

**AQUIDNECK ISLAND CHRISTIAN
ACADEMY**

PARENT/STUDENT HANDBOOK

REVISED; AUGUST, 2009

EQUITES DOMINI CHRISTI
(KNIGHTS IN CHRIST'S SERVICE)

AQUIDNECK ISLAND CHRISTIAN ACADEMY

2009-2010

PARENT-STUDENT HANDBOOK

SCHOOL SONG

Non Nobis Domine, Domine

Non Nobis Domine

Sed Nomini, Sed Nomini

Tuo da Gloriam

(Psalm 115:1)

Not to Us, O Lord, O Lord

Not to Us, O Lord

But to Your Name

Be Glory

(Psalm 115:1)

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I. GOALS, PHILOSOPHY, AND ADMINISTRATION

The AICA Vision

We aim to graduate young men and women, who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be unswerving towards evil by the former. We aim to find them well prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

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

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

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

PHILOSOPHY OF AICA “A Classical and Christ-centered Education”

CHRIST-CENTERED

In all its levels, programs, and teaching, AICA seeks to do the following:

- A. Teach all subjects as parts of an integrated whole with the Scriptures at the center (2 Timothy 3:16-17);
- B. Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40);

C. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15).

CLASSICAL

In all its levels, programs, and teaching, AICA seeks to do the following:

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

Definitions:

Grammar: The fundamental rules of each subject.

Logic: The ordered relationship of particulars in each subject.

Rhetoric: The clear expression of the grammar and logic of each subject.

AESTHETIC VISION

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

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

In the education we provide, we therefore deny all forms of *aesthetic relativism*. At the same time, we affirm our limitations as creatures. This means that in any work of art containing true beauty, only God knows exhaustively all that is beautiful about the work, while we see the beauty only partially. Because different human observers see different “partialities,” this creates an illusion of subjectivity. Because our vision of the beautiful must necessarily be partial, we seek to instruct our students to make all aesthetic judgments in humility. At the same time, we want to train them on their responsibility to make grounded and informed aesthetic judgments, rejecting all forms of principled ugliness or aesthetic *nihilism* (the belief that nothing has any value).

We seek to teach the importance of aesthetic standards in all activities associated with the school, striving for that form of excellence suitable to each activity. This obviously includes a strong emphasis throughout our curriculum on the fine arts - music, painting, drama, and poetry - with the attendant responsibilities of the students including study, meditation, and memorization. But our emphasis on aesthetics also extends to more mundane matters -- the cleanliness and decoration of

classrooms, student dress, athletic competition; handwriting, etc. In all this, we aim to teach our students the reasons for what we require, and not just impose the bare requirement.

The standards we use in determining what we consider to be aesthetically valuable include, but are not limited to, conformity to the standards of Scripture, historical durability and the approval of many minds over generations, a balance of complexity and simplicity, dignity, metaphorical strength, harmony, subtlety, and the power to evoke love of truth, goodness and beauty.

HISTORY OF AICA

AICA was established in 1994 as a private, Christian school committed to providing a biblically based education to young people in primary and secondary grade levels. Education at AICA is intended to be inherently different in philosophy and content than that offered in the public schools. AICA strives to operate as a servant of the family under the assumption that the education of young people is the responsibility of parents and the immediate family rather than the responsibility of the State. AICA provides a biblically based curriculum and teaches all subjects as parts of an integrated whole with the Scriptures at the center.

In conjunction with the biblical emphasis, AICA strives to follow a classical model of education, as described in the following books and articles. Within their first year of employment, all AICA teachers, staff, administrators, and board members must read these books:

- A. *The Lost Tools of Learning* by Dorothy Sayers
- B. *Repairing the Ruins* edited by Douglas Wilson
- C. *The Seven Laws of Teaching* by John Gregory
- D. *Recovering the Lost Tools of Learning* by Douglas Wilson

- Spring, 1993

In the spring of 1993 God was pleased to establish the vision of a Christian School in the heart of a young mother. As Susan Bailey sought counsel from her family and pastor, her convictions grew stronger to move forward with plans to establish the first Christian school ministry on Aquidneck Island. Upon much prayer, in the fall of 1994, the first class of three students began the history of the Aquidneck Island Christian Academy (AICA). Today, AICA serves 30 families with an enrollment of 50 students in grades K-12.

- March-April 1994

The first prayer meeting was held in Portsmouth, Rhode Island. Pastors in the community and other individuals, who were concerned about education, were invited. There were over forty people in attendance that night. One month later the first public meeting to discuss the founding of the school was held at the Grange Hall in Middletown. Pastor Fred Poulin, Principal of the New England Christian Academy (Swansea, MA) was invited to address the meeting. He challenged the group to form a steering committee and start a Kindergarten class for the 1994-95 school year.

- May, 1994

A steering committee was formed. This included 12 evangelical Christians from area churches. They gathered and assumed an active role in establishing a solid foundation for the school. Their goal was to establish a school with strong academics and with the Word of God at its center. In the months that followed, the hand of God was evident as the process of school licensing, incorporation, location, and other details for the school year were completed.

- September, 1994

Aquidneck Island Christian Academy opened its doors to a Kindergarten class of three students. The first day of school was held in the Kindergarten teacher's home while the final inspections were completed at the First Presbyterian Church in Newport, the school's eventual home.

- September, 1995 - 1997

The school moved to freshly remodeled facilities in the Evangelical Friends Church in Middletown. The school grew to twenty-three students and added grades first through third in its second year. When grades fourth through fifth were added in its third year, the school grew to thirty-eight students. In 1996-1997, grades Three through Eighth were added to our configuration, also at this point in our history we were growing by leaps and bounds in our understanding of what true education is in the eyes of our Lord.

Through God's mighty providences we were introduced to the Classical Model of education and began traveling down the road of transition. The Classical model of education is a historically superior model of instruction as outlined in Dorothy Sayer's "*Lost Tools of Learning*". In this publication Mrs. Sayer's outlines the *Trivium*, the three roads of learning, as Grammar, Logic, and Rhetoric. Included with this model is a Christian Worldview, which recognizes that all things fall under the authority of Jesus Christ, the Word.

On April 10th, 2002, Aquidneck Island Christian Academy formally joined hands with the *Association of Classical and Christian Schools*. Membership in the organization was granted to AICA as a member school committed to all stages of the classical Christian model having completed all requirements established in the ACCS by-laws.

- September, 2003-2005

In the spring of 2003 the Board of Directors voted to move forward with the vision of Aquidneck Island Christian Academy by implementing the next stage of the Trivium, Ninth Grade. Our first Ninth Grade class enrolled four students. This decision moved the school forward in vision and it's commitment to the classical model of education. God has been pleased to continue the ministry at AICA enabling us to minister in the whole model of education as a mandate of the Scripture as seen in (Deut. 6:4-9 and Eph. 6:1-4).

In the summer of 2004 the Board of Directors continued to trust the Lord to provide in great ways, testing our resolve to move forward. In the spring of 2004, AICA moved from its location at EFC after nine years. On August the 11th, the town of Portsmouth granted the ministry of AICA to lease the premises at the former Coggeshall school building at 321 East Main Road. With an increased financial concern and a desire to continue the classical model of education as well as provide for our families, the Board voted to again increase our configuration to include the Tenth Grade for the 2004-2005 school year. We opened the doors of this "new" facility thanking God for His sovereign care and mercy in His provision for His school.

- September, 2005-Present

The Board of Directors continues in faith and trust in the Lord Jesus Christ, once again expanding the configuration of the AICA ministry to include grades K-12.

What a mighty God we serve!

EDUCATIONAL PHILOSOPHY OF AICA

1. We believe that the Bible clearly instructs *parents*, not the Church or State, to “bring children up in the discipline and instruction of the Lord.” Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
2. We believe that God’s character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God Himself.
3. God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Mark 12:30). Therefore, we seek to individually challenge children at all levels and teach them *how* to learn, versus teaching them to learn by unthinking repetition.
4. 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.
5. We have a full K-12 program because we believe that as long as a child is under the parents’ authority and undergoing formal education he should be trained biblically (Deut. 6:6,7; Prov. 22:6).

STATEMENT OF FAITH

The statement of faith adopted by AICA is limited to primary Christian doctrine, which is considered to be central to all Christian denominations and which sets Protestant Christianity apart from other faiths. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered *primary doctrine* in AICA. Secondary or divisive doctrines and issues will not be presented as *primary doctrine*. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority. As a charter member of the Association of Classical and Christian Schools (A.C.C.S.) and The Association of Christian Schools International (ACSI), AICA also subscribes to the A.C.C.S. Statement of Faith.

1. We believe the Bible alone to be the word of God, the ultimate and infallible authority for faith and practice.
2. We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent.

3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is by grace through faith alone.
6. We believe that faith without works is dead.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
8. 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 damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

LOCO PARENTIS POLICY

Objective: To ensure that parental authority over the education of their children is respected at AICA.

Scope: This policy applies to all teachers and staff who exercise authority over the students.

Definitions:

Loco parentis: this phrase means "in place of the parents."

Guidelines:

1. At all levels, the AICA Board, administration, and faculty acknowledge that the school does not function beyond that of parental authority, but rather *functions in cooperation with delegated authority (in loco parentis) from the parents.*

2. The AICA objectives (2.3) and vision statement (2.4) we believe will come as a result of parental support for the educational goals of our ministry. We intend to fulfill these established goals through supporting parents who are already dedicated to such goals in their own respective households.

3. The school's implementation of our goals and vision statement is not intended to supplant the responsibility of parents before God for the nurture and education of their children.

4. With regard to this policy, the school will seek to fulfill the obligations we have established, goals and vision statement, primarily through careful admission procedures, faithfulness to our stated educational mission, and biblical discipline as outlined by the Holy Scriptures.

SECONDARY DOCTRINE POLICY

Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents. Presentation of all sides of an issue is encouraged. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

REVERENCE POLICY

Objectives: To ensure that God's name, character, and truth are honored and respected at AICA.

Scope: This policy applies to the entire program of AICA.

Definitions: N/A

Guidelines:

1. In all areas of instruction, especially Bible and doctrine classes and related activities, proper respect and consideration of God's character will be given. Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord must be consistent with biblical principles.

2. Things to avoid include:

- a. Silly or trite references to Jesus Christ and His work on the cross.
- b. Implying, directly or indirectly, that all the students are Christians.
- c. Mockery of angelic powers, whether demonic or heavenly.
- d. Emphasis on good feelings or works, vs. humble obedience and grace.

3. For the sake of the students' spiritual training and the work of AICA, joyful encouragement and instruction in reverential knowledge of the Lord is necessary, honored and respected at AICA.

ANNOTATED SCHOOL GOALS CHRIST-CENTERED

In all its levels, programs, and teaching, AICA seeks to do the following:

A. Teach all subjects as parts of an integrated whole with the Scriptures at the center (2 Timothy 3:16-17; Colossians 1:15-20).

In order to be Christ-centered, Christian education must be more than a “baptized secularism”. It is not enough to take the curricula of the government schools, add prayer and a Bible class, and claim the result is somehow Christian.

Secular education places man at the center of all things. Christian education places the “God-Man” at the center of all things. What does this mean?

There is no such thing as *neutrality* in education. Every fact, every truth is understood in the light of a given worldview. This means that history, art, music, mathematics, etc., must all be taught in the light of God’s existence and His revelation of His Son, Jesus Christ. Because the Scriptures occupy a crucial role in teaching us about this revelation, they must also occupy a critical role in Christian education.

This is not to say that the Bible was meant to be read as a science or mathematics text. It was not. It does, however, provide a framework for understanding these so-called “secular” subjects. Without such a framework for understanding, all subjects will degenerate into chaotic absurdity.

As R.L. Dabney stated,

“Every line of true knowledge must find its completeness in its convergency to God, even as every beam of daylight leads the eye to the sun. If religion be excluded from our study, every process of thought will be arrested before it reaches its proper goal. The structure of thought must remain a truncated cone, with its proper apex lacking.”

As Christian educators our goal is not to require the students to spend all their time gazing at the sun. We want them to examine everything else in the light the sun provides. It would be invincible folly to try to blacken the sun in order to be able to study the world around us objectively.

Because all truth comes from God, the universe is coherent. Without God, particulars have no relation to other particulars. The *universe* must, under this understanding, be a multi verse: an infinite array of absurd “facts.” In education this position leads to the fragmentation of knowledge. History bears no relation to English and biology no relation to philosophy.

