONES**

Students must have permission from their teachers to come to the school office and must obtain permission from the receptionist to use school telephones. Cell phone use by students is prohibited in the classroom. Exceptions are made only by permission of the teacher.

## **ASBESTOS NOTIFICATION**

The US EPA requires that all schools inspect their buildings for the presence of asbestos. Schools that were constructed after October 12, 1988 were required to be constructed asbestos free. These schools can be exempted from annual inspections by having a signed statement by the builder, which we have on file in the main administration area.

## **ACADEMICS**

### **GRADING GUIDELINES**

#### **A. Percentages and grade equivalents:**

90% - 100% = A- to A+ ("Excellent")

80% - 89% = B- to B+ ("Surpassing")

75% - 79% = C- to C+ ("Satisfactory")

70% - 74% = D- to D+ ("Marginally Satisfactory")

1% - 69% = F ("Failing")

Please note, "a zero" for material not turned in is worth less than an "F."

#### **B. Other evaluation designations:**

E = Excellent (Used primarily for kindergarten)

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory (in skills or behavior)

/ = No grade this quarter

I = Incomplete (work missing, not enough grades to assign letter grade)

## **HONORS/AWARDS**

The following honors/awards will be bestowed on students accomplishing the following:  
(*Other awards/honors may be recognized as appropriate as well*)

- Having a 3.8 grade point average - Placement on High Honor Roll
- Having a 3.4 grade point average - Placement on the Honor Roll
- Having an accumulative 3.8 grade point average for the entire year - Medallion received at year-end Awards Assembly.
- Having an accumulative 3.4 grade point average for the entire year - Medallion received at year-end Awards Assembly.
- Consistent, observable Christ-like behavior shown toward peers and younger students (4 quarters) - Medallion received at year-end Awards Assembly, "Fruit of the Spirit" Award.
- 100% attendance in all four quarters of the school year - Certificates received at year-end Awards Assembly.

## PROMOTION GUIDELINES

Students attending Renaissance Classical Christian Academy must meet the following criteria for promotion to the next grade:

- In considering the promotion of students, teachers will give special attention to the students' mastery of the following skills/subjects in the grades noted:
  - **Kindergarten to first grade:** able to read orally with adequate speed, correct use of phonetic skills, and fundamental comprehension to allow success in grammar and math; able to correctly form all letters and copy material off the board; able to add and subtract single digit numbers with at least 70% accuracy
  - **First grade to second grade:** able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension to read books of a second-grade level; write in cursive neatly and correctly; identify the basic parts of a sentence; able to spell correctly using phonetic rules with at least 70% proficiency; able to add and subtract two-digit numbers with at least 70% accuracy
  - **Second grade to third grade:** cumulative mastery of above requirements, plus: able to read fluently and independently using books of a third-grade level; able to write cursive neatly and correctly; identify the basic parts of a sentence; able to spell using phonetic rules correctly with at least 70% proficiency; able to write a complete sentence; able to add and subtract multi-digit numbers with at least a 70% accuracy, and know the multiplication facts up through the Twelve Times Tables
  - **Third grade to fourth grade:** cumulative mastery of above requirements, plus: be able to read with at least a 60% comprehension rate of children's classic literature, write a three-point paragraph using complete sentences, and mastery of math facts and at least a 70% proficiency in the four basic operations of elementary arithmetic using whole numbers

- **Fourth to fifth grade:** cumulative mastery of above requirements, plus: be able to read independently with at least a 70% comprehension rate of children’s classic literature, write a four-point paragraph using complete sentences, and competency (at least 70%) using the four basic operations of elementary arithmetic using whole numbers and fractions
- **Fifth to sixth grade:** cumulative mastery of above requirements, plus: be able to read independently with at least a 70% comprehension rate of classic literature, write a three-paragraph essay; identify with an 80% accuracy the parts of speech; and competency using the four basic operations of elementary arithmetic using whole, decimal, and fraction numbers
- **Sixth to seventh grade:** cumulative mastery of above requirements, plus: be able to read independently with at least an 80% comprehension rate most classic literature, write a research paper following the Chicago Manual of Style; and obtain a high level of competency (80%) of the four basic operations of elementary arithmetic using whole, decimal, and fraction numbers
- **Seventh to eighth grade:** cumulative mastery of above requirements, plus: a basic understanding of the Ancient World and Ancient Civilizations to include the rise and fall of Israel, Greece, and Rome. Understand how to apply biblical principles in evaluating both the past and present. Mastery of the parts of speech, and competency in writing essays. Mastery of arithmetic using whole, decimal and fractional numbers. Understand the abstract concepts of Algebra and the general parameters of science.
- **Eighth to ninth grade:** cumulative mastery of above requirements, plus: a basic understanding of the Medieval world. Understand how to apply biblical principles in evaluating both the past and present. Basic understanding of the art of writing for effect. Competency (70%) of the foundations of Algebra to include: systems of equations, radical expressions, quadratic equations and functions. Competency in both deductive reasoning and inductive reasoning.
- **Ninth to tenth:** cumulative mastery of above requirements, plus: a basic understanding of the Modern World to include the biblical underpinning of the US Constitution. Competency in the use of rhetorical devices in speaking and writing. Competency in the foundations of Geometry to include the use of proofs. Have a fundamental understanding of how the physical world works.
- **Tenth to eleventh:** cumulative mastery of above requirements, plus: a working understanding of the philosophy, history, and literature of the Ancient World. Competency in the use of ancient rhetorical devices used in speaking and writing. Competency in advanced Algebraic functions and applications. This is a college prep course that gives an understanding of biological world.
- **Eleventh to twelfth:** cumulative mastery of above requirements, plus: a working understanding of the philosophy, history, and literature of the Ancient World. Competency in the writing of essays and reports. Competency in Trigonometric functions and applications. This is a college

