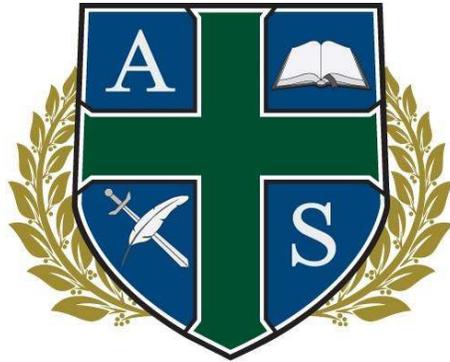


Augustine Upper School Handbook 2018-19



Dear Upper-School Families:

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

Yours in Christ,

Seth Drown
Dean of the Upper School

Contents

The Augustine School Vision Statement	4
What Do We Mean by This Vision Statement?	4
The Augustine School Graduate.....	6
Upper School Faculty	7
Teaching Assignments and Faculty Contact Information for 2018-19.....	9
Dr. Seth Drown (sdrown@augustineschool.com).....	9
2018-19 Schedule of Classes	10
6 th Grade	10
7 th Grade	11
8 th Grade.....	11
9 th Grade	12
10 th Grade.....	12
11 th Grade	13
12 th Grade	13
Academic Policies.....	14
Attendance, Punctuality, and Breaks.....	14
Honors and Non-Honors Tracks	14
Homework.....	15
Philosophy.....	15
Guidelines	15
Late Homework.....	15
Homework and Proficiency	15
Academic Probation Policy for Upper School	15
Promotion	16
Calculating GPA	16
Code of Conduct and Discipline	17
General Discipline	17
School-Wide Rules	17
Discipline Procedures.....	18
“Low-Level” Reminders.....	18
The Goal of Discipline.....	19

Discipline Policy Implementation.....	19
Student Drivers and Punctuality	19
Electronic Devices	20
Romantic Relationship Policy.....	20
Student Drivers	21
Opening Assembly and Homeroom	22
The House System.....	22
Special Events and Opportunities	22
Special Activity Week.....	22
Recitation	22
Service Requirement.....	23
Upper School Retreat.....	23
Upper-School Fall and Spring Field Days.....	23
High School Spring Social	23
Upper School Film Series	23
Edwards Colloquium on Practical Christianity	23
High School Dance	23
Organization and Goal-Setting.....	23
Christian Education and Leisure: How Should Christians Live?	24
Food and Drink.....	26
Lockers	26
Communication.....	26
Syllabi	26
Sycamore.....	26
Email.....	26
Formal reports	26
Courses for 2017-18.....	27
Upper School Parent and Student Agreement	29

The Augustine School Vision Statement

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

What Do We Mean by This Vision Statement?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Augustine School Graduate

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

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

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

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

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

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

. . . has studied and mastered both classical languages,

. . . has mastered the mathematical sciences through calculus,

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

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

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

Are you seeking to be that kind of person?

Upper School Faculty

Seth Drown

Humanities

B. A., Lambuth University

M.A., Eastern Kentucky University

Ph.D., Indiana University

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

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

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

Joshua Edgren

Math/Science

B.S., Union University

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

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

Mindy Essary

Music

B.A., Union University

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

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

Abby Helms

Art

B.A., *Union University*

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

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

Kevin Vailes

Humanities

B.A. , *Union University, cum laude*

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

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

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

John Winfree

Humanities

B.A., *Union University*

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

Quote: "It brings me great joy to be a part of an institution like the Augustine School and not just because I am allowed to teach my favorite book, Lord of the Rings. I have been a distant admirer of Augustine for some time. Last year, I was able to become a part of the school by filling in as a substitute teacher. During that time, I began to

further appreciate the school, not only because of the content of what is taught, but primarily because of its commitment to the formation of virtuous and wise students. It is my honor to join alongside you, the parents, and assist you in developing your children into young men and women who love the God and seek to honor him in all they do.”

Adam Lang

Upper School Math and Sciences
B.S., Union University

Mr. Lang moved to Jackson 6 years ago from Kansas City, Kansas to pursue a degree in Biology at Union University. He graduated in 2016 and has been working at Augustine School since 2017. He taught as a substitute in Upper and Lower School two years ago and also worked in the Afternoons and Extended Care programs, and last year taught in both the Lower and Upper School. He and his wife, Jenna, enjoy all things outdoors, taking long walks, reading good books, cooking with friends, and playing with their son, Emerson.

Quote: "It brings me great joy to be a part of an institution like Augustine School. Over the course of my own education, I have seen the value of the classical method for teaching children how to think and how to learn, and I greatly admire Augustine School's commitment to form not only intelligent students but wise and virtuous students as well. Over the last year two years I've been consistently impressed by the fruit of the schools labor in your children, and it is my honor to join alongside you, the parents, and to assist you in developing your children into young men and women who not only have all the skills they need to succeed but to form them into young men and women who love the Lord and seek to honor Him in all that they do."