Because we have a Christian worldview, based on the Scriptures, we are able to give the students a unified education. That unity is only possible because of the centrality of the Scriptures in the educational process. Without that centrality, true education will wither and die. With it, all subjects will be understood, and more importantly, they will be understood as parts of an integrated whole.

B. Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40; Matthew 5:13-16).

Education does not exist for its own sake. It is not an exercise conducted on paper. Education occurs when information is transferred from one individual to another. We have already discussed how that information can be a part of an integrated worldview. But this by itself is not enough.

If the subject matter is in line with the Scriptures but the life of the teachers is not, a conflict is created in the mind of the student. What the inconsistent teacher writes on the blackboard and what he lives in the classroom becomes two different things. This same conflict can be created in the minds of the students and teachers if a board member is living in a manner inconsistent with the Bible.

When hypocrisy is tolerated, it leads to greater problems. At best, the integrated Christian worldview becomes a dead orthodoxy - true words, but only words. At worst, anti-Christian living leads to anti-Christian teaching. The hypocrisy is removed by making the instruction as false as the life.

As Christian educators, we recognize that hypocrisy on our part will place a stumbling block in the path of the students. The flow of information from teacher to student will be seriously hindered. Because we are in the business of transmitting a Christian worldview, we must also be in the business of living exemplary Christian lives.

C. Encourage every child to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20; Matthew 19:13-15).

Without regeneration, a Christian worldview and a Christian lifestyle are nonsensical impossibilities. If a man is dead, it is a wasted effort to seek to revive him with a nourishing meal. If the life-principle is absent from the student, no amount of instruction and example on the part of the teacher will give that student life.

We have the responsibility to plant and water. We also have the responsibility to recognize that growth comes from God. God initiates growth in the life of the individual when he is born again. From that time on, the nourishment of instruction results in genuine growth as the Christian puts what he learns into practice.

It is not our role as educators to attempt to make God's work in human lives superfluous. There is no way to perfect human beings by means of instruction - even if that instruction is Christian in content. The error of thinking that education can perfect man is one that was with the government schools at their inception and which still governs their philosophy. To repeat this error - even with Christian instruction - is to create a legalistic atmosphere in the school. This is in contrast to the Good News that God offers us in Christ, which will create a moral atmosphere in the school.

Good instruction is conducive to rational Christian minds and godly Christian lives, but only if it presupposes and is built on the Gospel. This Gospel is that Christ died for our sins in accordance with the Scriptures and that He rose again on the third day. If a person responds to this message with repentance and belief, then God will give that person eternal life.

It is our goal to bring every child who does not have a relationship with the Father into such a relationship through Jesus Christ. Then, and only then, will the rest of the education we offer be fully understandable. If the child already knows the Lord, it is our goal to encourage him to develop that relationship. As he grows, the education he is receiving will further that growth.

CLASSICAL

As we use it here, the word *classical* refers to the structure and form of the education we provide. It refers also to the content of the studies. In all its levels, programs, and teaching, AICA seeks to do the following:

A. Emphasize grammar, logic, and rhetoric in all subjects.

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 science class the students will not only read their text, they will read also from primary sources (e.g. *How a Pump Lifts Water* by Galileo Galilei, or *The Nature of Heat* by Benjamin Franklin).

Grammar, logic, and rhetoric will be emphasized in all subjects. By *grammar*, we mean the *fundamental* rules of each subject (we do not limit grammar to language studies). In English, a singular noun does not take a plural verb. In logic, A does not equal ~A. In history, time is linear not cyclic. Each subject has its own grammar, which we require the student 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. What is the relationship between the Reformation and the colonization of America? What is the relationship

between the subject and 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 each other (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’ is correct. This must also be expressed well.

B. Encourage every student to develop a love for learning and live up to his academic potential.

This goal is impossible to realize unless the *teachers* have a real love for the subject. If the teacher is not excited about having this knowledge, then why should the student be excited about acquiring it? Necessity may induce the student to learn the material; it will not induce him to love it. If he does not love it, he will content himself with some minimum standard. The origin of this travesty of education is a teacher who also is content with some minimum standard. A teacher who is excited about the subject he teaches will be extremely sensitive to those students who are seemingly bored.

If this goal is successfully reached, then the student will spend the rest of his life building on the foundation laid during his time at AICA. Not only did he receive the tools of learning, he acquired the desire to use them. Unlike most tools, they do not wear out with use.

C. Provide an orderly atmosphere conducive to the attainment of the above goals.

There is only one way to maintain an orderly atmosphere in a school, and that is by means of strict, loving discipline. It is possible for discipline to be strict without ceasing to be fair or loving. Indeed, when discipline lapses, fairness and love are usually the first casualties. There is no way to love or instruct a child in the midst of chaos.

We understand that many children who are discipline problems have deep-seated difficulties, which cannot be solved by means of discipline at school. Nevertheless, our primary obligation is to the majority of students who require an orderly atmosphere in which to learn. We will not tolerate the ongoing presence of a disruptive student. He must either submit to the standards of the school, or he will be subject to expulsion.

CONCLUSION

Any one of the above goals taken in isolation would be an inadequate basis for education. Taken together, we believe they establish a remarkably firm foundation. We look forward to seeing the minds of many young people educated in a way that, tragically, is very rarely seen today. As God blesses, we hope to see that change.

II. ACADEMIC PHILOSOPHY

DISTINCTIVES OF CLASSICAL EDUCATION

1. Christian: First, we define ourselves as Christian classicists. We must understand classical education from a Christian perspective. We want absolutely no association with classical content or methodology separated from a thoroughly Christian worldview.
2. Purpose: The purpose of classical education is to equip our students with the tools of learning. The tools of learning are those tools that, once mastered, equip students with the ability to learn for themselves. The tools include learning the foundation of the language of each subject, learning how to use language to order and judge reasoning, and finally learning how to communicate in language eloquently and persuasively. This will be accomplished both by the content of what we teach (e.g., formal logic, classical literature) and the methods that we employ in our instruction (e.g., frequent presentations, debates, compositions).
3. Child Development: We accept and agree with Dorothy Sayers's notion of distinct stages of child development. In her essay, *The Lost Tools of Learning*, Miss Sayers clearly defines and describes three stages of child development: the *Poll-Parrot* stage, the *Pert* stage, and the *Poetic* stage. The astute reader will see that she implies a fourth stage. Consider the implications of this quotation from her essay: "We will therefore, 'catch 'em young,' requiring only of our pupils that they shall be able to read, write, and cipher." Later, she writes that the grammar stage begins when students are nine years old. Therefore, a fourth stage of child development, the *pre-polly* stage, is assumed in her arguments. Based on our experience, we see the characteristics of the pert stage in our seventh-grade students, typically showing up halfway through the year. Generally students continue in the pert stage until the end of their freshman year.
4. Method: Using certain methods of instruction is necessary if we are truly going to equip our students with the tools of learning. Successful teachers are those who understand how the content of their course must be used to develop the tools of learning appropriate for the stage in which they are teaching. For example, teachers working in the dialectic stage frequently schedule debates so that their students can practice defining terms, constructing arguments, and detecting fallacies, all of which are tools associated with the dialectic stage.
5. Content: We believe that there is some content that must be included as part of a classical education. Some subjects are required because they provide the students with the tools of learning. This includes the study of an inflected language (such as Latin), formal logic, and the principles of rhetoric. We also want our students to be able to participate in the "great conversation" of Western civilization. Therefore, certain eras in history and certain works in literature must be included in our curriculum.
6. Standards: Classical education is rigorous. It is rigorous because it challenges the student's ability to think and reason. It is folly to define rigor by the amount of schoolwork that our students can complete. Classical and Christian schools who have a proper view of academic rigor will be filled with students who demonstrate a disciplined work ethic, display high morale, and appreciate the education that they are receiving. These students will not be overworked to the point of discouragement. We also hold students to and expect them to follow Christian standards of behavior.
7. Integration: "Christian education must present all subjects as part of an integrated whole with the

Scriptures at the center. As a consequence, each subject is related to every other subject in the curriculum.” (D. Wilson, *Recovering the Lost Tools of Learning*). We must help the students make connections between different subjects. We define education broadly; our first priority is academic, but we consider involvement in a variety of extra-curricular activities (drama, athletics, etc.) to be essential in educating the entire student. We must relate Scripture to each of the subjects that we teach using the principles of truth, beauty, and goodness.

WHAT DO WE MEAN BY CLASSICAL?

In the 1940's the British author, Dorothy Sayers, wrote an essay entitled “*The Lost Tools of Learning*.” In it she calls for a return to the application of the seven liberal arts of ancient education, the first three being the “Trivium” - grammar, logic, rhetoric. Miss Sayers also combines the three stages of children’s development to the Trivium. Specifically, she matches what she calls the “Poll-parrot” stage with grammar, “Pert” with logic, and “Poetic” with rhetoric (see chart below). At AICA, the founding board members were intrigued with this idea of applying a classical education in a Christian context. Doug Wilson, a founding board member explained the classical method further 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.”

LOST TOOLS OF LEARNING CHART

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) we use.

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

III. GENERAL AICA POLICIES

Board of Directors

The AICA Board of Directors also functions as the school board. The Board of Directors meets on the second Thursday of every month and is an inter-denominational body of believers, who are dedicated to the stated mission of the school. Each board member has made a personal commitment to Jesus Christ as Lord and Savior.

Faculty And Staff

Members of the AICA faculty are selected on the basis of their academic credentials as well as their dedication to our stated goals for a Christian education. Each member of the faculty has completed a college or graduate level teacher preparation program. Each teacher has also expressed a desire to serve God through teaching in a Christian school and has made a personal commitment to Jesus Christ as Lord and Savior.

Home - School Communication

One of the benefits offered by a Christian school is the close cooperation between the school and the home. AICA is committed to working with parents in our mutual goal of providing quality Christian education and training for life.

We will meet our communication and cooperation responsibilities by implementing the following items as school policy:

1. Weekly communications from the school office informing parents of school life and activities.
2. Monthly newsletters highlighting student achievement, special programs and activities as well as conveying principles of Christian education.
3. Open House, providing an opportunity to visit classrooms, see student work and ask questions.
4. Opportunities for parents to join us in the classroom and on field trips.
5. Report cards sent home four times a year. Report cards will include the student's grades and personal comments about achievements, effort and conduct.
6. Interim reports provided between grading periods for any student whose academic work or conduct indicates there is a problem.
7. Parent - Teacher Conferences are formally scheduled twice per year. One is scheduled in November and one is scheduled in April to discuss, in person, each student's progress. A parent may request additional conferences with the teacher or the school administrator. At the Kindergarten level, the first-quarter conference replaces the first report card.
8. Parent-Teacher Fellowship (PTF) meetings and special events provide mutual support for parents and the academy in the task of educating our children at home and at school.
9. The administrator is available to respond to parental concerns.

In return, we ask parents to meet their communication and cooperation responsibilities by making the following commitments:

1. Keep informed. Read material sent home from school. Ask your child for any bulletins on a weekly basis.
2. Attend all scheduled conferences, special events and PTF meetings.
3. Volunteer! Volunteer! Volunteer! Be willing and ready to support the school with your time.
4. Follow school procedure for communication with teachers:
 - Write a note asking the teacher to give you a call. Mention the nature of concern as well as a convenient time to call.
 - Leave a message with the school office that you would like to be contacted. Again, mention the nature of concern as well as a convenient time to call.
 - Please do not call teachers at home. Time off from school is minimal. If there is an urgent matter of communication, please contact the administrator.
5. Follow biblical principles of Matthew 18 by bringing an issue directly to the party involved. Bring any unresolved issue to the administrator. Please refrain from spreading any discontent through gossip.
6. Support the school and the teachers in prayer.
7. Always check in at the school office when you enter the school building.

School Day Schedule

AICA school hours are as follows:

Kindergarten	8:00 AM - 12:30 PM
Grades 1-8	8:00 AM - 3:10 PM

Inclement Weather

If school is canceled due to weather conditions, announcements will be carried over the following Television stations: WJAR – Channel 10 NBC; WPRI – Channel 12 FOX

Dismissal

It is AICA's goal to keep students safe at all times, while in our custody. Students will be dismissed directly to an authorized adult only. Parents are required to provide a list of adults who are authorized to take their children home. A checklist will be prepared with the names of the adults to whom each child may be released. As students leave the building, the teacher on duty will note on the checklist who each child is picked up by each day. Children will not be allowed to leave with any person who is not on the permission checklist. Under unusual circumstances, parents are asked to send in a note with the change.