prep course that gives an understanding of Chemistry and the balancing of chemical equations.

## **Graduation Criteria**

The classical curriculum is sufficiently different from modern education that a certain amount of latitude must be made for transferring students. The Minimum Credit Requirements are what a student must have in transferable credits to graduate. This requirement reflects NC Public School requirements. The list of Normal Credit Requirements reflect what the average student completing our curriculum will graduate with.

### **Minimum Credit Requirements**

- 3 Rhetoric or Composition Credits to include: Senior Thesis
- 3 Literature Credits to include: Modern World Literature
- 3 Math Credits to include: Algebra II
- 3 Science Credits to include: Biology and Chemistry
- 3 Social Studies or History Credits to include: Modern History
- 1 Theology or Bible Credit
- 1 Health and PE credit
- 8 Electives

Total 26 Credits

### **Normal Credit Requirements**

- 4 Rhetoric/Composition Credits (Rhetoric I & II, Thesis & Law, Senior Thesis)
- 4 Literature Credits (Ancient, Medieval, Modern I & II)
- 4 Math Credits (Algebra I & II, Geometry, Trigonometry, Calculus)
- 4 Science Credits (Physical, Biology, Chemistry, Physics)
- 4 History Credits (Ancient, Medieval, Modern I & II)
- 4 Theology/Bible Credits
- 4 PE and Health
- 4 Music or Art Electives

Total 32 Credits

## **HOMEWORK PHILOSOPHY AND GUIDELINES**

The assignment of homework is not a prerequisite to providing a rigorous or a classical education. Requiring students to spend several hours each night doing homework does not ensure that the learning objectives are met. We believe that requiring children to work six hours in the classroom and then work another two to four hours at home is not healthy for the child or the family. The assigning of homework is drawing away from the time that

would otherwise be spent in equally important family activities. (Granted, for some families, completing homework is a profitable family activity.)

Teachers will have a specific purpose in mind when they decide to assign homework. They will have the students begin and finish work on assignments during class. Homework then consists of work that was not completed during class. For grammar aged students, written homework will seldom be assigned that sufficient time was not given in class to complete the work. Reading approximately fifteen – thirty minutes per night, math fact review, Scripture memorization, and test preparation are the common daily home assignments. The only exception to these guidelines is when a student has missed or will be missing class (see Attendance Policy).

The logic and rhetoric curriculum is too rigorous for the average student to accomplish during class time. Algebra and Geometry problems may require extensive thought for any given student to complete (far more than the time available in class). Omnibus often requires twenty or more pages of challenging reading with up to twelve questions to answer a night. Obviously, a student's reading ability will dictate the individual time requirements. While some students can complete all assignments in class, the majority will have an additional one to two hours of homework on any given night.

## **Class Projects**

Projects can provide certain advantages over other teaching methods. The principle purpose of a project is to either teach or reinforce a learning objective. A well thought-out and executed project can sometimes be the optimal teaching method. In any case, there are a number of supplemental advantages to doing a project. Any effective project can reinforce a learning objective by:

- Teaching a student to learn either independently or as part of a group
- Forcing a student to learn using a different learning style
- Allowing the integration of subjects (e.g., art with science, grammar with history, etc.)
- Teaching time management and personal responsibility
- Helping in the development of organizational skills
- Teaching the importance of esthetics in all that we do

Teachers will generally require that projects be done in and during class time. Occasionally, teachers will either send or allow a project to be completed at home. When a project or any work is sent home, I would ask for parents to refrain from physical assistance (i.e., doing the work for your child).

# **CURRICULUM**

## **SELECTION OF CURRICULUM**

The vision statement of Renaissance Classical Christian Academy is to develop in our students a biblical worldview. To accomplish our vision, the selection of curriculum is crucial. Our curriculum, with a few exceptions, instructs from a Christian viewpoint. This should not be interpreted to mean that no “secular” books or materials are used. For instance, Greek mythology is essential for understanding Western culture and history. The impact of the Darwinian Evaluation on Western society can only be understood by understanding the “theory.” Teaching a biblical worldview requires the student to differentiate between what is true and false. We want our students to ask the questions: is this true, is it virtuous, lovely, good, or is it evil, vile, carnal, or deceptive. If something is good, why is it good; if it is false, why is it false.

