

# Parent/Student Handbook

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# Handbook

## 1 Foreward - TBD

## 2 Mission, Vision, Handbook

### 2.1 Mission – TBD

## 2.2 Vision – TBD

2.3 Handbook – this handbook is effective and updated as of February 1st, 2021 and will serve as a guidepost to address all relevant and foreseen actions that may concern families, teachers, and administration at the school. This handbook was developed under the direction and guidance of the Board members in order to facilitate greater clarity within the St. Brendan’s community. This publication is not final and is intended for regular review as the school grows.

## 3 Guiding Principles and Beliefs

3.1 “Classical” – In form, SBCCA will look quite similar to a “Charlotte Mason” school, which deviates from other interpretations of Classical structure. Rather than looking at the Classical (Christian) categories of Grammar, Logic, and Rhetoric merely as “tools,” our school also views them in their historical context as “subjects” (though not as stages in child development). In content, SBCCA is following the better works of the “Western tradition,” which is the history of the Christian church and its expansion throughout the world. Of course, the Christian people had substantial interaction with the “Classical” worlds of Greece and Rome as the historical milieus of Christ’s earthly life and the early church both attest. SBCCA seeks to interact with the best thoughts from these world-and-life views in a similar sanctified manner. We recognize the works of the Western tradition are not inerrant and should not be elevated to the authority of inspired Holy Scripture. Rather, as it pertains to the works of pagans in the Western Tradition, we are to “plunder the Egyptians” (a paraphrase from Augustine) during our exodus to build God’s kingdom and church.

3.2 “Christian” – Overall, SBCCA seeks to nurture students in a rich Christian environment to aid parents in their task of raising children who reverence and love God, obeying all that Christ commanded us (Matt 28:28; Ecc 12:13). In form, SBCCA seeks to restore biblical discipline in the educational process to safeguard the purity of the students and well-ordered studies. In content, SBCCA is restoring the Biblical understanding of knowledge being ethical at root. Knowledge is not simply meant to be informative but actually normative for life and godliness. Education therefore, is necessarily normative. We are to honor God in helping fathers raise their children “in the discipline and instruction of The Lord” (Eph 6:4). We acknowledge and affirm that in Christ “are hidden all the treasures of wisdom and knowledge” (Col 2:3) and “the fear of The Lord is the beginning of knowledge” (Proverbs 1:7). We don’t want something new (Ecc 1:9), but rather, we simply want to dig again at the wells of our spiritual forefathers (Gen 26:18). We follow the Western tradition then because it has been nourished in large part by that same Christian source.

3.3 “Education” and Freedom – In principle, freedom can only be provided by others who are themselves set free (2 Pet 2:19; Gal 4:8). By God’s grace, a true liberal education in

the artes liberales (contra the artes serviles) is meant to encourage freedom from sin to be a slave of righteousness (Rom 6:18) and a servant of Christ, which is true freedom. For we know that all wisdom and knowledge are hidden in Christ (Col 2:3).

SBCCA further cordons off the education of its students with the following affirmations and denials:

Children are “persons” because they are individuals made in the image of God, not identical cogs in the machine of the modern, industrialized education complex.

True freedom is the ability to do as we ought.

Education is for all of life. Education is NOT only about getting a job. Education is NOT limited to the secular sphere. Education is NOT reserved for society’s elites.

Education is under the lordship of Christ. Education is NOT a “neutral” sphere. Education is NOT led according to the capricious whims of human speculation.

Education is an atmosphere.

Education is habit-formation.

Education is the transmission of living ideas.

Education is the science of relations.

Education is mimetic.

Education is ethical as well informational.

Education is the proper ordering of our loves—to love the good and hate the evil.

Education is - formation of a worldview.

Christian education is nothing less than the total enculturation of a human being, from cradle to grave, to the glory of God and good of his kingdom.

3.4 Statement of Faith – See Refuge Church’s “What We Believe” section under “Core Beliefs” for SBCCA’s statement of faith.