Unless staying for supervised after-school activities, detention or extra help, students in grades 1-

8 are to be picked up by 3:10 PM. Kindergarten students are to be picked up by 12:30 PM.

Late Pick-up

Failure to pick-up a child promptly at the set dismissal time is considered unexcused and will become a part of the student's permanent record unless it is due to extenuating circumstances. In the event that such

circumstances arise, please make every effort to contact the school and inform the administrator of the situation. Repeated failure to pick a child up on time is considered grounds for disciplinary action.

Early Dismissal

Parents who require that their child be dismissed from school earlier than the regular dismissal time are requested to send a hand-written note to that effect at least one day prior to the early dismissal day. The note should specify the date and the reason for the early dismissal. If an adult other than the parent is authorized to pick up the student, please include the name of the adult and appropriate authorization in your note.

After School Help

Teachers are available, by appointment, for after-school help until 3:40 PM.

Tardiness

Any student arriving after 8:00 AM must report to the school office to obtain a late slip before entering the classroom. Tardiness is considered unexcused and will become a part of the student's permanent record unless it is due to extenuating circumstances. A hand-written note from the student's parent must explain such circumstances. Three tardy slips will be marked on student's record as one absence.

Absences

Parents are requested to phone the school by 9:00 AM to report an absence. If no one answers the phone, please leave a message on the answering machine. **(849-5550)** Attendance is taken first thing in the morning in each classroom; for safety reasons, any unreported absence will be followed up with a phone call to the student's home.

The following circumstances are considered acceptable reasons for absence:

1. Illness. You are encouraged to keep your children home when they are ill.
2. Death in the family.
3. Emergency (please specify in your message).
4. Medical appointments that cannot be scheduled outside of school hours.

Many parents call to request schoolwork for their child to do at home while absent. Requests for schoolwork that are received by 11:00 AM may be picked up at the school office at the end of the next school day.

School Visits

In addition to the special events and conferences to which parents are invited, AICA extends an invitation to all parents to visit their child's classroom to observe the educational process at work. Please call the school office if you wish to schedule a visit. When coming into the building, all visitors are required to check in with the office before proceeding to the classroom. Please respect the teacher's need for advance notice of your desire to visit during school hours.

Notice of Non-Discrimination

AICA does not discriminate on the basis of sex, race, color, national and ethnic origin in admission, administration of its educational policies, tuition assistance and other school administered programs.

General

Attendance at the Aquidneck Island Christian Academy is a privilege and not a right. All students are admitted initially on a one-semester new student probationary period. If the child fails to make acceptable progress or does not adjust to the program of the school, the parents will be expected to provide additional help outside of school. The school reserves the prerogative to place the child in a lower grade if it is deemed necessary. Additional probation or removal may result for not meeting academic or behavioral requirements.

School Supplies

Parents are responsible for all needed supplies such as pens, pencils, rulers, notebooks, etc. An individual list of necessary supplies for each grade will be given to the parents during our August Open House.

School Life

Parents should be aware of the following aspects of the normal school day at AICA:

1. Prayer: AICA opens each school day with prayer and pauses for prayer before lunch. In addition, students are offered the opportunity to lead prayers as well as class devotions. Our faculty is committed to beginning each school day with devotions and prayer.
2. Lunches: Students bring their own lunches daily and eat them in the lunch area.
3. Recess: All children need an opportunity to exercise and be refreshed after several hours of classroom work. All recesses will be held outdoors except during inclement weather.

Class Trips

Periodically, AICA will sponsor educational field trips. Funds to cover the costs of such trips are collected when the trip is announced. A note explaining the trip and a parental permission slip will precede each trip.

Special Programs

Special programs may be held from time-to-time (for example, Christmas and Easter). Participation is school-wide and provides an opportunity to celebrate the blessings of the season as well as the gifts and talents God has bestowed on our children. Parents and friends are always welcome at these events. Dates and times for special events are listed in the School Calendar.

State Health Requirements

Rhode Island state law requires that all children enrolling in Kindergarten must be immunized for diphtheria, polio, measles and rubella. A pre-school physical signed by the doctor must include confirmation of the required immunizations.

Injuries

Should a student become injured while at school, the parents will be contacted immediately.

Illness

Should a student become ill while at school, the parents will be contacted immediately. Until the parents can make arrangements for the student to be picked up, that student will wait in the school office, isolated from the rest of the student body. Parents should insure that the school office has current telephone numbers for both home and work should it become necessary to contact them.

The following are indications that a student should **NOT** be sent to school:

Fever above 100°F	Strep Throat
Vomiting or Diarrhea	Pending Throat Culture
Conjunctivitis (Pink Eye)	Any Contagious Disease
Pediculosis (Head Lice)	

Students receiving antibiotics for Strep Throat or other contagious infections must have been on their medication for a full 24 hours before returning to school. Students who have had fevers or vomiting must be symptom-free for 24 hours before returning to school.

Medication

If medication of any kind is to be administered to a student during school hours, you must administer it. The faculty and administration cannot administer any medication.

Lost & Found

Lost and found items are handled as follows:

1. **Clothing:** Clothing is kept at the school office. Periodically, these items will be placed on a table in the office to be claimed. Unclaimed articles will be given to charity.
2. **Jewelry:** Watches, rings, glasses and other valuable items are kept at the school office. If unclaimed at the end of the school year, they will be given to charity.
3. **Money:** Money found on school property will be kept for a period of three days. If unclaimed at that time, it will be given to the finder.

Property Damage

Damage to school property is handled as follows:

1. **Willful Damage:** If a student willfully causes damage to school property, the parents will be expected to pay the replacement cost of the damage incurred.
2. **Accidental Damage:** If damage occurs to school property by accident, but is the direct result of misbehavior or inappropriate actions, the parents will be expected to pay the replacement cost of the damage incurred.

Parent Teacher Fellowship

Parent involvement and assistance is the key to the success of AICA. The assistance of parents in projects large and small enriches the life of our school and also helps keep down the overall cost of operations. Every family, which has agreed to be a part of AICA, is asked to volunteer their talents or time in some capacity during the school year. The PTF President will contact parents to ask for assistance according to the interest area specified on volunteer forms.

IV. ADMISSION PROCEDURES/REQUIREMENTS

Admission Procedures:

- A. Upon the return of a completed application, an interview with the Headmaster will be arranged.
- B. After the interview, and review of all required materials (as stated on the application form), the Headmaster will make the decision whether or not to admit the student(s). As of 1998, the administration of AICA School elementary **Entrance Tests** will likely be necessary for a better evaluation for grade placement of the student(s).
- C. The Headmaster will then notify the parents regarding acceptance. If accepted, the parents will receive a *Transfer of Records Form*, if the student attended another school previously.
- D. All financial arrangements between the family and the school must be understood before an admission is considered final.

Admission Requirements for the Student:

- A. A child must have reached the age of five years by September 1 of the fall in which he would be entering kindergarten.
- B. A child entering first grade must have reached the age of six years by September 1 of the fall in which he would enter AICA.
- C. If a child has successfully completed the previous school year and his schoolwork and behavior compare favorably to the comparable grade at AICA, the child will likely be placed in the grade for which he is applying. However, if through the administration of AICA Entrance Tests or other evidence, it is determined that the child may not be adequately prepared for the next sequential grade level, it may be necessary that he repeat the previous grade.
- D. The child should understand that his parents have delegated their authority to the school. Therefore, he is subject to the instruction and discipline of the teachers and principal in their prescribed roles at AICA School.
- E. In general practice, if the student and parents comply with the requirements outlined here, AICA School will admit students of any race to all rights, privileges, programs, and activities generally made available to all students. AICA School does not unbiblically discriminate on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletic, and other school-directed programs.

Admission Requirements for the Parents:

- A. The parents of students at AICA should have a clear understanding of the biblical philosophy and purpose of AICA School. This understanding includes a willingness to have their child exposed to the clear teaching (not forced indoctrination) of the school's Statement of Faith in various and frequent ways within the school's program (one of the founding policies of AICA is that at least one parents of all students enrolled at AICA are born again Christians).
- B. The parents should be willing to cooperate with all the written policies of the AICA ministry. This is most important in the area of discipline (see *Discipline Guidelines and School Rules*) and schoolwork standards, as well as active communication with the respective teacher(s) and administration.

PARENT INVOLVEMENT

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

I. The family unit is of first importance to AICA since the family is the most important human institution ordained by God. No other institution is given the high calling of bringing forth and raising up children.

II. Therefore, AICA is continually seeking ways to constructively involve the parents, grandparents, and siblings of our students in the school's regular and special programs.

III. Communication with the school's parents is critical. The parents should *never* have to be in the position of wondering what is happening in their child's class or wonder how their child is progressing.

A. The teachers are required to communicate with all the class parents at least once every two weeks.

B. After the first and third quarters of the school year, formal parent-teacher conferences will be arranged. (See *Conference Guidelines*.) Informal conferences may and should be arranged as necessary.

IV. Other ways parents may be involved in the AICA ministry:

- A. Home room parents
- B. Library aids
- C. Guest speakers
- D. Field trip hosts or chaperons
- E. Teacher aids

SHARE THE BURDEN PROGRAM

In an attempt to make quality Christian Education available to as many families as possible, AICA solicits contributions from caring members of our community who desire to participate in our Share-the-Burden program. Tuition assistance gifts are tax-deductible as a charitable gift unless the donation is for a specific family or student.

Awards are based on an objective assessment of the family need. Generally speaking, if your tuition bill exceeds 10% of your family's gross income, you may qualify for assistance.

Application requires pertinent data on the parents' income, assets, liabilities and expenses. Applications can be obtained from the school office. The application deadline is June 30th. It should be noted that funds available for this program are limited, and it is anticipated that they will be fully allocated to applications received by the June 30th deadline. It is unlikely that AICA will be able to offer assistance for applications submitted after the deadline.

FAMILIES HELPING FAMILIES

AICA Referral Incentive Program

Program Description and Procedures

Our best advertising occurs when current AICA families share their enthusiasm and pride for their school with family members, friends, neighbors, co-workers, fellow church members, and others. Since tuition costs can present a financial challenge, the school Board has initiated an award program for current AICA families who encourage new “best fit” students to apply and enroll. The referring family will receive a **\$1,000 tuition credit**. In keeping with our core values, AICA seeks "best fit" students and families. The school chooses to partner with applicant families whose beliefs are consistent with a commitment to the basic truths of evangelical Christianity. We require that at least one parent be a professing Christian.

Here's how it works:

A current school family must complete and submit to the Head of School a **Families Helping Families** form. This will serve to notify AICA of an incoming admissions prospect. This form must be submitted prior to the receipt of the prospect's admissions application. The admissions prospect must be a family that has not previously had a student enrolled at AICA, or has not had a student at AICA in the 24 months prior to application. The admissions prospect must identify the family that referred them on the admissions application. If more than one family has referred them, up to three families will share credit for the referral. An admissions prospect will need to qualify and meet all existing admissions requirements. Payment to the referring family will be applied as the final tuition payment for the year in which the new family enrolls, provided both families are in good standing at the time of credit. If a referring family is eligible for tuition assistance in any form, they will be eligible for both the maximum amount of eligible/available tuition assistance, and \$1,000 new family referral credit with 50% of this amount to be applied to the final tuition payment for the year and 50% credited to the school's Tuition Assistance Fund; in no case will the amount of the tuition assistance plus the referral credit exceed the amount of annual tuition.

The school administration reserves the right to interpret any aspect of the program, including issues or scenarios that are not specifically covered in this document. The school reserves the right to modify or discontinue the program without notice.

FAMILIES HELPING FAMILIES

AICA Referral Incentive Program

Referring families should complete and submit this form to the Admissions Office

Referring family information ~

Name: _____

Phone number: _____

Prospective family information ~

Parent name(s): _____

Address: _____

Phone number: _____

<i>Child's Name</i>	<i>Age</i>	<i>Current Grade</i>	<i>Current School</i>
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What is your connection to this family? _____

Signature (Referring Family)

Date

Signature (New Family)

Date

STUDENT HEALTH RECORDS

1. All students attending AICA must have on record with the school office, either a current

immunization record or an exemption statement according to Rhode Island Code, before entering school in the fall. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.

2. Before the school will issue any medication to a student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol & Tums), we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student's file. No prescription medicines will be dispensed without written parental permission each time.

3. Other forms necessary for student health records that can be obtained from the school office are:

a. Health History: Describes the basic health/illness history of each student.

b. Emergency Form: Lists the emergency contact names and phone numbers of people who may need notification in a medical emergency. Includes signed waiver in order to facilitate necessary surgical action.