Tammie Van Neste

Upper School Math and Grammar
B.S., Union University
M. Ed., University of Memphis

Mrs. Van Neste is a graduate of Union university where her husband now teaches in the School of Theology and Missions. They have six children whom they homeschooled for years, three of whom are now at Union, and three of which are at Augustine School.

Quote: "I feel teaching is my calling. Thank you for entrusting me with your children. Please know that I am here for your children and also for you. Please do not hesitate to contact me with questions and concerns as the year progresses. I look forward to working with you."

Mr. Fulkes

Bio forthcoming

Teaching Assignments and Faculty Contact Information for 2018-19

Dr. Seth Drown (sdrown@augustineschool.com)

9th/10th Medieval Literature, History, and Thought

11th/12th Modern Literature, History, and Thought
11th/12th Rhetoric
11th Systematic theology

Mr. Joshua Edgren (jedgren@augustineschool.com)

7th/8th History of Science and Physical Science
11th/12th Pre-calculus
9th/10th Algebra 2
12th Physics
Lower School Boy's PE (Battlemasters)

Mrs. Mindy Essary (sing2Lord@aol.com)

Music

Mrs. Abby Helms (ahelms@augustineschool.com)

Art

Mr. Kevin Vailes (kvailles@augustineschool.com)

Latin III
7th Latin
10th U.S. History
6th Literature/history
4th Latin
5th Latin

Mr. John Winfree (jwinfree@augustineschool.com)

7th/8th Grammar/Logic/Rhetoric
7th/8th History and Literature
8th Latin
7th/8th Bible
Greek I

Mrs. Tammie Van Neste

6th Math
Pre-algebra
6th grammar

Mr. Adam Lang (alang@augustineschool.com)

Latin I
9th/10th Biology
11th Biology
Algebra I
6th science

2018-19 Schedule of Classes

NOTE: The schedules below are tentative. They may change a bit before the beginning of the school year.

6th Grade

Period	Time	Class	Room	Teacher
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Homeroom/ Opening Assembly	7:35-8:25	Homeroom/Opening Assembly	1a	Mr. Lang
1	8:30-9:15	Grammar (MTF) Art (R) Music (W)	7 Art room Music room	Mrs. Van Neste Mrs. Helms Mrs. Essary
Break	9:15-9:20	Break		
2	9:20-10:10	Lit/history/writing	1b	Mr. Vailes
Break	10:10-10:15	Break		
3	10:15-11:00	Math	7	Mrs. Van Neste
Lunch	11:00-12:00	Lunch		
4	12:00-12:50	Latin/Bible (MWF) Lit/history/writing (TR)	7 1b	Mr. Fulkes Mr. Vailes
Break	12:50-12:55	Break		
5	12:55-1:40	Latin/Bible	7	Mr. Fulkes
Break	1:40-1:45	Break		
6	1:45-2:30	Science	1a	Mr. Lang

7th Grade

Period	Time	Class	Room	Teacher
Homeroom/ Opening Assembly	7:35-8:25	Homeroom/Opening Assembly	2	Mr. Winfree
1	8:30-9:15	GLR (MWF) Art (T) Music (R)	2 Art room Music room	Mr. Winfree Mrs. Helms Mrs. Essary
Break	9:15-9:20	Break		
2	9:20-10:10	Pre-algebra	7	Mrs. Van Neste
Break	10:10-10:15	Break		
3	10:15-11:00	Lit/History	2	Mr. Winfree
Lunch	11:00-12:00	Lunch		
4	12:00-12:50	Lingua Latina II	1b	Mr. Vailes
Break	12:50-12:55	Break		
5	12:55-1:40	Science	3	Mr. Edgren
Break	1:40-1:45	Break		
6	1:45-2:30	GLR/Bible	2	Mr. Winfree

8th Grade

Period	Time	Class	Room	Teacher
Homeroom/ Opening Assembly	7:35-8:25	Homeroom/Opening Assembly	2	Mr. Winfree
1	8:30-9:15	GLR (MWF)	2	Mr. Winfree

		Art (T) Music (R)	Art room Music room	Mrs. Helms Mrs. Essary
Break	9:15-9:20	Break		
2	9:20-10:10	Algebra I	1a	Mr. Lang
Break	10:10-10:15	Break		
3	10:15-11:00	Lit/History	2	Mr. Winfree
Lunch	11:00-12:00	Lunch		
4	12:00-12:50	Lingua Latina II	2	Mr. Winfree
Break	12:50-12:55	Break		
5	12:55-1:40	Science	3	Mr. Edgren
Break	1:40-1:45	Break		
6	1:45-2:30	GLR/Bible	2	Mr. Winfree

9th Grade

Period	Time	Class	Room	Teacher
Homeroom/ Opening Assembly	7:35-8:25	Homeroom/Opening Assembly	3	Mr. Edgren
1	8:30-9:15	Biology	1a	Mr. Lang
Break	9:15-9:20	Break		
2	9:20-10:10	Algebra II	3	Mr. Edgren
Break	10:10-10:15	Break		
3	10:15-11:00	U.S. History	1b	Mr. Vailes
Lunch	11:00-12:00	Lunch		
4	12:00-12:50	Medieval Lit/Thought	4	Dr. Drown
Break	12:50-12:55	Break		
5	12:55-1:40	Latin I	1a	Mr. Lang
Break	1:40-1:45	Break		
6	1:45-2:30	Bible (MWF) Art (T) Music (R)	2 Art room Music room	Dr. O'Kelley Mrs. Helms Mrs. Essary