If a curriculum with a secular worldview is used, it will meet the following conditions:

- There are no biblically-based materials of equal or better quality to the secular materials.
- The curriculum is essential to fulfill our course objectives.
- Upon thorough examination, the materials do not undermine biblical truths (e.g., a high-quality mathematics text, an unbiased history book, or biography).

## **CONTROVERSIAL SUBJECT GUIDELINES**

RCCA has established guidelines to ensure that our instruction respects the convictions of parents and teachers in various academic or religious areas. The guidelines apply to all teaching staff in all courses of instruction. It does not apply to non-teaching staff or to teaching staff on their own time.

Controversial subjects are subjects which Christian families and churches commonly differ. Some examples are: environmentalism, old earth/young earth, partisan politics, human sexual relations, speaking in tongues, etc. Many of these topics must be dealt with at some point in the educational process. However, most controversial subjects, if discussed, will be reserved for the logic or rhetoric stages.

The following guidelines will be used in class in dealing with controversial subjects.

- When a subject arises that the teacher has good reason to believe is controversial or sensitive in nature and discussion of that subject deviates from the curriculum guide, then the teacher will not allow the discussion of the topic at all.
- If a subject arises that the teacher believes is controversial and/or of a sensitive nature and the discussion of that topic is necessary to achieve a curriculum goal, then the teacher will:
  - Instruct the class on the responsibility of Christians to be courteous and charitable in a debate.
  - Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
  - When possible, direct the students’ attention to informed sources on each side of the subject or issue concerned. The teacher will encourage the

- students to become knowledgeable of the arguments on both sides of an issue.
- The teacher will refrain from pursuing tangents or other unplanned subject matter.
  - The teacher is to remember that he is serving as a role model of a mature Christian adult to the students. Therefore, teachers are never to enter into an adversarial debate with a student. Even if the teacher holds strong personal convictions on the subject, he is to encourage a gracious and scholarly attitude within the class.

### **Four-Year-Old Kindergarten Curriculum**

Our K4 program uses a complete Kindergarten curriculum. The course contains beginning phonics training (early reading), early math properties (patterns, adding, graphing), science units, community helpers/jobs/locations, Bible stories/characters/songs, integrated art projects, PE skills/games, and music. The objective is to prepare a student to excel in our 5-year-old Kindergarten program which uses a first grade curriculum. Therefore, the child's abilities in a set of selected skills are assessed every 4 weeks.

### **The Study of Latin**

For over a millennium, the teaching of Latin was an integral part of any good academic training. However, in the name of "progressive" education, the study of Latin has been all but totally removed from the classroom for several generations. As late as the 1940s, Latin was considered to be necessary for a fundamental understanding of English, other languages, and the historical writings of Western civilization.

Contrary to popular opinion, Latin is not a "dead" language. It is a language that lives on in almost all Western languages, including English. In fact, over sixty percent of our English words are taken from Latin. Therefore, the Latin student gains a better understanding of the roots of many English words. Further, the grammar of Latin reinforces the student's understanding of the reasons for, and the use of the parts of speech being taught in our English grammar class (e.g., plurals, nouns, verbs, prepositions, direct objects, tenses, etc.).

### **Classroom Discussions of Sexuality**

If you have not noticed, we are living in a highly sexualized and confused society. Many people in education will deny differences between sexes one minute and then suggest that people can choose their own gender in the next. To not address sexual issues from a Christian perspective is to leave that education to the world and their perverted viewpoint.

There is a huge difference between human sexuality and "sex education." The former deals with the nature of man and the later with the act of copulation. The former is unavoidable

in the classroom and the latter is best taught by parents (and scientifically by the biology/anatomy teacher).

Starting in Genesis 2 we read that God made mankind both male and female. Man is a sexual being, regardless of those that try to deny it. When sexual questions are asked by grammar aged children at Renaissance, they will get a vague but truthful answer. If pressed, we will suggest they talk to their parents. However, as the child matures into the logic stage, most subjects demand a more forthright answer.

The real difficulty is determining when and how to address thorny sexual issues of our culture. It would seem obvious that the best time to engage a person on any subject is before they have formed an opinion. If you have a preteen, you might be surprised how firm an opinion they may already have on topics like homosexuality, abortion, divorce and the like. Hopefully they have a Biblical one, but there is a high probability that they will have a very worldly one.

Most Classical schools and RCCA have chosen the 7<sup>th</sup> grade as the age to openly discuss human sexuality. It is not the school's intention to usurp the parent's authority in this area, so students are always encouraged to discuss any cultural topic that will be talked about in class with their parents the night before. Parents should know that Renaissance holds to the historic position of the church on every sexual issue.