LEARNING DISABILITIES POLICY

Objective: To clarify the educational goals of AICA School

Scope: This policy applies to all students and teachers in all the classrooms of AICA School.

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

Learning Disability: Any condition in a potential student or student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents. *E.g.* Hyperactivity, Attention Deficit Syndrome, dyslexia, *etc.* For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

Guidelines:

1. Children with a severe learning disability cannot be admitted to AICA due to the school's lack of adequate staff, funding, and facilities.

2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.

3. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

ATTENDANCE POLICY

Objective: To establish a policy that encourages punctual and consistent student attendance at school. Because each class period should contribute significantly to the curriculum objectives of

AICA and because the instructional program is progressive and sequential, it is necessary to encourage student attendance in all prescribed classes. However, in recognizing the authority of parents over their children, we understand that parents may decide that it is in the best interest of their child not to attend school on a particular day. Also, under certain circumstances, it may be acceptable to enroll students on a part-time status.

Scope: This policy applies to all elementary and secondary students, as indicated.

Definitions:

Planned absence: Any absence that is the result of a parental decision to excuse their student from attendance at school for reasons that are foreseeable. Examples are absences due to family vacations, doctor or dentist visit, programs that are not school-related, etc.

Unplanned absence: Any unforeseeable absence. Specific examples are illnesses, or family emergencies.

Guidelines:

Students enrolled in AICA are expected to attend all prescribed classes, i.e. parents and/or students may not choose which or how many classes to attend.

Should there be seating space available in grades 7-12 after August 1, part-time students may be considered for acceptance on a per-class cost basis. All normal acceptance requirements and procedures will be followed for part-time students. However, part-time students may not receive an AICA High School diploma.

A record of attendance for each student will be kept. At both the elementary and the secondary levels the classroom teacher is responsible for this record. The total number of days absent and days present will be recorded on the student's quarterly report card and on his high school transcript.

Detailed guidelines addressing absences from school will be published in the *Staff Handbooks* and in the *Parent-Student Handbooks*. The guidelines will distinguish between planned and unplanned as well as short and extended absences.

The guidelines will address issues including the following: extension of assignment due dates, consequences of missing assignment deadlines, absences resulting from participation in extracurricular activities, amount of missed work required to be completed, tardiness issues, and the total number of absences that would result in a loss of credit and/or repeat of a class or other necessary accountability.

Elementary:

The Headmaster will develop and enforce guidelines above. The guidelines also should include the procedures for notifying teachers of planned absences to obtain any possible class work materials. These guidelines will be communicated to the elementary staff and parents.

Secondary:

If the office is not notified of the reason for the student's absence from school, the absence will be considered a planned absence.

A student must complete final exams before a grade will be given. A student who is absent during a final exam will receive a grade of incomplete in the pertinent course until the missed exam is completed.

In the event the total number of *planned absences* for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student will not receive credit for that time period.

In the event a student is absent from a class, or from school, for more than ten days during one quarter (*for any reason*), the student's parents will meet with the Headmaster (and teacher/s if necessary) to determine whether the student will receive a letter grade, a passing grade or failing grade on his/her report card.

In the event the total number of absences, whether *planned or unplanned*, is equal to or exceeds fifteen days in one semester, the student will not receive credit for that semester.

Upon a *written* request from parents, the school Board is authorized to waive requirements set by other provisions of this policy. In doing so, it shall take into account the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

A student enrolled in AICA School is expected to be present and on time in school every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered. Attendance records for the elementary students are kept by the individual classroom teachers and reported on the student's report card each quarter.

I. Short-Term Absences: If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible.

II. Long-Term Absences: If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork, which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.

III. Extended Absences: We will gladly cooperate with families taking their children from school for vacations, hunting trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed. We recommend that prior to any planned, extended absence, the student(s) work ahead as much as possible. This eliminates both the need to work on vacation or doing a significant amount of make-up work.

IV. Maximum Absences:

In the event the total number of planned (that is, parent-approved) absences for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student will not receive credit for that time period. In the event a student is absent from a class, or from school, for more than ten days during one quarter (*for any reason*), the student's parents will meet with the principal (and teacher/s if necessary) to determine whether the student will receive a letter grade or a grade of P (pass) or F (fail) on his report card. In the event the total number of absences, whether planned or unplanned, is equal to or exceeds fifteen days in one semester, the student will not receive credit for that semester.

V. EDUCATIONAL PROGRAM

ELEMENTARY CURRICULUM GOALS

In keeping with our understanding and practice of the Grammar stage methodology (see *School Goals*) and its approximate correlation to the elementary years, we have divided each area below into Goals and Memory sections. The Goals are those basic principles we seek to achieve throughout the seven years of elementary school, K - 6. The Memory section contains an abbreviated list of material (the Grammar) we seek to have the students commit to memory through repetition within that subject area.

I. BIBLE:

A. GOALS: We seek to:

1. Have the students read the actual text for themselves vs. only prescribed verses.
2. Have the students read at least one Gospel account, one Epistle, and one Old Testament book each year.
3. Encourage the students to understand the verses in context, along with other good interpretation principles.
4. Let the scriptures speak for themselves with clarifications and illustrations by the teacher.
5. Show the students the richness and requirements of the Bible.
6. Teach the biblical pattern of salvation; Law before Grace.
7. Encourage each student to come to God the Father, through Jesus Christ the Son, and grow in his/her knowledge and love of Him.

B. MEMORY: The students will recall:

1. The entire list of books of the Bible in correct order.
2. The major attributes of God, i.e. Loving, Just, Omnipresent, Omniscient, Creator, etc.
3. The names and significance of Adam, Abraham, Moses, David, Paul, Peter, etc.
4. The major acts and themes of the Gospels: Jesus' birth, miracles, crucifixion, and resurrection.
5. The Ten Commandments

II. ENGLISH:

A. GOALS: We seek to:

1. Equip every student with the skills necessary for good writing, including correct spelling and grammar, pleasing style, clarity of focus, proof-reading, and self-correcting.
2. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
3. Encourage clear thinking by the students through requiring clear, focused writing.
4. Introduce the students to many styles of writing using the Bible and other high quality literature.
5. Build and maintain a Cumulative Elementary Spelling List that includes the most critical words used by each (1st-6th) grade's teacher for review and spelling tests.

B. MEMORY: The students will recall:

1. The names and functions of a noun, verb, adverb, adjective, preposition, etc.
2. Basic spelling rules.
3. Correct punctuation marking and capitalization rules.

III. READING:

A. GOALS: We seek to:

1. Use phonics (the Grammar of reading) as the primary building blocks for teaching students to read.
2. Encourage the students to read correctly as soon as possible (normally in Kindergarten or first grade).
3. Introduce the students to high-quality children's literature as soon as possible through our Literature program.
4. Carefully monitor the student's reading abilities to ensure he is at a reasonable level, comprehends adequately (the Logic of reading), and is reading fluently, both orally and silently. This includes the proper use of word-attack skills.
5. Integrate, wherever possible, other subjects into reading, such as history and science.
6. Foster a life-long love of reading and high quality literature, especially the Scriptures, after being taught to recognize the characteristics of such literature (the Rhetoric of reading).
7. Build and maintain clear, specific, but broad criteria for the selection of a good number of varied, high-quality titles to include in our reading lists for each grade. The classes also should maintain titles with a range of difficulty from grade-level to above grade-level. These titles are to be logically sequenced in difficulty from first through the sixth grade.

B. MEMORY: The students will recall:

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

IV. LATIN

A. GOALS: We seek to:

1. Instruct the students in the fundamental vocabulary and grammar of Latin to better their fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.
2. Reinforce the students' understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English grammar class work, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.
3. Cultivate study and logical thinking which are inherent in the study of Latin.

B. MEMORY: The students will recall:

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

Third Grade (1st Year): Vocabulary acquisition, declensions, chants of endings.

Fourth Grade (2nd Year): More vocabulary, beginning grammar work, basic verbs, simple sentences

Fifth Grade (3rd Year): More sentences, vocabulary, basic translation work, phrases, grammar

Sixth Grade (4th Year): Translation work (New Testament/Vulgate and other sources), grammar, writing of sentences, stories, Classical background

V. MATHEMATICS:

A. GOALS: We seek to:

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

B. MEMORY: The students will recall:

1. The four basic mathematics properties; i.e. addition, subtraction, multiplication, division, and their uses.
2. Multiplication facts to 12.
3. Addition and subtraction facts to 20.
4. All aspects of telling time, reading thermometers, and identifying dates.
5. All cardinal directions and basic geometric shapes.

VI. HISTORY/GEOGRAPHY:

A. GOALS: We seek to:

1. Teach the students that God is in control of History and He will determine its ultimate outcome.
2. Enable the students to see God's hand in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
3. Broaden the students' understanding of history and geography as the students mature, specifically by deepening the level of exposure and research into various topics (e.g. U.S. History, or geography) from kindergarten through sixth grade.
4. Make history and geography "come alive" for the students through the use of a unit approach to history and its related areas and by using many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.

B. MEMORY: The students will recall:

1. The names and capitals of all fifty United States.
2. The names of most major countries of the world.
3. Key figures in history; e.g. Homer, Martin Luther, George Washington, etc.

4. Key dates and their significance in history; e.g. Fall of Rome, 1492, 1620, 1776, etc.
5. Preambles to the Declaration of Independence and the U.S. Constitution.

VII. SCIENCE:

A. GOALS: We seek to:

1. Teach that the biblical creation account is true and that the theory of evolution is false.
2. Teach the students the basic elements of both accounts and that both systems are based on either sound or unsound faith.
3. Show the students that, because God made the universe, it has inherent order which in turn make it possible to hypothesize and experiment (scientific method), as well as to identify, classify, and categorize elements of Creation. This is particularly practiced with local plant and animal life.
4. Treat the study of science as a part of the study of history. That is, show the students the natural integration between the advances, individuals, and applications of science, with the development of historical events within the cultures studied
5. Ensure that by the time the students enter secondary-level science, they are able to recall the steps of the scientific method, as well as other critical, grammatical elements of science.
6. Use many forms of instruction to teach science, particularly identifying, classifying, categorizing, integrating with history and math, as well as some experiments, demonstrations, collecting, illustrating, field trips, and guest speakers.

B. MEMORY: The students will recall:

1. The basic steps to the Scientific Method.
2. The work of each of the six days of Creation.
3. The three Laws of Motion.
4. The major classifications and fields of science.

VIII. ART:

A. GOALS: We seek to:

1. Teach all our students the basic fundamentals of drawing to enable them to create adequate renderings.
2. Encourage the students to appreciate and imitate the beauty of the creation in their own works.
3. Introduce the students to masters' works of the Western culture.
4. Equip the students to knowledgeably use a variety of art media.

B. MEMORY: The students will recall:

1. The primary and secondary colors.
2. The use of perspective in drawing.
3. At least four famous artists.

IX. MUSIC:

A. GOALS: We seek to:

1. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
2. Systematically instruct the students in the fundamentals of vocal and instrumental music.
3. Enrich the teaching of scripture through the teaching of many classic, meaningful hymns.
4. Encourage (through a variety of options) the students to select some area of music, vocal or instrumental, to pursue on their own.

B. MEMORY: The students will recall:

1. The timing of whole, half, and quarter notes.
2. The difference between the base and treble clefs.
3. The major instrument groups in a band and orchestra.

X. PHYSICAL EDUCATION:

A. GOALS: We seek to:

1. Systematically work with the students to teach them basic exercises and game skills (e.g. throwing, hitting, kicking, catching, etc.)
2. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
3. To enhance biblical patterns of behavior through activities requiring cooperation, teamwork, and general good sportsmanship.