3.5 Doctrinal specificity and charity – The teaching and admissions standards will reflect the doctrine and culture of Refuge church, to include its broader view of orthodoxy. Thus, SBCCA strives for doctrinal precision in its teaching, yet intentional, warm charity in its fellowship and admissions. This means that teachers will NOT be expected to adopt an

amorphous, non-denominational approach to their teaching. Rather, SBCCA encourages precise theologically “maximalist” teaching, with charity concerning doctrines which would be considered secondary issues and especially warm charity concerning what we would term “intramural” debates within the Reformed circles. Practically speaking, primary issues would be those addressed in the early historic creeds of the church at the Councils of Nicaea (Nicene Creed) and Chalcedon. While the elders of Refuge Church and the teachers of SBCCA have strong dogmatic convictions, it is their intent to allow dogmatic variation in order to serve as an aid to Christian families who still share a similar Christian worldview. It is SBCCA’s belief that the warm embrace of true charity can only arise from understanding, not from eradicating any deviations in belief or conscience.

3.6 Pedagogical Influences – It is important to understand the broad educational influences that have helped form SBCCA and that will continue to serve as guideposts as the school matures. These frameworks and methods are listed below in no particular order of relevance, and the space and scope of this handbook do not permit an in-depth analysis of each. While SBCCA does not intend to adopt any of these models in every detail, it is true that the school leans heavily on the Charlotte Mason model for education and the educational approaches that have flowed from her guidance.

- Charlotte Mason’s method concerning the richness of ideas and things, narrating, and developing the right habits in the student (this starts in the home)

- the Sayer’s Trivium model for various overarching emphases throughout the educational process which match up with their typical age-psycho-developments (e.g. starting with grammar, or the high school years being best suited for rhetoric and output)

- a Susan Bauer 4-year repeating history cycle to provide unity and structure to the school at large, the seminar in particular, and it also provides a steady rhythm for those transitioning in between forms. Following the history cycle allows the school to inhale and exhale together, as well as uniting whole families on common themes. Importantly, this also allows teachers to build up and fill in their sight picture every 4 years, adding depth and breadth with each repetition. This continues to refine and strengthen the core of our approach with the students, and it should help add some of the gravity we have in mind

- a Mortimer Adler “Great Books” seminar approach as we pull together various years into one classroom, akin to the pioneer model (among others). This approach would give the rigor and setting of which the institutional model boasts

- Tutor-disciple accountabilities from the teacher (contra the lecture model), usually seen more in the homeschool model out of necessity. This provides for the necessary discontinuity between the age-groups as well as encourages students to be responsible for their own education/work. This also supplies the

efficiencies that the homeschool model brags about in allowing the text to be the main teacher. One will find fruitful overlap between this approach and the Charlotte Mason emphasis on the text

3.7 Views on college/university preparation – it is SBCCA’s belief that almost all colleges and universities available would do more harm than good for our students. The students would be better off long-term if they committed to a vocational/trade school (e.g. welding) or to a true liberal arts education (e.g. New Saint Andrews). Not only do most colleges/universities today try to do both and therefore do neither well, but they hang on ungodly worldviews and are filled with many teachers who are discipling our children to serve other Gods than the true God, Jehovah. On this basis and many other demonstrable reasons, SBCCA does NOT intend to make any formal preparations for children to be sent off to modern secular colleges or universities. Instead, students at SBCCA will receive a liberal education by godly and loving teachers who will do their best to train their students in what has become all too counter-cultural: fearing God and keeping his commandments (Ecclesiastes 12:13).

3.8 ACT/SAT standardized testing – While SBCCA does not intend to prepare formally for the ACT or SAT, students who receive a Classical Christian education have historically performed better than students in public schools due to the quality of the education and the emphasis on mastery in reading, writing, and languages. Therefore, SBCCA does NOT intend to facilitate any formal preparation for standardized testing such as the ACT or SAT. However, students should have more than enough time to prepare at home should that be the desire of the parents.