Sexual discussions are infrequent but do come up as part of the curriculum (e.g. marriage, homosexuality, abortion, rape, divorce, etc.). Famous works of art are shown that can depict varying degrees of nudity (e.g.; Michael Angelo's David, Jacques-Louis David's *Intervention of the Sabine Women*, etc.). As the student's reach the Rhetoric stage, more adult topics are discussed in class (e.g.; Grecian/Roman views of life and sexuality, ancient/medieval comedy that is very reminiscent of the crude comedy of today, pornography and its effect on cultures of the past).

The purpose of these discussions are to have the student think critically through these and other cultural issues from a biblical and historic lens. Most, if not all the perversions of this age, will not withstand the light of reason, history, or the Bible.



**2019-2020 Renaissance Classical Christian Academy Curricula  
Phonics School (K4-K)**

<b>Subject</b>	<b>K4</b>	<b>K</b>
<b>Art</b>	1x/wk Flash Cards	1x/wk Flash Cards
<b>Music</b>	Daily Classical listening	Daily Classical listening Voice 1x/wk
<b>Bible</b>	RCCA Objectives: <i>Catechism for young Children, Famous Bible Stories</i>	RCCA Objectives: Old Testament: Attributes of God, Books in Motion
<b>Language Arts/ Reading/ Literature</b>	RCCA Objectives: <i>Saxon Phonics and Spelling for Kindergarten, (Saxon)</i>	RCCA Objectives: <i>Saxon Phonics and Spelling 1</i>
<b>Spelling</b>	<i>Saxon Phonics and Spelling K</i>	<i>Saxon Phonics and Spelling 1</i>
<b>Penmanship</b>	Manuscript/Traditional (modified)	<i>Saxon Phonics and Spelling 1 - Cursive</i>
<b>Grammar/ Writing</b>	RCCA Objectives	RCCA Objectives
<b>Social Studies/ History/Geography</b>	RCCA Objectives: NC Facts, Environment, The world around us	RCCA Objectives: Family, N. C. geography, Bede's History series
<b>Math</b>	<i>Saxon Math K</i>	<i>Saxon Math 1</i> (3rd ed.)
<b>Science</b>	RCCA Objectives: Living vs. nonliving, seasons, senses, bugs	RCCA Objectives: Seasons, senses, bugs, N. C. animal habitats
<b>P.E.</b>		1x/week

**2019-2020 Renaissance Classical Christian Academy Curricula  
Phonics School (1-2)**

<b>Subject</b>	<b>1</b>	<b>2</b>
<b>Art</b>	1x/wk Flash Cards	1x/wk Flash Cards
<b>Music</b>	1x/wk + Daily Classical listening	1x/wk + Daily Classical listening
<b>Bible</b>	RCCA Objectives: Genesis through Joshua	RCCA Objectives and Veritas Press <i>Genesis through Joshua</i>
<b>Language Arts/ Reading/ Literature</b>	RCCA Objectives: Saxon Phonics and Spelling 2, Literature: <i>Keep the Lights Burning Abbie, The 18 Penny Goose, Frog and Toad Together, Johnny Appleseed, Amelia Bedelia, The Bears on Hemlock Mountain, Sam the Minuteman, Curious George, Caps for Sale, Madeline, The Courage of Sarah Noble and more</i>	RCCA Literature: Saxon Phonics and Spelling 3, <i>Little Bear's Visit, Frog and Toad are Friends, The Magic Fish, A Baby Sister for Frances, A New Coat for Anna, Blaze and the Lost Quarry, Ox Cart Man, Amelia Bedelia, Nate the Great, Milly-Molly-Mandy Storybook, The Boxcar Children, Stone Fox, By the Shores of Silver Lake and more</i>
<b>Spelling</b>	<i>Saxon Phonics and Spelling 2</i>	<i>Saxon Phonics and Spelling 3, The Grammar of Spelling 2 (Logos)</i>
<b>Penmanship</b>	Cursive D'Nealian	Cursive D'Nealian
<b>Grammar/ Writing</b>	<i>Shurley English 1 (2nd ed.) Excellence in Writing</i>	<i>Shurley English 2, Excellence in Writing</i>
<b>Social Studies/ History/Geography</b>	<i>The Story of the World: Ancient Times: Bauer, Peace Hill Press</i>	<i>The Story of the World – Middle Ages: Bauer, Peace Hill Press</i>
<b>Math</b>	<i>Saxon Math 2 (2nd ed.)</i>	<i>Saxon Math 3 (3rd ed.)</i>
<b>Science</b>	<i>Exploring Creation with Astronomy: Apologia Educational Ministries</i>	RCCA Objectives: Deserts, skeletal system, mammals & reptiles, animal report
<b>P.E.</b>	1x/week	1x/week