B. MEMORY: The students will recall:

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

ELEMENTARY SUBJECT LISTING BY GRADE

KINDERGARTEN: Phonics training (early reading), math properties (patterns, adding, graphing), science units, community helpers/jobs/locations, Bible stories/characters/songs, integrated art projects, PE skills/games, integrated music

FIRST GRADE: Phonic training/literature reading, math problem solving/properties, integrated (with reading, math, art) science quarterly units, spelling rules/memorizations, parts of speech, history units (famous places in the world & U.S., etc.), Bible reading/memorizations, integrated art, PE skills/games, and thematic music

SECOND GRADE: Guided independent reading of books, math properties/problem solving, science quarterly units, spelling rules/patterns/memorization, cursive handwriting, basic English grammar, history units in early U.S./NW History, Bible readings/memorizations, integrated art projects, PE skills/games, thematic music

THIRD GRADE: Guided independent reading of books, math skills/problem solving/integrated, science quarterly units, spelling rules/patterns/lists, cursive/essay practice, English grammar, Latin I

(vocabulary/chants), U.S. geography/early U.S. History units, Bible readings/memorizations, integrated art projects, PE skills/games, thematic music

FOURTH GRADE: Monitored, independent reading of books (integrated with history, science), math skills/problem solving/integrated, science quarterly units, spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin II (vocabulary/early grammar), U.S. History units (War for Independence to present), Bible readings/oral presentations, integrated art projects, PE skills/games, chorus/band

FIFTH GRADE: Monitored, independent reading of books (integrated with history, science), math skills/problem solving/integrated, science quarterly units, spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin III (grammar/translation), World geography/Early World History units, Bible readings/oral presentations, integrated art projects, PE skills/games, chorus/band

SIXTH GRADE: Monitored, independent reading of books (integrated with history, science, Bible), math skills/problem solving/integrated, science quarterly units, spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin IV (grammar/translation), World Geography/Post-Medieval World History units, Bible readings/oral presentations, integrated art projects, PE skills/games, chorus/band

PROMOTION POLICY

Elementary students currently in AICA must meet all the following basic criteria for promotion to the next successive grade:

1. Pass at least three quarters of *reading, math, grammar* (1st -2nd grades), and *composition* (3rd -6th grades), and have at least a 70% average for the entire year.
2. Pass at least three quarters each of *history* (geography), and *science*.
3. Failure to pass at least two quarters each of *Latin, Bible, spelling, art, music, or PE* will necessitate some make-up work in summer school, at the recommendation of the teacher and principal.
4. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objective) of the following skills/subjects in the grades noted:

Kindergarten to First Grade: Behavioral maturity and reading readiness for First Grade.

First Grade to Second Grade: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write complete sentences with neat lettering. Able to add and subtract single digit numbers with at least 70% accuracy.

Second Grade to Third Grade: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% accuracy.

Third Grade to Fourth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Fourth to Fifth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Fifth to Sixth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Sixth to Seventh Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

ELEMENTARY HONORS & AWARDS

I. AICA Elementary School maintains a system of formal honors and awards for several reasons:

A. The recognition of good work is endorsed in the Scriptures from the writings of Solomon (Proverbs) to those of Paul (Romans, Ephesians, I Timothy, etc.).

Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.

B. We hope to encourage the motivation to good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but rather it is noticed and commended.

C. We want to draw public attention to the high quality of work being done by our students to the glory of God and their parents.

II. ACCOMPLISHMENTS AND CORRELATING HONORS/AWARDS BESTOWED

(Other awards/honors may be recognized as appropriate)

ACCOMPLISHMENT

HONOR/AWARD GIVEN

A. All A's in a quarter period

Placement on Honor Roll A, ribbon received at an elementary assembly

B. All A's with no more than 2 B's in a quarter period

Placement on Honor Roll A-B, ribbon received at an elementary assembly

C. All year placements on Honor Roll A end	Certificate and medallion received at year-Awards Assembly
D. All year placements on Honor Roll A-B end	Certificate and medallion received at year-Awards Assembly
E. Significant, consistent academic end improvement as noted by teacher Academically level	Certificate and medallion received at year-Awards Assembly, "Most Improved" for grade
F. Consistent, observable kind behavior end shown toward peers and younger students "Outstanding Example"	Certificate and medallion received at year-Awards Assembly,
G. 98%+ and 100% attendance in school year	Certificates and pins received at year-end Awards Assembly
H. Graduating Kindergartners	Special graduation for Kindergarten

LATIN AT AICA

Considering the number of years and amount of quality schools wherein the teaching of Latin was an integral part of any good academic training, the instruction in Latin at AICA School should need no explanation or defense. However, like many traditional particulars of good education lost in the name of "modern" or "progressive" education, Latin's advantages have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.

AICA School teaches Latin, therefore, for two major reasons:

1. Latin is not a "dead language", but rather a language that lives on in almost all major western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages.
2. Learning 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 traditional English class work, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

The **Elementary Latin Program** consists of the following basic objectives:

- **Third Grade (1st Year):** Vocabulary acquisition, declensions, chants of endings.

- **Fourth Grade (2nd Year):** More vocabulary, beginning grammar work, basic verbs, simple sentences
- **Fifth Grade (3rd Year):** More sentences, vocabulary, basic translation work, phrases, grammar
- **Sixth Grade (4th Year):** Translation work (New Testament/Vulgate and other sources), grammar, writing of sentences, stories, Classical background

ACADEMIC PROBATION POLICY

This policy is intended to provide additional motivation to students whose academic achievements are not up to their capability. If implementation of this policy would be counterproductive to this end, the secondary principal may decide not to place a student on probation. A written record explaining this decision will be signed by the secondary principal and the school superintendent and placed in the student's file.

Secondary students are required to maintain at least a 2.0 grade-point average during any two, consecutive quarters. Exceptions will be made for students who have a grade point average of less than 2.0 but have not failed any courses during the quarter in question.

A. Grade point averages (G.P.A.'s) for each secondary student will be calculated at the end of each quarter.

B. If a student's G.P.A. is below 2.0 (i.e. a "C" average), that student will be placed on academic probation during the following quarter. A parent-teacher conference will be arranged at this time.

C. If at the end of the next quarter the student's G.P.A. (for the quarter) has not risen to at least a 2.0, that student will be expelled.

D. Students who are on academic probation are ineligible to participate in extra-curricular activities.

ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

All AICA students participating in extra-curricular activities must maintain a G.P.A. of 2.5 or above. This does not apply to transfer students during their first quarter of enrollment at AICA.

For the good of the rest of the participants in any activity, students who are ineligible for the beginning of a season remain ineligible for participation during the entirety of that season, regardless of their grade point average for the following quarter.

If implementation of this policy would be counter-productive to the students' best interests, the Headmaster may decide not to restrict a student's eligibility. In making this decision, the Headmaster

will consider the student's academic ability as measured on standardized tests and evaluated by the secondary teachers. Exceptions to this policy will be reviewed first by the Headmaster, then the School Board for possible approval.

HONORS AND AWARDS

AICA Secondary School maintains a system of formal honors and awards for the following reasons:

1. To increase the academic motivation of all the students by demonstrating that good work and good behavior are rewarded.
2. To recognize and show appreciation for those students qualified to be listed on the honor rolls.
3. To draw public attention to the academic quality and outstanding behavior of the secondary students at AICA.

I. Honor Rolls

Students earning placement on one of the honor rolls will be recognized at secondary assemblies following each quarter. Students who have earned placement on the honor roll for each semester will be recognized at the secondary awards assembly in the spring.

Summa Cum Laude requires a G.P.A. of 4.0.

Magna Cum Laude requires a G.P.A. of 3.99 to 3.70.

Cum Laude requires a G.P.A. of 3.69 to 3.50.

II. Awards

Jonathan Edwards Award:

This award is given to the students who memorize the most Scripture, and have achieved high grades in their Bible course. Of course, our prayer in all this learning and memorization is that of the Apostle Paul as he states in Col. 3:16 *“Let the word of Christ dwell in you richly in all wisdom... and whatever you do in word and deed, do all in the name of the Lord Jesus Christ, giving thanks to God the Father through Him.”*

The name of the award was determined by the life example of the great revival preacher Jonathan Edwards. It is said that while passing time on horseback, traveling from town to town to preach, he would memorize scripture writing verses on small pieces of paper and then pinning them to his coat. It is also said that by the time he arrived at his destination he had a multitude of little pieces of paper flapping all around him, making quite a sight. But he knew God's Word and the Lord used Jonathan Edwards mightily in the great spiritual awakening even in this land.

Scholastic Achievement Awards:

The recipients of the Scholastic Achievement Award have attained the highest grade point average among the students in their respective grade level. These students have demonstrated academic leadership throughout the year, and have consistently applied themselves in their studies.

The Timothy Award:

This award is given to those, who by their character throughout the year have shown

themselves to be an example of Christian behavior for others. Their words and their deeds have proven to be a reflection of God's Spirit residing in their heart. During times of adversity and trial they have shown themselves to be longsuffering and patient. The Apostle Paul charged the young Timothy to stand out among those in the church in Ephesus, where he was ministering. Paul said, *"Let no one despise your youth, but be an example to the believers in word and in conduct, in spirit, in faith, and in purity."* As the Lord is pleased with qualities and blesses obedience so we too desire to acknowledge those students who display such fruit.

Most Improved Award:

This award recognizes those who have either had a change of heart or a change of circumstance, which enabled them to improve or excel academically. These students have worked hard and applied themselves, they have met the challenge and succeeded, and their grade level performance has risen dramatically.

The Administrator's Award:

Proverbs 1:2-5 reads: *"To know wisdom and instruction, to perceive the words of understanding, to receive instruction of wisdom, justice, judgment and equity, to give prudence to the simple, to the young man knowledge and discretion, a wise man will hear and increase learning, a man of understanding will attain wise counsel"*.

We have one award "The Administrator's Award", where the one recipient is selected from grades 5-12. This award recognizes the student's overall heart's desire to know, love and serve the Lord. When considering this award, which is a yearlong process, the things considered are scholastic achievement as well as personal character. Scholastic achievement is not judged necessarily by the highest grade point average, but how a student may have applied him or herself to their studies in striving to do their best in every endeavor. Not being slothful, but preserving and doing what they are asked to do when they are asked to do it. As I consider Christian character, I focus upon the student's concern and treatment, the honor and respect they give to others. I look at how they communicate with the teaching staff as well as their peers. I look at how the student may have handled personal conflict and adversity and how they handled responsibility. Over the course of the school year this student has displayed an overall attitude that characterizes one who is growing in their faith. The work of the Lord in this student's life is evidenced through a sense of humility and sensitivity toward God's word. It is evidenced in a caring spirit toward others around them as they strive to learn how to please God with their life. According to 1 Cor. 10:31, this student listens to the exhortation of the Apostle Paul and strives to do all they do, to the glory of God.

Honor's Award:

The recipients of the Honor's Award have attained Honor Roll status (85% or above) throughout all four quarters yet are not the recipients of the Scholastic Achievement Award. These students have demonstrated academic leadership throughout the year, and have consistently applied themselves in their studies and we desire to recognized their hard work and accomplishment.

Math and Science Award: George Washington Carver Award

This award is given to the High School student who attained the highest grade point average in both Math and Science while exhibiting the Christian Values that mark the true significance of knowledge. This includes the student's ability to demonstrate exceptional laboratory procedures as well as exemplary classroom performance throughout the year. It also includes the student's ability to maintain that same exemplary classroom performance in the discipline of mathematics while maintaining the highest grade point average. The George Washington Carver Award is so named after the scientist who was selfless in his pursuit of scientific knowledge to benefit humanity. He was born into slavery toward the end of the Civil War and orphaned as an infant. Despite the trials of life Carver persevered and worked hard for his education. Carver is quoted as saying *"I love to think of nature as an unlimited broadcasting system, through which God speaks to us every hour, if we will only tune in."* It was through Carver's efforts as a scientist that he convinced farmers to grow something they considered a "weed" by developing hundreds of uses for it. He did this because growing the peanut "weed" enriches the soil for future crops. This effort allowed farmers throughout the south make use of their depleted fields. Carver is quoted as having said, *"May God ever bless, keep, guide, and continue to prosper you in your uplifting work for humanity, be it great or small, is my daily prayer. And may those whom He has redeemed learn to walk with Him not only daily or hourly, but momentarily through the things He has created."*

Latin and Literature Award: John Milton Award

The recipient of this award is given to the High School student who has attained the highest grade point average for both Latin and Literature. He/she must have exhibited an exceptional understanding of Latin, its pronunciation, and its application to the written word. He/she must also have demonstrated an understanding of the importance of literature and the underlying meanings for which it was written as well as an ability to uphold these concepts through supportive discussion and written persuasion. The John Milton award is so named after one of the greatest poets in Western Literature. A devout 17th century Englishman, he wrote in both Latin and English. His best-known work is *Paradise Lost*, one of the major epics in history. This epic dramatically tells of the fall of man, and outlines God's plan of salvation. Milton also composed sonnets, one of the most famous of which was written shortly after he went blind, and deals with his temptation to despair, and then the peace he finds in remembering the sovereignty of God. Milton's contributions went beyond poetry, as he was involved in England's Civil War, and became secretary to the Council of State under Oliver Cromwell. It was in this position he wrote, in Latin, a defense of the execution of Charles I. His devotion to God remains an inspiration to readers to this day. His aims in writing are best summarized in his prayer at the beginning of *Paradise Lost*:

*"What in me is dark Illumine, what is low raise and support,
That to the height of this great argument I may assert eternal Providence,
And justify the ways of God to men."*

The John Witherspoon Award:

The recipient of this award is an upper grade student who has demonstrated a superior Knowledge and understanding of the U.S. Constitution, government, history and or Political Philosophy and has articulated that knowledge in a framework of a Biblical worldview. This student has attained the highest grade point average in these academics and is also judged by

reports, projects, class work and participation. The John Witherspoon award is so named after one of the greatest patriots of our country. He was the sixth president of Princeton, a signer of the Declaration of Independence, and from 1776 to 1782 a leading member of the Continental Congress. He came from Scotland in 1768 to assume the presidency of the college and held office until his death a quarter of a century later. Also a Presbyterian minister, his students included, in addition to a president and vice-president of the United States, nine cabinet officers, twenty-one senators, thirty-nine congressmen, three justices of the Supreme Court, and twelve state governors. Five of the nine Princeton graduates among the fifty-five members of the Constitutional Convention of 1787 were students of Witherspoon.