3.9 Code of Ethics – TBD

3.10 Sayings - TBD

#### 4 School Structure and Organization

4.1 School’s relation to Parental Authority of the Home – God has providentially gifted children to their parents as arrows in their quiver (Psalm 127). This blessing comes both with authority AND responsibility. In a two-fold sense, parents are fulfilling their responsibility for raising their children in the discipline and instruction of the Lord (Eph 6:4) by commissioning teachers to act on their behalf in training their children and the parents are responsible for their children’s actions when they are straying from that discipline. The school is glad to come alongside parents to engage in this God-given task. As the school affirms that the children answer to the authority of the parents, SBCCA does NOT seek to displace this authority. Rather, the school is meant to serve as 1) a relief, 2) a help, and 3) an encouragement to parents in fulfilling their roles as Christians. It serves as a “relief” so that the mother does not have to bear the taxing and burdensome task of teaching alone (a common tendency). This task becomes especially difficult in the Rhetoric stage (typical high school years) when the expected output is far higher, and mothers are blessed with

other young children to care for as well. SBCCA serves as a “help” to families by allowing families to continue thoughtful engagement with their children in “after-school” hours. School will end early enough that parents will have plenty of time with their children and can continue their task of training them after the refreshment of the school day. The school hopes that the help it provides during the day will actually help bolster vibrant homes in the after-school hours. This cannot be stressed enough! The home is of PRIMARY importance for the student because God has chosen families to function this way. SBCCA does NOT want to encourage an either/or mindset which sees all the “education” happening at the school. Primary stress must be laid on the strength of the family as a unit, and the school is meant to be a help in that regard. SBCCA will also serve as an “encouragement” in cultivating a community that cares for one another and is engaged in this educational task together, rather than in isolation. Many natural moments of rich fellowship will arise out of this environment simply due to our proximity in fulfilling our duties. SBCCA does not want its Christian parents to lose their children to Baal or Moloch, and it intends to help ensure that does not happen.

4.2 School’s relation to Refuge Church – St. Brendan’s Classical Christian Academy is an outgrowth of Refuge Church and does NOT serve as a separate entity but rather serves as a ministry of the church. SBCCA began with the conviction of the Elders at Refuge Church that opening a Classical Christian school would be the most helpful to Christian parents and a clear fulfilling of the Ephesians 4 responsibility of elders and teachers, for they are “to equip the saints for the work of ministry, for building up the body of Christ, until we all attain to the unity of the faith and of the knowledge of the Son of God, to mature manhood, to the measure of the stature of the fullness of Christ, so that we may no longer be children, tossed to and fro by the waves and carried about by every wind of doctrine, by human cunning, by craftiness in deceitful schemes. Rather, speaking the truth in love, we are to grow up in every way into him who is the head, into Christ, from whom the whole body, joined and held together by every joint with which it is equipped, when each part is working properly, makes the body grow so that it builds itself up in love” (Eph 4:12-16, ESV). Even while the school sees its function as a commissioning by the parents, it also understands its material requirement to provide a godly education as a function of Refuge church. This principle will guide the overall operations and conduct of the school.

4.3 School’s relation to the Civil Government – SBCCA is NOT currently an accredited institution, nor does it intend to pursue accreditation at this time. The school intentionally does NOT receive funding from Utah state or the Federal government and for this reason is not beholden to its ungodly and unwise requirements concerning education. SBCCA is in compliance with every known state and federal law but maintains the right to obey God rather than man (Act 5:29) when man forces the situation against the consciences of the Board of Directors.

4.4 Elders:

Unilateral decisions concerning board members and families in the school

Oversight and regular review of school functioning, to include curriculum, policies, finances, etc  
 Singing and prayer morning, lunch, benediction/dismissal.  
 Church Discipline  
 Fill-in for teacher's sickness/emergencies

#### 4.5 Board Members:

Give direction to milestone events and decisions for the school.  
 Responsible for all hiring and firing decisions.  
 Finances  
 Curriculum  
 Policies and procedures  
 Family interviews from outside the church  
 Discipline: directs to elder and/or headmaster

#### 4.6 Headmaster:

Must meet qualifications of an elder  
 Oversees school operations  
 Reports to board

#### 4.7 Teachers:

Teaches students in Forms 1 through 4. Three year-groups are allotted to each form.