**2019-2020 Renaissance Classical Christian Academy Curricula  
Grammar (3-5)**

<b>Subject</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Art</b>	1x/wk + Flash Cards	1x/wk + Flash Cards	1x/wk + Flash Cards
<b>Music</b>	2 x/wk Recorder + Daily Classical listening	2x/wk Keyboarding + Daily Classical listening	2x/wk Keyboarding + Daily Classical listening
<b>Bible</b>	Veritas Press <i>Judges through Kings</i>	RCCA Objectives: Jeremiah through Malachi	RCCA Objectives: Matthew through Acts
<b>Language Arts/ Reading/ Literature</b>	RCCA Literature: <i>Charlotte's Web, Stuart Little, Pinocchio, The Great Brain, Homer Price, The Minstrel in the Tower, The Lion, the Witch, &amp; the Wardrobe, The Magician's Nephew, Prince Caspian, Black Ships before Troy, Misty of Chincoteague, , The Story of the Treasure Seekers and more</i>	RCCA Literature: <i>The Voyage of the Dawn Treader, Charlie and the Chocolate Factory, The Borrowers, The Wheel on the School, Mrs. Frisby and the Rats of NIMH, The Indian in the Cupboard, From the Mixed-Up Files of Basil E. Frankweiler, Mrs. Caddie Woodlawn, Marry Poppins, Robin Hood, The Twenty-One Balloons, The Witch of Blackbird Pond, Peter Pan and more</i>	RCCA Literature: <i>Cricket in Times Square, The Secret Garden, Roll of Thunder, Hear My Cry, Rascal, Tuck Everlasting, Where the Red Fern Grows, My Side of the Mountain, Summer of the Monkeys, Escape from Warsaw, Snow Treasure, Pushcart War, Sounder, Squalls Before War: His Majesty Schooner Sultana, Anne of Green Gables and more</i>
<b>Spelling</b>	<i>The Grammar of Spelling 3 (Logos)</i>	<i>The Grammar of Spelling 4 (Logos)</i>	<i>The Grammar of Spelling 5 (Logos)</i>
<b>Penmanship</b>	Cursive D'Nealian		
<b>Grammar/ Writing</b>	<i>Shurley English 3, Excellence in Writing</i>	<i>Shurley English 4, Excellence in Writing</i>	<i>Shurley English 5, Research Paper,</i>
<b>Social Studies/ History/ Geography</b>	<i>The Story of the World – Early Modern Times: Bauer, Peace Hill Press</i>	<i>The Story of the World – Modern Times: Bauer, Peace Hill Press</i>	History Of US, 1918-1945 Heritage Studies (BJUP)
<b>Latin</b>	Latin 1, Latina Christiana I – Memoria Press	Latin 2, Latina Christiana II – Memoria Press	Latin 3, Latina Christiana III – Memoria Press
<b>Math</b>	<i>Saxon 5/4 (3rd ed.)</i>	<i>Saxon 6/5 (3rd ed.)</i>	<i>Saxon 7/6 (3rd ed.)</i>
<b>Science</b>	<i>Flying Creatures of the Fifth Day – Zoology I: Apologia Educational Ministries</i>	<i>Swimming Creatures of the Fifth Day – Zoology II: Apologia Educational Ministries</i>	<i>Land Animals of the Sixth Day – Zoology III: Apologia Educational Ministries</i>
<b>P.E.</b>	2x/wk	2x/wk	2x/week

**2019-2020 Renaissance Classical Christian Academy Curricula  
Logic School 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>**

<b>Subject</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Music</b>	2x/wk Keyboarding + Daily Classical listening	2x/wk Keyboarding + Daily Classical listening	2x/wk Keyboarding + Daily Classical listening
<b>Bible</b>	Romans through Revelation	<b>Doctrine and Theology I–Omnibus I</b>	<b>Doctrine and Theology II–Omnibus II</b>
<b>Literature</b>	RCCA Literature: <i>A Wrinkle in Time, The Hobbit, Watership Down, A Christmas Carol, Diary of Anne Frank, 100 Best Loved Poems, Father Brown Stories, Ten Tales of Shakespeare, Up From Slavery, Around the World in Eighty Days, Little Women, Jungle Book and more</i>	<b>Ancient Literature:</b> <i>Virgil: The Aeneid, Codes of Hammurabi and Moses, Livy: Early History of Rome, Gilgamesh, Shakespeare: Julius Caesar, The Landmark Herodotus: The Histories, Plato: The Last Days of Socrates, Homer: The Odyssey, Oresteia Trilogy, Plutarch: Lives, Theban Trilogy, Suetonius: Twelve Caesars</i>	<b>Medieval and Reformation Literature:</b> <i>Beowulf, Luther: The Bondage of the Will, Chaucer: The Canterbury Tales, Confessions, Dante: The Inferno, Bede: Ecclesiastical History of the English People, Eusebius: Church History, Monmouth: History of the Kings of Britain, St Athanasius: On the Incarnation of our Lord, Shakespeare: Macbeth, Sir Gwain and the Green Knight, On the Incarnation, Rule of St. Benedict, and The Song of Roland</i>
<b>Grammar/ Writing</b>	<i>Shurley English 6, Research Paper, Excellence in Writing</i>	<i>Warriner’s 2nd course, Excellence in Writing</i>	<i>8<sup>th</sup> Grade Composition – The Lively Art of Writing (Payne), Element of Style (White)</i>
<b>Social Studies/ History/ Geography</b>	<b>U. S. HISTORY -</b> <i>The American Republic – Larson, Creason, Matthews, PBUJ</i>	<b>Omnibus I: Ancient World History I -</b> Biblical and Classical Civilizations I	<b>Omnibus II: Medieval World History I -</b> Church Fathers to the Reformation I
<b>Language</b>	<i>First Form Latin</i>	<i>Second Form Latin</i>	<i>Third Form Latin</i>
<b>Math</b>	<i>Saxon Course 2</i>	<i>Saxon Algebra 1/ 2</i>	<i>Saxon Algebra I</i>
<b>Science/Logic</b>	<b>6TH GRADE SCIENCE –</b> RCCA Objectives, <i>Life Science for Christian Schools</i> (2nd ed., BJUP), Aims, CSI, Units: Trees, ecosystems, leaves, biomes, food webs and chains, digestive system, integumentary system, cells, D.N.A., genetics	<b>GENERAL SCIENCE –</b> <i>Exploring Creation with General Science (Apologia), The Physical World: An Introduction to Physical Science for Christian Schools</i> (2000)	<b>LOGIC -</b> Semester 1: <i>Introductory Logic</i> (Logos) Semester 2: <i>Intermediate Logic</i> (Logos)
<b>P.E.</b>	3x/week	3x/week	3x/week