Valedictorian and Salutatorian: The Headmaster and a committee of secondary teachers will select the senior class valedictorian and salutatorian. The committee will evaluate the students based on the following criteria (in order of priority): spiritual testimony, academic performance, extracurricular activities, and honors received. To be eligible to receive this award, a student must have attended AICA for more than one year and have a cumulative grade point average of 3.5 or higher. In addition, a student who is suspended during his or her senior year is ineligible to receive these awards.

AICA HIGH SCHOOL GRADUATION REQUIREMENTS

Academic records from grades 9 through 12 will be used as criteria for graduation.

1. To graduate from AICA High School, a student must earn forty-four credits. (Note: One credit is earned for passing a course that meets 85 hours in one semester (or daily for one period.) One-half credit is earned for passing a course that meets either 35 (two times each week) or 50 hours (three times each week) in one semester.
2. Students must earn two credits in Bible, six credits in English, three credits in foreign language, four credits in history, six credits in math, three credits in Rhetoric, and six credits in science.
3. Two of the three credits required for graduation in foreign language must be completed in Latin. Students will be given credit for successfully completing two credits of Latin in the eighth-grade at AICA Junior-High School.
4. Seniors must be enrolled in six credits of approved course work each semester. At least four of these six credits must be from these AICA courses: Rhetoric II, British Literature, Greek I, Calculus, Physics, Apologetics, Political Philosophy or an AICA elective course. All seniors must take Rhetoric II; all other courses are optional, (provided the student has passed all courses in grades 9 through 11).
5. Each student must earn at least one credit in fine arts elective courses.
6. Students must take the SAT exam during either their junior or senior year.

7. The Headmaster may amend the credits listed in guidelines number one and two to keep graduation requirements current with course changes approved by the AICA board.

8. Students who are transferring to AICA from another school or home school may receive credit for work completed previously when AICA receives sufficient documentation of their previous work. The Headmaster is authorized to accept this work toward AICA High School graduation requirements provided the work is of similar nature, i.e., similar course objectives and similar time of study.

9. Upon written request of the parents, the Headmaster may waive or reduce up to four course credits for students who have academic difficulty subject to the following conditions: the student is a long time AICA student, the parents have demonstrated a clear commitment to their child's education by working with AICA teacher and Headmaster, the parents and Headmaster agree that the work required is too difficult for the child in question.

HOMEWORK PURPOSE

We seek to provide a rigorous education to our students. However, rigor is not achieved by requiring the students to complete numerous hours of schoolwork each day. Rather, we want to provide academic rigor through stimulating students in their thinking.

Teachers are not to assign homework for the purpose of allowing the students to cover more material.

II. Research findings and recommendations (Harris Cooper, *Educational Leadership*, Nov. 1989).

- Homework has substantial positive effects on the achievement of high school students. Junior high school students also benefit from homework, but only about half as much. This effect is irrespective of subject matter.
- Junior high students who complete one to two hours of homework each night show improved achievement scores on standardized tests. More homework than this results in no more improvement in achievement. The more homework high school students do, the better their achievement.
- Homework assignments should consist of the practice and review of lessons already taught. Homework may also include *simple* introductions to material about to be covered. Homework assignments that require students to integrate skills or different parts of the curriculum should also be given.
- Most homework assignments should be mandatory.
- Research showing the relationship of the effects of homework assignments on attitudes

toward school and subject matter hasn't been investigated.

HOMEWORK PHILOSOPHY

AICA School may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes for homework being assigned:

1. Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period study.
3. Since AICA School recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves a punitive, as well as practical purpose.

HOMEWORK GUIDELINES

Since homework, by its nature, takes time at home, *it is not to be assigned due to the teacher's poor planning or in place of an assignment that could have been completed in school.*

The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as maximum times, not as required minimum times, and then only if homework is assigned. In any event of homework normally being assigned, a Weekly Homework Assignment Sheet should be used in the elementary grades and a student-owned assignment book should be used in the secondary grades.

<u>GRADE</u>	<u>MAXIMUM APPROX. TIME PER WEEK NIGHT*</u>
K	NONE
1 st – 2nd	20-40 MINUTES (infrequently)
3rd	30-45 MINUTES
4 th - 5th	45 MINUTES
6th	45-60 MINUTES

7th – 8th

60-90 MINUTES

9th – 12th

90-120 MINUTES

*NORMALLY HOMEWORK IS NOT TO BE ASSIGNED OVER THE WEEKEND OR OVER HOLIDAYS AND VACATION PERIODS.

VI. RULES AND SCHEDULES

BASIC SCHOOL RULES

The following list includes school rules, which are essential policies that we require all our students to be aware of and adhere to:

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. Guns or knives are not allowed on the school grounds (without the approval of the Headmaster).
4. Students are not to bring ipods or mp3 players for use during school hours.
5. Students will be held responsible for damage done to school property, including textbooks. Actual replacement or repair costs will be assessed. Hardback textbooks must be covered with a book cover. Lockers must be kept straightened so that textbooks may be kept on the shelf.
6. Public displays of affection are not permitted at school or school activities.
7. Students may not chew gum at school.
8. Backpacks and/or athletic bags must be stored in lockers or on top of the lockers. Students may not bring their backpacks into class with them.
9. Students are not to eat or drink in the hallways.

STUDENT ETIQUETTE WHILE AT SCHOOL

“Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.” Phil. 2:3-4

There are numerous ways that students are encouraged and expected to show kindness to one another, and to their teachers, during their hours at AICA. Periodically, students will receive teaching and reminders about these expectations. It is our prayer that these actions will characterize our Christian relationships and fellowship each day at AICA.

First, we want to train our young men to show consideration and respect for the ladies in the school. (*“Husbands, in the same way, be considerate as you live with your wives, and treat them with respect as the weaker partner and as heirs with you of the gracious gift of life, so that nothing will hinder your prayers.” I Peter 3:7*). As some applications of this truth, we will encourage the young men to:

1. Open doors for the ladies, either female teachers or female students. Always allow the females to exit the room first. If a young lady arrives to school with an armload of books, offer to help carry them and/or open their locker door for them
2. If a female teacher/student enters the room, offer to get a chair for them to sit in or give up your chair and get another one for yourself.
3. In the hallways, men are chivalrous and defer to the female students by giving them space and not running into them.
4. In all events where food is served, the woman are always to be served first.

Second, we want to train our students to show proper respect to their teachers and Headmaster. (*“Submit yourselves for the Lord’s sake to every authority instituted among men; whether to the king, as the supreme authority, or to governors, who are sent by him to punish those who do wrong and to commend those who do right.” I Peter 2:13*)

- Students should address their teachers by Mr., Miss, or Mrs.
- Students should respond by saying “yes” or “no”, not “yeah”, “ugh”, or “whatever”
- Students, male or female, should offer to help the teachers when they are carrying materials into the building.
- If instructed to do so by your teacher, stand when the Headmaster enters the room.

At AICA, the secondary students will strive to be an example to the younger students. Consider the heart of Christ toward younger children. *“But Jesus said, “Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these. When he had placed his hands on them, he went on from there.” “ (Matthew 19:14-15)*

In the hallways, secondary students are considerate and defer to the elementary students. (Giving them physical space shows deference). Watch out for the little ones.

AICA students are encouraged to make a special effort to welcome visitors to AICA. *“Practice hospitality...” Romans 12:13*

- Greet parents who visit during school hours. Make sure that the ladies have a place to sit.
- Make a special effort to welcome students who are new to AICA.

Conclusion: We would like AICA to be a place where visitors sense a difference specifically, the aroma of Christian love. (*“But thanks be to God, who always leads us in triumphal procession in Christ and through us spreads everywhere the fragrance of the knowledge of him. For we are to God the aroma of Christ among those who are being saved and those who are perishing. To the one we are the smell of death, to the other, the fragrance of life.” II Corinthians 2:14-15*)

“HOUSE RULES”

We have established some “house rules” with the desire to show consideration of others. The students ...

will not walk across desk seats or dash across the room to get to their desks.

will not throw paper from their desks to the trash.

will not eat or drink in class except when a teacher has permitted a water bottle and/or during lunchtime meetings or class parties.

will not disturb anything on the teacher’s desk (including reference books) without permission.

will not sit at the teacher’s desk or open drawers in the desk without permission.

will not prop their feet up on other’s desks.

will not throw pencils, pens, white out, etc. across the room to another student.

will not write on desks, walls, textbooks, posters, etc.

will pick up any trash around their desks before leaving.

will not adjust blinds or open or close windows without permission from the teacher.

will not rearrange desks without permission from the teacher.

will not pass notes nor ask others to pass notes.

will not talk while the teacher is talking nor interrupt other students during class discussion.

will not work on other homework assignments during class (until they have finished with assigned work).

STUDENT CELL PHONE USAGE

Aquidneck Island Christian Academy is an educational institution that seeks to create and provide for our students in an atmosphere of learning. In order to accomplish this goal we believe we must prevent any and all obstacles that would otherwise distract teachers and students from the task at hand. Cell phone usage is counter-productive to these goals, not only for the user, but also for those around them. As with any policy meant for the good of the community, parent support is strongly encouraged. Please do not allow your student to contact you by cell phone during the school day, though parents should continue to call the school for any emergency situation. The school will contact your son/daughter.

AICA will allow students to possess cell phones/pagers provided the following rules are strictly adhered to:

1. Cell Phones and pagers may not be on the student's person during the school day.
2. Cell phones and pagers must be stored in lockers or given to the school secretary during the day.
3. Cell phones and pagers must be turned off.
4. Permission to use the school phone may be given by a teacher for emergency purposes.
5. *Absolutely no cell phone use (out-going, incoming calls, text messaging, camera use, game playing, or any other use) allowed during the school hours (7:45am-3:10pm).*

Any violation of the above policy will incur the following sanctions:

1. First Offense-warning
2. Second Offense- Confiscation of phone and parent pick-up of phone
3. Third Offense- Loss of privilege to have cell phone at school and meeting with Headmaster
4. Fourth Offense-Student found with a phone will be expelled

STUDENT DRIVERS

Students who drive to school are expected to do so responsibly. Special attention should be paid to elementary students in the parking lot before and after school. Driving to school is a privilege, which may be revoked if necessary.

LUNCHTIME

Secondary students are expected to leave the lunchroom clean when they are finished eating. Students may eat in the lunchroom (or outside on the lawn with permission). Students may not eat in any classroom unless given permission to do so by the appropriate teacher.

ATHLETIC PHILOSOPHY

1. Our academic and athletic programs are not structured to be in competition with one another. We reject as a false dichotomy the idea that either the academic must serve athletics or vice versa. Our goals and vision statement establish the educational mission of our school, and we seek to use both academics and athletics as instruments to help us accomplish those goals.
2. If any element of our program begins to threaten our ability to fulfill our educational goals or vision statement, then that element will be altered or eliminated in order to address this threat.
3. Our athletic and physical education activities are considered an important component of our classical and Christian curriculum. We recognize that the training of the body plays a significant role in classical approach to education and our understanding of the Christian worldview does not permit us artificially to limit a course of training to the mind only. Our goal has always been to educate our students in all aspects of life, with the Scriptures at the center of all things as the point of integration. We have the same standard for our athletic program and physical education classes, and see this point of integration as particularly important.