4.8 Parents – SBCCA expects that parents will naturally want to be involved in their children's education, and we want to encourage intentional oversight. Parents will be expected to help in the classroom, but must be teachable and conform to the primary teaching methods of the school, aiming to help the teacher, not dominate. If such interaction is found to be a regular distraction to the classroom, teachers may ask that parents limit themselves to passive observers.

As SBCCA maintains such a high view of the home for a student's overall education, we wanted to provide a few recommendations or intimations of what things would best complement a student's progress in the school. The high calling of parents at home cannot be emphasized too much: the home is THE base of the education for your children. This may look like: established daily worship as a family, "narrating" at dinner table rather than recounting days events, reading "living" chapter books together as a family, praying together, going on nature expeditions together, volunteering to help others together, providing for music lessons, etc.

4.9 In Loco Parentis – the bible clearly gives parents God-given authority of their children's education (Deut 4:9; Deut 6:7; Eph 6:4), not the state or even a school. Therefore, authority and responsibility will be maintained by the parents at SBCCA. However, as the parents commission SBCCA and their teachers to help in the task of educating their children, it is necessary that certain authority be delegated to the teachers and



administrators while engaged in their task of overseeing and teaching their students. Teachers will have the authority to correct and discipline as required to maintain good order and discipline in the classroom and school at large (see section on corporal punishment). However, any discipline and measures taken will be reported to the parents that same day in order to safeguard the parent's authority.

## 5 School Operations

5.1 Primary School – the Primary School will be made up of two forms. Form 1 will cover years 7-9 (1st to 3rd grades). Form 2 will cover years 10-12 (4th to 6th grades)

5.2 Secondary School – the Secondary School will be made up of two forms. Form 3 will cover years 13-15 (7th to 9th grades). Form 4 will cover years 16-18 (10th to 12th grades).

5.3 Forms Structure – SBCCA has taken a more traditional structure to the classroom than is common in modern American Government schools, so it is worth mentioning briefing how it will differ. As an oversimplification, a typical modern school has a conveyor belt-like 1st through 12th progression in which students are corralled with all other students of the same age in the same classroom, learning all the same things. The students progress year after year, learning that year's material, until they graduate. This is one approach to solving the "one-and-the-many" or the "continuity-discontinuity" problem inherent in the educational endeavor with multiple unique students of varying ages. Due to the board's conviction that "form" must influence "content," SBCCA has chosen to adopt a more traditional model to a classroom. This model is similar to the pioneer model seen if one pictures the Americans moving West, with a variety of ages of students nestled under the care of one teacher. To make this even more manageable, SBCCA has broken up grades 1-12 into four (4) separate "forms" with three (3) year groups in each. A similar approach can be seen in the Ambleside groups school model. This difference in structure allows SBCCA to approach the classroom in multiple unique and edifying ways for our students.

5.4 Admission Requirements – Individual students will be admitted under the headship of their respective parents. As such, the parents of the household must go through an interview process with the elders of Refuge church before their children will be admitted to the school. The Elders reserve the right to disallow enrollment to any family/student for any reason or even no reason.

5.5 Nondiscriminatory policy – SBCCA admits students and families on biblical principles and therefore does NOT discriminate on the basis of race, color, sex, ethnicity, or national origin.

5.6 Student placement and advancement – due to the unique nature and structure of SBCCA, the school recommends that new and incoming students normally be admitted into the appropriate year group according to the age they will turn during the academic

school year. Parents of children with summer birthdays will have the choice to spring forward or fall back to the earlier/later year group as they see fit. This approach works best with SBCCA's "Forms" structure to the school, rather than a typical 1-12 progression. If a parent has concerns about their incoming student's academic performance, the Forms approach works well to provide special attention and nuance without the student falling out of line with their year group or form.