**2018-2019 Renaissance Classical Christian Academy Curricula  
Rhetoric 9<sup>th</sup>, and 10<sup>th</sup>**

<b>Subject</b>	<b>9</b>	<b>10</b>
<b>Music</b>	2x/wk Keyboarding + Daily Classical listening	2x/wk Keyboarding + Daily Classical listening
<b>Bible</b>	<b>Doctrine and Theology III – Omnibus III</b>	<b>Doctrine and Theology IV – Omnibus IV</b>
<b>Literature</b>	<b>Omnibus III -Modern US and British Literature:</b> <i>Bradford: Of Plymouth Plantation, Bunyan: Pilgrim’s Progress, Rousseau: The Social Contract, Dickens: A Tale of Two Cities, Stowe: Uncle’s Tom’s Cabin, Orwell: 1984, Lincoln: Speeches and Writings, The Anti-Federalist Papers, Marx: The Communist Manifesto, The Federalist Papers, The Adventures of Tom Sawyer, Fitzgerald: The Great Gatsby, Hitler: Mein Kampf, The Westminster Confession of Faith, Burke: Reflections on the French Revolution</i>	<b>Omnibus IV Ancient World Literature II:</b> <i>Tacitus: The Annals of Imperial Rome, Apostolic Fathers, Euripides: The Bacchae, Cicero: Selected Works, Homer: Iliad, McKeon: Introduction to Aristotle, Josephus: The Essential Writings, Thucydides: A Comprehensive Guide to the Peloponnesian War, Lysistrata and other Plays, Ovid: Metamorphous, The New Oxford Annotated Apocrypha, Marcus Aurelius: Meditations on the Nature of Things, Plato: The Republic, Thirteen Books of Euclid’s Elements, Livy: The War with Hannibal</i>
<b>Rhetoric and Composition</b>	<b>Classical Rhetoric through Structure and Style - IEW</b>	<b>Classical Rhetoric with Aristotle – Memoria Press, Figures of Speech, How to Read a Book, Aristotle Rhetoric</b>
<b>History/ Geography</b>	<b>Omnibus III: Modern US and British History I – Reformation to the Present</b>	<b>Omnibus IV - Ancient World History II - Biblical and Classical Civilizations II</b>
<b>Language</b>	<i>Fourth Form Latin</i>	Greek I
<b>Math</b>	<b>GEOMETRY:</b> <i>Geometry 3<sup>rd</sup> Edition (Harold Jacobs)</i>	<b>Algebra 2 – Algebra II and Trigonometry (Foster, Prentice Hall)</b>
<b>Science</b>	<b>Physical Science: Exploring Creation with Physical Science (Jay Wile)</b>	<b>Biology: Exploring Creation with Biology, (Jay Wile and Marilyn Durnell , Courier Inc.)</b>
<b>P.E.</b>	3x/week	3x/week