SCHOOL-SPONSORED EVENTS POLICY

This policy seeks to ensure that school-sponsored programs meet the same standards for quality and content established in the educational programs at AICA. It also seeks to ensure that the same standards for student conduct established at the school are maintained at all events sponsored by AICA. Finally, this policy is designed to limit the liability assumed by AICA for school-sponsored events.

School-sponsored events are 1) events which are organized by an AICA staff member acting in his official capacity as a teacher, Headmaster, etc. or 2) events approved by the Headmaster and organized by the AICA Student Council or 3) events which are published on the AICA yearly calendar or 4) events which receive financial support from AICA (including fund-raising opportunities provided through AICA).

1. School-sponsored events should be consistent with the goals of AICA.
2. School-sponsored events require the attendance of a staff member from AICA.
3. Class time is not to be used for planning school-sponsored activities.
4. Attendance at school-sponsored activities is generally limited to students who are currently enrolled at AICA. The Headmaster may grant exceptions.
5. Timely information about school-sponsored activities must be provided to the parents. All

- written communication must be submitted to the Headmaster prior to being sent to the parents.
6. Parents must sign a written waiver releasing AICA from any liability for all events taking place off campus. This statement should also authorize medical treatment to be given to the student in case of injury.
 7. Only school-sponsored events will be placed on the monthly school calendar.
 8. The secondary principal must approve all proposed activities, determine the number of chaperones required, and approve a date for the event.
 9. Only school-sponsored activities will receive support from AICA, *e.g.* no charge for copier and/or telephone use, bulletin announcements to publicize the event, use of supplies).

DISCIPLINE POLICY

The kind and amount of discipline (correction) will be determined by the teachers, and if necessary, the Headmaster. The discipline will be administered in the light of the student's problem and attitude. All discipline will be based on biblical principles, *e.g.* restitution, apologies, (public and private), restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level. *Love and forgiveness will be an integral part of the discipline of a student.*

I. Office Visits: There are five basic behaviors that will **automatically** necessitate discipline from the principal (versus the teacher). Those behaviors are:

1. **Disrespect** shown to *any* staff member. The staff member will be the judge of whether or not disrespect has been shown.
2. **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
3. **Rebellion**, *i.e.* outright disobedience in response to instructions.
4. **Fighting**, *i.e.* striking in anger with the intention to harm teachers/students.
5. **Obscene, vulgar or profane language**, as well as taking the name of the Lord in vain.

During the visit with the Headmaster, he will determine the nature of the discipline. The Headmaster may require restitution, janitorial work, parental attendance during the school day with their student, or other measures consistent with biblical guidelines which may be appropriate.

If for any of the above or other reasons a student receives discipline from the Headmaster, the following accounting will be observed.

1. The first *two* times a student is sent to the Headmaster for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
2. The *third* office visit will be followed by a meeting with the student's parents and Headmaster.
3. Should the student require a *fourth* office visit, a **two-day suspension** will be imposed on the student.
4. If a *fifth* office visit is required, the student will be **expelled** from the school.

II. Expulsion: The AICA School Board realizes that expelling a student from school is a very

serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. *However, should a student and his parents be unable to eliminate behavioral problems before a fifth office visit, the student will be expelled.*

III. Severe Misconduct: In the extreme case of outrageous behavior, by either a parent or student, (i.e., unbiblical, inappropriate, rude, or rebellious comments, or deeds), the Headmaster may discern that immediate action is appropriate. With the counsel of at least two Board members who concur with the opinion of the Headmaster, a student or parent who has displayed an aggressive or unsubmitive spirit to the policies of the Aquidneck Island Christian Academy may give cause for immediate expulsion from the school. If behavior is so severe so as not to warrant the time necessary to notify the two Board members, upon his discernment, the Headmaster may implement *immediate* dismissal of student and/or parent from the premises of AICA.

If behavior outside the school’s boundaries is such that it exemplifies a complete moral collapse and disregard of biblical standards, accompanied by a prideful and unrepentant spirit, this also qualifies for expulsion from AICA. We believe that a student’s behavior outside the school is a reflection on AICA, and we do not desire that the name of the school ministry be represented in such a light.

If there is a desire on the part of the parent to have the Board of Director’s review an instance of immediate expulsion, the parents must notify the Board Chairman. The remaining Board members will review the case and a scheduled hearing will be granted.

IV. Readmittance: Should the expelled student desire to be readmitted to AICA at a later date, the school board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

V. Refusal to Re-enroll: At the discretion of the Headmaster, a student may be refused re-enrollment for the following school year. Such refusal is not considered a direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to re-enroll is not the equivalent of suspension or expulsion.

BIBLICAL CODE OF CONDUCT

<u>ATTITUDE</u>	<u>DISCIPLINE</u>	<u>SCRIPTURE</u>
Apathy/Complacency	Study Scriptural Obedience	James 4:17; Col 3:23
Bad Conscience	Correct the Sin	Prov 20:27; 1 Peter 3:16
Bitterness/Resentment	Forgive/Acts of Kindness	Eph 4:26; 31-32
Blameshifting	Confess to God and Man	Gen 3:12-13; Prov 28:13
Bossy/Domineering	Serve the Other	1 Pet 5:3; Mk
10:45Covetousness/Greed	List God’s Blessings	Ex 20:17; 1 Tim 6:6-8
Discontent	List God’s Blessings	Heb 13:5; Phil 4:11-13
Discouragement	List God’s Resources	Gal 6:9; Heb 12:1-3
Evil Thoughts	List Pure Thoughts	Prov 23:7a; Phil 4:8

Hatred	Acts of Love/Prayer	1 Jn 4:20; Mt 5:43-44
Hypocrisy	Study Scripture vs. Own Life	1 Jn 2:3-4; 1 Pet 2:1-2
I Can't/I'm Afraid	List Why God Can	Ps 28:7; Phil 4:19
Insensitive	Help Those Who Hurt	Rom 12:15; Eph 4:32
Irritating/Crabby	Isolation	Titus 3:2; Phil 2:3-4
Jealousy/Envy	Thankful/Acts of Love	James 3:16; 1 Co 13:4
No Joy	List Blessings and Hope	Ps 35:9; Phil 4:4
Pride	Love Others Merits/Own To Sins	Prov 29:23; Phil 2:3-4
Restrained Anger	Confront the Cause	Prov 29:11; Eph 4:26
Selfishness	Acts of Sharing	Phil 2:3-4; Rom 15:2
Stingy	Acts of Sharing	2 Pet 2:14; 2 Co 8 2-3
Unfairness	Acts of Fairness	Jam 2:1-9; 1 Tim 5:21
Ungrateful/Unthankful	List God's Blessings	Eph 5:20; Ps 100:4-5
Unmannerly/Impolite	Don't Get It/Isolation	Titus 3:2; Phil 2:3-4
Unrighteous Anger	"Bear His Penalty"	Prov 19:19; Gal 5:22-23
Untrustworthy/Unreliable	Structured Accountability	1 Co 4:2; James 4:17
Worldliness	Only Righteous Activities	2 Tim 2:4; Mt 6:19-24
Worry/Fear	Study Promises & Sovereignty	Mt 6:25-34; Phil 4:6-7

BEHAVIOR

DISCIPLINE

SCRIPTURE

Accidents from Horseplay	Restitution/No More	1 Co 14:40; Ecc 3:1
Running/Jumping in House	Walk Slowly X Times	1 Co 14:40; Ecc 3:1
Slam Door	Open/Close Door X Times	1 Co 14:40; Ecc 3:1
Unkind to Pets	Acts of Kindness	Prov 12:10; Dt 25:4
Wrong Friends	Change Associations	1 Co. 15:33; Rom 16:17-18
Yelling in House	Whisper for X Minutes	1 Co 14:40; Ecc 3:1

HABIT

DISCIPLINE

SCRIPTURE

Bad Habits	Practice the Opposite	1 Co 6:12; Eph 4:20-24
Not Attentive	Look in Eye/Answer/Obey	Prov 5:13; Prov 4:20-21
Not Punctual	Structured Schedule	Eph 5:16; Phil 2:3-4
Spendthrift/Borrower	Structured Spending	1 Co 4:2; Rom 13:8

STRIFE

DISCIPLINE

SCRIPTURE

Arguing	Acts of Kindness	Tit 2:9; Prov 17:14
Grabbing	Remove Item	1 Co 3:3; Phil 2:3
Meddler/Busybody/Nosy	List Own Sins	Prov 26:17; Lk 6:42
Retaliation/Revenge	Acts of Love	Rom 12:17; Lk 6:42
Teasing	Isolation/Acts of Love	Prov 26:19; Mt 5:9
Troublemaker	Isolation/Acts of Love	Prov 27:15; Mt 5:9

TONGUE

DISCIPLINE

SCRIPTURE

Boasting	List God's Merits	1 Co 4:7; 1 Co 1:31
Comparing Self w/Others	Work/Character of Christ	Gal 6:4; Col 3:10
Complaining/Grumbling	List God's Blessings	Phil 2:14; Col 3:15
Correcting Teacher	List Own Sins	Mt 7:3; Eph 6:2
Gossip/Busybody	Ask Forgiveness	1 Tim 5:13; Rom 14:9
Idle Talking	Five Word Limit/Labor	Mt 12:36; Prov 14:23
Interrupting	Wait Five Minutes	1 Pet 3:8; Ecc 3:1
Judgmental/Critical	List Own Sins	1 Co 10:12; Lk 6:37-42
Manipulating Others	Acts of Love	Phil 2:3-4; Rom 15:2
Nagging/Impatient	Don't Get It	Num 21:4; Col 3:12
Slander/Name-Calling	Acts of Kindness	Mt 5:22; Eph 4:31-32
Tattling/Talebearing	Acts of Kindness	Prov 26:20-22/Col 1:28
Unwholesome Words	Work/Edifying Words	

WORK

DISCIPLINE

SCRIPTURE

Cheating/Dishonesty	Diligent Study	Prov 15:3; Lk 8:15
Daydreaming/Time-Wasting	Extra Work	Ecc 3:1; Eph 5:16
Laziness/Slothful	Extra Labor	Prov 12:24; Prov 6:6-11
Not Careful	Do Over/Extra Work	1 Co 14:40; 2 Tim 4:7
Not Thorough	Do Over/Extra Work	1 Co 14:40; Eph 5:15
Procrastination	Required Schedule	Prov 20:4; Eph 5:15-16
Sloppy/Disorderly	Do Over/Extra Job	Prov 18:9; 1 Co 14:40
Stealing	Work/Share	Ex 20:15; Eph 4:28
Unsatisfactory Work	Do Over/Extra Work	Prov 18:9; Col 3:23
Unused Talents	Structured Development	1 Co 4:2; Mt 25:25-30

For the following offenses, please schedule a meeting with the child's parent(s), as further discipline should come from the parent(s) (i.e. the "rod"):

OFFENSE

SCRIPTURE

Passive Rebellion:	1 Sam 15:23; Rom 12:1-2
Forgetting Repeatedly	Prov 22:15; Col 3:20
Glaring/Rolling Eyes	Prov 22:15; Eph 6:1-2
Manipulating Teacher	Jam 4:17; Eph 6:1
Not Obeying Happily	Prov 22:15; Col 3:20
Not Obeying Immediately	Prov 22:15; Col 3:20
Not Obeying the Right Way	Prov 22:15; Col 3:20
Sulking/Pouting	Prov 22:15; Col 3:20

Active Rebellion:

Arguing

(see "Strife")

Cheating/Dishonesty	(see “Work”)
Complaining/Grumbling	(see “Tongue”)
Correcting Teacher	(see “Tongue”)
Fighting	Prov 18:6; Mt 5:38-42
Gossip/Busybody	(see “Tongue”)
Hitting/Pushing	1 Tim 3:3; 1 Thes 2:7
Ignores/Walks Away	Prov 22:15; Col 3:20
Interrupting	(see “Tongue”)
Judgmental/Critical	(see “Tongue”)
Lying/Deceit	Prov 12:19-22; Eph 4:25
Mischievous	Jam 4:17; Rom 6:13
Refuses Discipline	Prov 22:15; Col 3:20
Slander/Name-Calling	(see “Tongue”)
Stealing	(see “Work”)
Talking Back	Prov 21:23; Col 3:10
Tattling/Talebearing	(see “Tongue”)
Temper Tantrum	Prov 22:15; Col 3:20
Unclean Speech	Eph 5:4; 1 Tim 4:12
Unmannerly/Impolite	(see “Attitude”)
Unwholesome Words	(see “Tongue”)

FINANCIAL POLICY AND PAYMENT OF TUITION

At AICA, we believe that parents bear primary responsibility for the full financial support of their children. If additional financial resources become necessary to support tuition costs, we believe that responsibility lies first with other family members, then with the parents’ church or religious community.