5.7 Tuition – A godly and rigorous Classical Christian education depends on the parents bearing the financial burden of raising their children in the nurture and admonition of the Lord (Eph 6:4). However, as it is the desire of Refuge church to see the children in their congregation given a godly education so they are not swept away by every wind of doctrine (Eph 4), the church's tithe contributions will help offset the financial resources required of the parents. Therefore, all members of Refuge church who are in good standing and are actively tithing (i.e. a true 10% of income) will NOT be required to pay tuition for their children attending the school. It is the hope of Refuge church that this will make a good and godly education more accessible for their children. However, parents will still be responsible for their children's curriculum, books, uniform, and other similar requirements. SBCCA also reserves the right to modify this policy to require reasonable tuition. In such a case, the parents would be provided reasonable advanced notice so that a necessary decision like this wouldn't be "sprung" upon them. The school will annually verify each family's tithe to assure continued commitment to the financial support of Refuge Church and SBCCA.

Non-members who have passed the admission requirements and wish for their children to attend SBCCA will be required to pay tuition for each child in attendance. Tuition will be reassessed and established prior to each academic year.

5.8 Delinquent Tuition - While it is surely a great benefit to parents that Refuge Church is supporting the ministry of SBCCA, it must be stressed that it still costs money to run a godly and rigorous school. This service should NOT be viewed as a free handout but is an actual provision through Refuge church. Also, we know that the laborer deserves his wages (Luke 10:7), and a soldier does not serve at his own expense (1 Cor 9:7). We have also been taught that we should not muzzle an ox when it treads out the grain (1 Cor 9:9), a principle which Paul applies to servants of The Lord deserving financial provision for their labor. Therefore, if the parents of a student have failed to pay tuition (or have fallen behind in their tithing), the Elders/Headmaster (depending on the situation) will request a meeting to discuss a payment plan to re-align with the vision of the school. If this fails, the Elders and headmaster reserve the right to refuse service to this family upon the principle that they have neglected their responsibility in their child's education and fairly compensating a laborer for their service.

5.9 Curriculum, Books, and Tutors – Due to the overarching emphasis on primary sources rather than pre-digested and pre-packaged textbooks, parents will be required to purchase their child's curriculum, to include paying for books and tutors as is necessary.

- 5.10 Retention of Academic Records - SBCCA will maintain appropriate records indicating completion and scoring for each year's requirements.
- 5.11 Uniforms – Students will be required to wear uniforms to SBCCA standards throughout their time at SBCCA. Please refer to the SBCCA uniform policy for any updates year-to-year. This policy will be updated and released with sufficient time to prepare before the school year.
- 5.12 Church Attendance – due to the fact that all education is religious, SBCCA believes its students must be in regular attendance (on average, at least 3 weeks out of a month) at a doctrinally sound, Bible-believing church (defined as a protestant church that affirms the historic creeds of the Christian faith and upholds a biblically sound standard of life and doctrine) in order to fulfill the Ephesians 4 role God intends for the church to play in the student's lives. The school is meant to serve the family, but the sheepfold must also be guided by the shepherds God has assigned.
- 5.13 Church discipline and expulsion – in order to protect the other students and families at SBCCA, the Elders at Refuge church will maintain a warm but firm process of church discipline.
- If a student is found in a Code of Ethics violation, or the family is involved in any other moral concern for church discipline, the Elders of Refuge Church will convene to discern a proper and timely response commensurate with the gravity of the violation. During this time, the Elders reserve the right to suspend the student and/or family from the school gatherings until the concern is resolved. If it cannot be resolved after a reasonable time, the individual and/or family will be expelled from SBCCA.
- 5.14 Academic probation and expulsion - In order to maintain academic standards, SBCCA will follow a generous process for academic discipline, understanding that the parents of each child are finally responsible for bearing the burden of their child's success or failure. Should this process, which is intended to be warm and rich in communication, fail to bring the student back to academic standards, the student will be expelled from the school. Therefore, if a student is struggling to perform academically, the school will follow this process: teacher will inform parents of the nature of the situation to allow them to address the concern, teacher will have a formally documented discussion with parents with the headmaster or an elder present, student will be placed on academic probation for a period of time in which a parent will be required to be present in the student's classroom. If these steps do not resolve the nature of the problem, the individual student will be expelled from SBCCA.
- 5.15 Grievance and complaint procedure – any grievance or complaint that cannot be handled informally should be submitted through the formal complaint process. Depending on whom the complaint is made against, it can be submitted either to the Headmaster or to the Executive pastor or Refuge Church. For complaints against a student, another