## 2018-2019 Renaissance Classical Christian Academy Curricula Rhetoric 11th, and 12th

Subject	11	12
<b>Music</b>	2x/wk Keyboarding + Daily Classical listening	2x/wk Keyboarding + Daily Classical listening
<b>Bible</b>	<b>Doctrine and Theology V – Omnibus V</b>	<b>Doctrine and Theology III – Omnibus VI</b>
<b>Literature</b>	<b>Omnibus V: The Medieval World Literature II:</b> <i>Chaucer: Canterbury Tales, Augustine: The city of God, Boethius: The Consolidation of Philosophy, Dante: The Divine Comedy, Spenser: Fierce Wars and Faithful Loves, Calvin: Institution of Christian Religion, Introduction to St Thomas Aquinas, Martin Luther: Selections from his writings, Staunton: The Lives of Thomas Becket, Erasmus: The Praise of Folly, Machiavelli: The Prince, Shakespeare: Romeo and Juliet, Bach: St. Matthew Passion, Two lives of Charlemagne, William of Malmesbury's Chronicles of the Kings of England</i>	<b>Omnibus VI -Modern US and British Literature II:</b> Mark Twain: The Adventures of Huckleberry Finn, Remarque: All Quiet on the Western Front, McPherson: Battle Cry of Freedom, Nietzsche: Beyond Good and Evil, Huxley: Brave New World, Ambrose: Citizen Soldier, Tocqueville: Democracy in America, Austin: Emma, Martin Luther King Jr.: I Have a Dream and Letter from Birmingham Jail, Hobbes: Leviathan, Melville: Moby-Dick, Dostoyevsky: Notes from Underground and the Double, Solzhenitsyn: One Day in the Life of Ivan Denisovich, Getz: The Origin and Principles of the American Revolution, Milton: Paradise Lost, Pascal: Pensees, Kramnick: The Portable Enlightenment Reader, Defoe: Robinson Crusoe, Camus: The Stranger, Hemingway: The Sun Also Rises, Smith: Wealth of Nations
<b>Rhetoric and Composition</b>	<b>Classic Composition –</b> Memorial Press, <i>Description, Thesis and Law</i>	<b>Senior Thesis</b>
<b>History/ Geography</b>	<b>Omnibus V - Medieval World History II - Church Fathers to the Reformation II</b>	<b>Omnibus III: Modern US and British History I – Reformation to the Present</b>
<b>Language</b>	Greek II	<i>Comparative Languages</i>
<b>Math</b>	<b>Trigonometry - Algebra II and Trigonometry (Foster, Prentice Hall)</b>	<b>Calculus: Early Transcendental Functions</b> <i>Larson, Hostler, Edwards (Brooks Cole)</i>
<b>Science</b>	<b>Chemistry: Exploring Creation with Chemistry (Jay Wile and Marilyn Durnell , Courier Inc.)</b>	<b>Physical Science: Exploring Creation with Physical Science (Jay Wile)</b>
<b>P.E.</b>	3x/week	3x/week

# UNIFORM GUIDELINES

## OBJECTIVES

Christian schools have a long history of their children wearing uniforms. There are many good reasons why we require our students to wear them. Uniforms ensure a consistently attractive and neat appearance for all children while fostering a sense of unity. Requiring all students to dress similarly also avoids peer pressure in matters of dress. Parents and students are responsible for reading the Uniform Guidelines and familiarizing themselves with the policies.

## BASIC GUIDELINES

The following list the general guidelines that apply for every occasion. What is mentioned below is not all encompassing but should convey the intent. Specific clothing requirements will be addressed later.

- **Maintain a neat appearance** – This means that all shirts are tucked in, shoes are tied, there are no holes or tears in clothing, clothes are sized appropriately for the wearer, etc.
- **Come to school clean** – This means your clothes and body have been washed, hair groomed, clothes pressed, etc.
- **Modesty at all times is our policy** – Hair is to be kept in traditional styles and not faddish (e.g.; natural colors, out of the eyes, etc.). Boys with longer hair will keep their hair neat and cut appropriately for their sex. Barrettes, scrunchies, hair bows, and all hair accessories are allowed in moderate sizes and in colors that match the uniform. Hats are not permitted to be worn in the classroom or school buildings (unless granted permission for special days or events).
- **Jewelry is to be kept at a minimum** – Boys may not wear earrings. Girls may only wear small earrings and avoid those that dangle. The number of earrings worn is restricted to one pair in the lower earlobe. Girls may wear one necklace (e.g., a cross or a locket), so long as it is tasteful and unobtrusive. Watches and rings in moderation and good taste are fine. Wrist bands may be worn. Jewelry should be silver or gold.

## OBTAINING UNIFORMS

All clothing can be obtained through Lands End ([www.landsend.com](http://www.landsend.com)). All uniforms parts save girls skirts and jumpers can also be purchased through Uniforms by Sharon ([www.uniformsbysharon.com](http://www.uniformsbysharon.com)).

## ENFORCEMENT

The school administration will be the final authority as to whether or not a student is in violation of the dress code. A student in violation will be required to rectify their appearance as quickly as possible. Cheerful, quick compliance is expected; grumbling and challenging attitudes will be subject to disciplinary action.

## SPECIAL EXCEPTIONS

Special events such as field trips or dress-up days may call for other clothing options. Parents will receive written notification when other clothing options are allowed.

## UNIFORM CODE

All students will wear the designated school uniform in conformity to their God-given gender. New enrollees are to wear similar attire until uniforms are obtained. The student's teachers will regularly check students for compliance with the school uniform guidelines. Parents and students must read and understand the guidelines. If you have any questions, please ask first. That will prevent any unnecessary embarrassment of your child.