The following rules have been established by AICA regarding the payment of tuition and fees:

Application: *New Students*: must be paid in order for application process to begin.

Registration Fee: Deadline for previously enrolled students is July 1st. Payment of this fee secures your child’s enrollment until July 15th when the first tuition payment is due. *Any balance of prior year tuition must be paid in full by July 15th.* Any exceptions to this policy are at the sole discretion of the Finance Committee. Any family with overdue tuition at the time of re-enrollment is encouraged to discuss this with the Headmaster so a confidential appointment can be made to review your situation with a Finance Committee member.

Reenrollment/Application Fee: Reenrollment deadline for previously enrolled students {previous school year} is July 1st. If reenrolled by this date no application fee is due. *If a previously enrolled student is not reenrolled by this date he/she will lose their seat and need to reapply with all applicable application & registration fees.* The student Parent(s) will also need to interview with and be accepted for enrollment by the Headmaster. All student seats are subject to availability.

Resource Fee: Includes books, copies and other resources. Payment is due on July 15th.

Tuition: Payments on the monthly plan are due on the 15th of the month with the first payment due on July 15th. The first payment secures your child's enrollment and is non-refundable. Failure to make this payment releases the seat to be offered to other incoming students. The Finance Committee will consider exceptions to this policy on a case-by-case basis. For students registering after July 15th, the registration fee, resource fee and first monthly tuition payment is due upon registration. Final monthly payment is due June 15th of the following calendar year.

Tuition Refunds: As stated above, the first tuition payment is non-refundable. The second payment due on August 15th is also non-refundable. Remaining payments are only refundable for amounts paid beyond a 30 day written notice given to the Headmaster. Most commonly, this applies only to cases of prepaid tuition. *In cases of withdrawal with less than a 30 day written notice, no refunds will be made.* The AICA Finance Committee will consider exceptions to this policy. Refunds will be issued within thirty days of student withdrawal.

OVERDUE TUITION POLICY

Objective: To ensure that fees are collected in a timely manner and to establish a policy whereby unpaid fees are collected as soon as possible.

Scope: This policy is to be followed unless other specific arrangements have been made between the Finance Committee and the families involved. Good faith will be presumed on the part of these families unless subsequent circumstances indicate no positive action can be expected.

Definition: Late fees – These are fees imposed when tuition payments are not received in full within five (5) working days from the due date (the 15th of every month).

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

1. In the event payments are not paid within the first five working days of the due date (the 15th of the month), a fee reminder will be sent to all applicable families in the next months invoice. If fees are still unpaid, or written arrangements are not made within 30 days after the due date, a Finance Committee member or his delegate will personally contact the students' parents or responsible party. The parties must arrive at a mutual understanding and acknowledge that essential elements or agreements made at that time will be signed, recorded and filed.
2. Should payment of fees still not be received within 35 days after the first missed due date, a pending expulsion notice will be sent by certified mail to the students' parents or responsible party.
3. If after all efforts noted above have been exercised and a period of 60 days has elapsed after the first missed due date without payment or written arrangements, the school Headmaster and/or the Finance Committee will inform the family that their child(ren) have been expelled for non-payment of fees.

TUITION PAYMENT SCHEDULE

Invoices Mailed	30 days	35 days	60 days
* First week of the month	* 15th	* 21st	* Pending
Notification of the month	Payment due	\$25.00 Late fee Assessed	Personal contact made
			Expulsion Notice of Expulsion

Late Charge: If a tuition payment is more than 5 working days overdue, a late charge of \$25 per month is assessed to your account.

Fee	Amount	Payment Plan
Application Fee (new students)	\$50.00	Payable at time of application, Non-refundable.
Registration Fee (new & returning students)	\$50.00	Payable at time of registration, Non-refundable.
PTF Activity Fee	\$10.00 per child, \$20 maximum	Payable on July 15 th . Non-refundable.
Resource Fee K	\$160.00	Payable on July 15 th . Non-refundable.
Grades 1-8	\$180.00	
Grades 9-12	\$220.00	
Tuition Kindergarten	\$4,248.00	Payable in 12 monthly installments of \$354.00 beginning on July 15 th . Final payment due on June 15 th .
Tuition Grades 1-8	\$5,522.00	Payable in 12 monthly installments of \$460.17 beginning on July 15 th . Final payment due on June 15 th .
Tuition Grades 9-12	\$6,561.00	Payable in 12 monthly installments of \$546.75 beginning on July 15 th . Final payment due on June 15 th .

PREPAID TUITION POLICY

Objectives: To set guidelines for the receipt and use of any prepaid tuitions.

Scope: This policy applies to any situation in which a family desires to prepay their assessed tuition amount for one or more years.

Definitions: “Unused funds” - Prepaid tuition monies remaining as a result of a student discontinuing enrollment for any reason.

Guidelines: Should a family seek to prepay tuition, the following information will be presented them:

1. Financial:
 - a. For one year of prepaid tuitions, a discount of 5% will be granted. This discount will apply only to a full year’s tuition prepayment.
2. Selection:
 - a. For any prepayment of tuitions, the family must sign a document stating their understanding of the conditions under which the monies are accepted.
 - b. Before a family may prepay for more than one year, the school board’s approval must be obtained, along with the recommendation of the superintendent.
3. Cancellation:
 - a. All prepaid tuitions are non-refundable and non-transferable regardless of the circumstances.
 - b. Any “unused funds” will be calculated and acknowledged with a gift receipt to the donor.

SCHOOL CLOTHING GUIDELINES DRESS CODE

The AICA dress code is designed to uphold certain Biblical standards as well as to promote a positive academic environment. The way we dress often reflects our feelings and attitudes. *We believe in propriety - modesty should be our general approach to dress.*

Biblical principles of dress include:

1. Dress modestly and don’t overdo the outward appearance (I Timothy 2:9).
2. Don’t cause another person to stumble (Romans 14:19-21).

AICA has selected a school uniform that is consistent with these biblical standards. Please contact the school office for details of the uniform and how to purchase it. Uniform is to be worn at all times when at school, or when representing the school. In the event of a student arriving at school without uniform; his/ her parents will be contacted by the Headmaster. Refusal by either a student or parent to comply with the dress code is considered grounds for disciplinary action. AICA expects parents to work with the school in helping students to comply with the dress code by adhering to the following:

1. Maintain a clean, neat and tidy appearance.
2. All articles of clothing must be sized properly for the student’s measurements.
3. Shirts are to be buttoned and tucked in to the pants or skirt at all times.

4. Ties are to be tied and pulled appropriately up to the buttoned collar.
5. Shoelaces must be tied at all times.
6. Shoes or sneakers must be worn with socks at all times
7. Hats may not be worn inside
8. Modest jewelry
9. No “body piercing”

All students will wear the designated school uniform unless otherwise specified by the Headmaster. New enrollees are to wear “dress code attire” until uniforms are obtained. Teachers and staff members will check the students on a regular basis to ensure that each student is in compliance with the school’s guidelines.

It is imperative that both students and parent read the guidelines carefully to ensure understanding of the entire uniform guidelines. Parents are required to read the guidelines and agree in writing to uphold it when their children are enrolled in AICA.

General Guidelines:

Shirts: All shirts must be tucked in at all times. Logos are required on all shirts at AICA. Our uniform supplier supplies these shirts with logos. Only solid white turtlenecks are allowed outside of the school uniform. They may not have any design or pattern to them. Students may wear white turtlenecks or t-shirts under their polo shirt if necessary for extra warmth. Please note that shirts must be solid white as well, without writing that may show through the polo shirt.

Garment sizing and length: Sizing of garments needs to be within reason for the child’s frame. “growing room” is understandable, but oversized shirts, sweatshirts or pants are not permissible. The length of jumpers and skirts are to be to the knee or below as measured by the crease on the back of the knee. Boy’s and girl’s shorts are to remain the length as shipped by the supplier.

Footwear: Shoes should be comfortable and, where possible, have non-slip soles. Shoes should be flat or low-heeled. No open toed shoes or sandals are permitted. No boots (any shoe over the ankle bone), clogs, jellies, brogans, platform shoes, shoes that light up or make sounds, shoes with wheels, or any footwear that is a distraction to others are permitted. Everyday shoes should be in solid black, brown or navy. Athletic shoes may only be worn on appropriate gym days. Athletic shoes shall have non-markings soles and be in solid white or black.

Socks: Socks are required at all time by students. Girls may wear tights or nylons that are complimentary to the school uniform.

Outerwear: In the classroom and school building only the AICA sweatshirt or sweaters are to be worn . On gym days the sweatshirt is worn for extra warmth. On non-gym days, school sweaters are to be worn if the student desires extra warmth. Some liberty will be given to outdoor coats and jackets worn on field trips. In a desire to represent AICA and what it stands for, we desire outerwear to be in good condition and proper sizing, avoiding tattered denim and camouflage material.

Physical Education Wear: May only be worn on gym days.

Hair and Accessories: Students will keep their hair neat, clean, well groomed, and in traditional styles and colors. Boys shall not have facial hair. Boys will keep their hair short with the back length

no longer than the top of their shirt collar. Boy's hair is not to be bleached. Girl's hair may be tastefully and conservatively highlighted. Girls may wear barrettes, scrunchies, and hair bows that are moderate in size and in tasteful color to match the uniform colors. Hats are not to be worn in the school building or classrooms for both boys and girls.

Belts: all students that are wearing garments that are equipped with belt loops require Belts. Belts to be worn everyday should be black, brown or navy in color.

Jewelry: Boys may not wear earrings. Girls may wear earrings avoiding those of unreasonable length for obvious safety reasons. Please limit the number worn to one pair and these are to be worn only in the earlobes. Watches and rings are fine for boys and girls, keeping in mind moderation and good taste. Necklaces and bracelets may be worn if they are petite in nature.

Makeup: Girls who have parental permission may wear minimal makeup. Makeup must be worn in good taste and not excessively.

After School Wear: Students remaining on school grounds after school shall remain in uniform. Students that have immediate after school commitments that necessitate a change of clothing may do so after the school day has ended and they have been dismissed to their parent.

Specific clothing guidelines

Shorts - Khaki or navy blue belted dress shorts may be worn August-October and April-May. A dress belt is to be worn at all times. Students must wear a polo shirt with their shorts. Polo shirts may be white or navy blue.

Enforcement

The school administration and teachers will determine if there is a violation of the dress code, either in fact or attitude. Students not complying with this dress code will be required to rectify their appearance as quickly as possible. Cheerful, consistent compliance is expected; grumbling and challenging attitudes will be subject to disciplinary action.

Students who display a pattern of non-compliance with the dress code may be required to wear specific, dressier, clothing for a set period of time. Boys will wear slacks, a dress shirt, and a tie. Girls will wear dresses. Although not an office visit, parents will be notified if there is a problem with a student's dress on a regular basis.

Special Attire Events/Days

Events such as P.E. and field trips may call for other clothing options. Special days may be scheduled, such as "Spirit Week" during which other clothing options are allowed.

ENFORCEMENT OF SCHOOL CLOTHING GUIDELINES

All AICA secondary teachers are expected to enforce these guidelines by following these steps:

1. Fill out a violation slip and give it to the student.

2. Give the Headmaster the name of the offender and the offense.
3. Insist on immediate compliance with the guideline.
4. Notify the Headmaster if there is a problem that cannot be addressed immediately.

Objective items for the teachers to enforce:

1. All shirts tucked in. Sweaters and sweatshirts are not shirts.
2. No hole/tears in clothes.
3. No short shorts or short skirts.
4. Shirts may not reveal any midriff area when standing or sitting.
5. Recently washed, combed hair.
6. Boys have clean-shaven faces.
7. No hats.

Subjective items for the Headmaster to enforce:

Enforce these by informing the Headmaster that we need to look at one of the students.

THE ASSOCIATION OF CLASSICAL AND CHRISTIAN SCHOOLS (A.C.C.S.)

"A.C.C.S. is a new association of Christian schools designed to serve the needs of new or established schools who are seeking to return to the educational heritage of the West. Neither reactionary nor progressive, we seek a return to our cultural roots so that we may resume the process of cultural growth, as God gives the increase."

Requirements for all member schools:

1. A representative of the school must subscribe to the first two chapters of the Westminster Confession of Faith.
2. The school must be in basic agreement with the vision for education as set out in Recovering the Lost Tools of Learning.
3. The school must be current in its membership dues.