- parents, or a teacher, the complaint should be submitted formally in written email to the Headmaster. For complaints against the Headmaster, the complaint should be submitted formally in written email to the Executive elder of Refuge Church. Each formal complaint will entail a confirmation of receipt within one (1) business day and a response within a reasonable amount of time.
- 5.16 Inclement Weather – In the case of inclement weather, the administrative staff will send out an alert on SBCCA’s social media website(s). This will clarify whether the school day is canceled or has a delayed start.
- 5.17 Extracurricular Activities – At this time, SBCCA will NOT host any formal extracurricular activities (e.g. sports).
- 5.18 Field Trips and Transportation – SBCCA plans to take afternoons out on a regular basis to get the students outdoors and engage in a nature walk or other related activities. SBCCA is still working out details concerning transportation and supervision.
- 5.19 Fundraising and Gifts made out to SBCCA – For the time being, all donations directly to SBCCA must be made through Refuge Church with special designation for SBCCA.
- 5.20 Legal requirements – SBCCA will abide by all reasonable legal requirements.
- 5.21 Health Records (including Vaccinations) – Vaccinations will NOT be required to attend SBCCA. However, the state of Utah does require some record of vaccinations to be maintained by the school. Therefore, religious exemption papers will be required for those who choose not to vaccinate their children.
- 5.22 State or Federal Interference– Along with the elders of Refuge church, SBCCA foresees possible near-term opportunities to agree with Acts 5:29 where we must obey God rather than men. Given such opportunities, SBCCA will do its best to be clear with its stance and communication throughout.
- 5.23 Sex Education – SBCCA is intent to keep education concerning sexual relations within the authority of the home as much as possible. Naturally, these types of conversations will come up in the student’s study of biology and any secular or biblical works that incidentally reference sexual relations. However, SBCCA will not cultivate an inappropriate familiarity concerning these topics and defers any formal treatment to the parents at home.
- 5.24 Sick Children – A child who is sick will be presumed to have an “excused” absence and should NOT be brought into school. Please follow your doctor’s guidance in determining if it is safe for the child to be around others.

- 5.25 First and Second Lunch expectations – Students are expected to have “brown bag” lunches (or equivalent) provided from home by their parents. First lunch will be the lunch time for Primary school students, and Second lunch will be the time for Secondary school students. Please reference the school schedule for specific start/stop times.
- 5.26 Nursery – SBCCA will not provide any formal nursery service to families. However, if some nursery service is desired, SBCCA can provide a room for such service, and it is encouraged that the parents work together to form some kind of rotating schedule by which they share those duties.
- 5.27 Ages 1-6 Recommendations - SBCCA has chosen to start formal schooling with students who are turning 7 years old. Of course, this is not when education itself actually starts. In fact, Aristotle claimed that babies are being habituated even while in the mother’s womb! With this in mind, SBCCA will use this section to set forth the expectations and recommendations for children before they come for formal training at SBCCA.

First and foremost, this time is perhaps the most important period of a child’s life at home with their parents. This time period will provide a strong foundation for the child, one way or another. This is why SBCCA does not want to start any earlier than necessary. It is at home in this time that they learn to obey, to talk, to play respectfully, to share, and for many, to read and write. In keeping with the understanding that the school is commissioned by the parents to help teach the children, SBCCA does NOT want to cultivate a dichotomy where all the “schooling” occurs at SBCCA and nothing at the home. This should never be the case, even up through graduation from SBCCA - all of life is spent educating your child. With this in mind, SBCCA is going to list various categories of “training” along with recommended goals and possible resources. This is NOT a comprehensive list, nor is it a dogmatic selection. This is meant as an aid to families who may wish to learn more about what they can do at home before their child starts school in year 7. See Appendix 1.

## 6 Classroom Operations

- 6.1 Teacher Expectations – Teachers will share their regular office hours and best point of contact with the parents/guardians of their students no later than the first day of school. Email will be the default means of regular communication, but please ensure adequate time for response.
- 6.2 Parental Expectations – Parents will be needed to help in the classroom on a regular basis, especially for students of primary school ages. This will be important in order to facilitate verbal, dictated, and written narrations. Help will also be needed outside of the classroom, including (but not limited to) debate, performance, feasts, and field trips.