When a student is found to be in violation of the uniform guidelines, it will be recorded on a Violation Notice and sent to the parents. Violations are recorded throughout the school year. When five violations have accrued, an office visit with the parents will be required.

### General Guidelines

- **Shirts** - All shirts must be tucked in at all times. The RCCA logo is required on all polo shirts and/or sweaters. Our logo was designed specifically for our school and can only be purchased from a specified designee. Please check with the RCCA office for more information regarding the logo. When purchasing turtlenecks, make sure they are solid white with no patterns, ribbing, or mock collars. Turtlenecks may only be worn under hunter/forest green long-sleeved polo shirts. Solid white t-shirts may be worn under hunter/forest green short-sleeve polos also. Please note that t-shirts must be solid white only, and there should be no writing that shows through the polo.
- **Garment Sizing** - Garments sizes needs to be within reason for your child's frame. "Growing room" is understandable, but oversized shirts, sweatshirts, or pants are not permissible. The lengths of jumpers and skirts are to be to the knee or below as measured by the crease on the back of the knee. Boys' shorts are to remain the length as produced by the manufacturer.
- **Footwear** - Clean athletic shoes are acceptable in **solid colors of black or white** for daily wear. They may have a small amount of white, black, gray or silver on them, **but no colors**. All shoes should be comfortable. Shoes should be flat or low-heeled: 2 inches or less. No open-toed shoes or sandals are permitted. No clogs, jellies, brogans, platform shoes, or shoes that light up, make sounds, or have wheels are permitted.



- **Dress Shoes** – Dress shoes are required on dress uniform days and should be solid black (**not athletic shoes**). The uniform supplier may carry approved footwear for dress shoes and is also able to order solid white and solid black daily wear athletic shoes. Please note that dress shoes can be worn as daily footwear.
- **P.E. Footwear Options** – P.E. shoes should be clean and daily athletic footwear is acceptable for P.E. days.
- **Socks/leggings** - Socks are required for all students and should be black or white. Girls may wear tights in these same colors. (Long pants worn under skirts for girls are not approved.)
- **Belts** - **Belts are required for both boys and girls** on any item of clothing that has belt loops. Belts should be solid black or brown.
- **Outerwear** - In the classroom and school buildings, only the RCCA hunter/forest green fleece or sweater may be worn. **After School Wear** - Students remaining on school grounds after school shall remain in uniform.

**Note** - Black bicycle shorts are acceptable for the girls to wear under their skirts and jumpers. Bicycle shorts in other colors or shorts of any other style or color are not acceptable under skirts and jumpers. Bicycle shorts worn without a skirt or jumpers are not acceptable on campus. Please take the time to **mark each of your child(ren)'s belongings** with a permanent laundry marker (such as the Rub-a-Dub by Sanford) to facilitate return of lost items. Check items periodically to be sure your child has not picked up someone else's items. Also, please check to ensure that your child's name is still legible on his/her belongings. Note that uniform selections may be worn until they are outgrown as long as they are in good condition.

## **DAILY UNIFORM REQUIREMENTS**

### **GIRLS “DAILY WEAR” UNIFORM SELECTIONS**

**Choices for tops:**

- Hunter/forest green polo with RCCA logo (long or short sleeve)
- White turtleneck (no logo—to be worn under same sleeve length polo)
- Hunter/forest green sweater with RCCA logo (button down front with no hood)

**Choices for bottoms:**

- Khaki skort (manufactured length)
- Khaki pants

### **BOYS “DAILY WEAR” UNIFORM SELECTIONS**

**Choices for tops:**

- Hunter/forest green polo with RCCA logo (long or short sleeve)
- White turtleneck (no logo—to be worn under same sleeve length polo)
- Hunter/forest green sweater with RCCA logo (button down front with no hood)

**Choices for bottoms:**

- Khaki shorts (manufactured length)
- Khaki pants

**DRESS UNIFORM REQUIREMENTS**

Dress uniform requirements are listed below by grade level. All students will be expected to dress according to these specifications on dress uniform days throughout the school year. Here is a partial list of occasions where participating students will be required to wear this uniform selection:

- First day of school
- Field trips (unless otherwise noted)
- School assemblies
- Group and individual picture days
- Last day (year-end) awards assembly

**Kindergarten – 4<sup>th</sup> Grade**

**GIRLS**

**BOYS**

Plaid jumper White dress shirt with Peter Pan collar Plaid tie <i>Dress shoes in solid black          (not athletic shoes)</i>	White collared dress shirt Khaki pants Plaid tie <i>Dress shoes in solid black          (not athletic shoes)</i>
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**5<sup>th</sup> – 12<sup>th</sup> Grade**

**GIRLS**

**BOYS**

<p>Plaid skirt White dress shirt with Peter Pan collar Plaid or blue crossover tie <b><i>Dress shoes in solid black</i></b> <b><i>(not athletic shoes)</i></b></p>	<p>White collared dress shirt Sweater vest Khaki pants Plaid tie <b><i>Dress shoes in solid black</i></b> <b><i>(not athletic shoes)</i></b></p>
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