6.3 Curriculum – The SBCCA curriculum was developed under the guidance of the headmaster with the oversight of the Elders. Students will have primary readings which are required curriculum for class and secondary readings from which a student will choose throughout the quarter, depending on their interests. Students are expected to have all copies of their texts no later than the first day of the school.

6.4 Classical Languages – SBCCA has taken a unique stance on classical languages, at least as it is found in 21st Century America. Both Koine (biblical) Greek and Classical Latin will be taught to the students.

In general, students will have regular bible memorization in English, Greek, and Latin (using the same verse/chapter) week-to-week throughout their 12 years at SBCCA. The mechanics of literacy (to include pronunciation, reading, and writing) for Greek and Latin will be the focus of Form 1 in years 7-9. In addition to the regular memorization, formal grammar will be added for Greek in Forms 2 and 3, with Latin in Form 4.

6.5 Discipline – Any core code of ethics violation will require the student to go for an office visit with the headmaster. At that point, a determination will be made whether the offense requires the church discipline process through the Elders of Refuge Church.

6.6 Corporal Punishment – SBCCA will NOT utilize corporal punishment but will continue in clear, timely, and specific communication with the parents who may choose to deal with this sensitive subject as they see fit.

6.7 Attendance – Students are expected to be in attendance each day that SBCCA is in session. Missing any portion of the pre-lunch or the post-lunch period will count as a half-day missed. Unexcused absences will result in a call home from the teacher or headmaster. Excessive absence, excused or unexcused, will require some form of follow up with the leadership of the school (on a case-by-case basis).

6.8 Tardy – Students are expected to be on time for classes each day. Students will be counted “tardy” if they are not in the classroom by the scheduled start time of class each day.

6.9 Homework policy – The Primary school teachers will not assign homework—both because it is unnecessary at this age, and because there are more important things for children to spend their time developing at this age. Students in the Secondary school may be required to have some homework due to the high output required at this stage in their education. However, the one teacher model helps safeguard against abuses in this regard since the teacher knows everything which has been assigned to a student. The overall cultural richness that accompanies a classical education includes various activities like singing, reading, exploring, and enjoying the true, good, and beautiful in their free time. Therefore, it is important to model this behavior even before adult life. The main emphasis

for engagement outside the classroom will consist of readings, especially through the secondary readings.

6.10 Grading and Exams – The way one measures aptitude in a subject will vary widely depending on the subject and will speak volumes to how the teacher views the student and education in general. Some of the hard sciences will have clear grades including “pass/fail” whereas subjects like the humanities will not. For example, a history reading might be followed with “tell me everything you know about Christopher Columbus” rather than a list of 10 decontextualized and prefabricated questions with precise right or wrong answers. One must further ask what our purpose is in assigning grades. Primarily, grades are a communication tool. They convey one’s level of mastery and competence in a subject. Therefore, SBCAA teachers will provide direct, specific feedback on a child’s progress in his various disciplines. Less emphasis should be placed on letters and percentages, with far more focus on what it is that grades are meant to communicate in the first place: mastery and progress. Grades will not stop short with subjects only but will also extend to moral and mental habits. We do not want teachers who “teach to the test” or students who only care about a grade, so our metrics and grading practices will reflect these principles.

6.11 Learning Disabilities – SBCCA does not have the capacity to attend to students with serious learning disabilities. However, the structure of the school and the classroom does allow an individual parent to shepherd their disabled child in the classroom, listening for the group portions and mirroring the individual work periods. We acknowledge that God has given students different paces and abilities. SBCCA’s model works well with that in mind.

6.12 Cell phones and other technology – Cell phones and other electronic devices will not be allowed at SBCCA during school day hours. Any electronic devices should be left at home or must be checked in to the teacher immediately upon arrival.

7 Frequently Asked Questions - TBD

Appendix 1 - TBD

Appendix 2 - TBD