10th Grade

Period	Time	Class	Room	Teacher
Homeroom/ Opening Assembly	7:35-8:25	Homeroom/Opening Assembly	3	Mr. Edgren
1	8:30-9:15	Biology	1a	Mr. Lang

Break	9:15-9:20	Break		
2	9:20-10:10	Algebra II	3	Mr. Edgren
Break	10:10-10:15	Break		
3	10:15-11:00	U.S. History	1b	Mr. Vailes
Lunch	11:00-12:00	Lunch		
4	12:00-12:50	Medieval Lit/Thought	3	Dr. Drown
Break	12:50-12:55	Break		
5	12:55-1:40	Latin II or Latin III or Greek I	6 1b 2	Dr. O'Kelley Mr. Vailes Mr. Winfree
Break	1:40-1:45	Break		
6	1:45-2:30	Bible (MWF) Art (T) Music (R)	2 Art room Music room	Dr. O'Kelley Mrs. Helms Mrs. Essary

11th Grade

Period	Time	Class	Room	Teacher
Homeroom/ Opening Assembly	7:35-8:25	Homeroom/Opening Assembly	4	Dr. Drown
1	8:30-9:15	Rhetoric	4	Dr. Drown
Break	9:15-9:20	Break		
2	9:20-10:10	Modern Lit/History/Thought	4	Dr. Drown
Break	10:10-10:15	Break		
3	10:15-11:00	Biology	1a	Mr. Lang
Lunch	11:00-12:00	Lunch		
4	12:00-12:50	Pre-calculus	4	Mr. Edgren
Break	12:50-12:55	Break		
5	12:55-1:40	Latin II or Latin III or Greek I	6 1b 2	Dr. O'Kelley Mr. Vailes Mr. Winfree
Break	1:40-1:45	Break		
6	1:45-2:30	Bible (MWF) Art (R) Music (T)	4 Art room Music room	Dr. Drown Mrs. Helms Mrs. Essary

12th Grade

Period	Time	Class	Room	Teacher
Homeroom/ Opening Assembly	7:35-8:25	Homeroom/Opening Assembly	4	Dr. Drown

1	8:30-9:15	Rhetoric	4	Dr. Drown
Break	9:15-9:20	Break		
2	9:20-10:10	Modern Lit/history/thought	4	Dr. Drown
Break	10:10-10:15	Break		
3	10:15-11:00	Physics	3	Mr. Edgren
Lunch	11:00-12:00	Lunch		
4	12:00-12:50	Pre-calculus	3	Mr. Edgren
Break	12:50-12:55	Break		
5	12:55-1:40	Latin II or Latin III or Greek I	6 1b 2	Dr. O'Kelley Mr. Vailes Mr. Winfree
Break	1:40-1:45	Break		
6	1:45-2:30	Bible (MWF) Art (R) Music (T)	2 Art room Music room	Dr. O'Kelley Mrs. Helms Mrs. Essary

Academic Policies

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

Attendance, Punctuality, and Breaks

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

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

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

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

Honors and Non-Honors Tracks

Beginning in 9th grade, Augustine School students may choose between two levels of difficulty for most of their classes: honors level or non-honors level. These levels will not involve different classes, but will

involve different workloads and expectations within the same class. The honors level will be similar to what we have done in the past. The non-honors level will feature less work and easier tests. The honors level will feature an additional half-point weight to the grade of the class (i.e. a 3.5 unweighted would be a 4.0 weighted). In order to graduate with an honors diploma, students must take and pass at least 16 credit hours of honors level courses. Students will have until the first mid-quarter progress report (approximately four weeks) to make their decision about which level to take.

Homework

Philosophy

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

Guidelines

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

Late Homework

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

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

Homework and Proficiency

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

Academic Probation Policy for Upper School

1. Students are required to maintain at least a 1.5 Grade Point Average (GPA) throughout the school year and have a cumulative GPA of at least 1.5 in order to promote to the next grade level;
2. Grade Point Averages (GPA's) for each student will be calculated at the end of each quarter;
3. If a student's GPA is below 1.5, the student shall be placed on academic probation, and a parent-teacher conference will be arranged;
4. A student who has been placed on academic probation may not participate in extracurricular activities during the following quarter.
5. If at the end of the next quarter the student's quarterly GPA has not risen to at least 1.5, that student's record will be reviewed by the Dean of Academic Affairs. The Dean will then determine whether or not to expel the student.
6. Promotion of a student to the next grade level will be determined by the final GPA which will be an average of the two semester GPA's.
7. Students who have maintained a GPA of 1.5 or greater but have failed (< 70% average) one or more classes will be referred to the Dean of Academic Affairs for determination of whether or not promotion may be granted.

Promotion

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

Calculating GPA

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

Quarter Averages:

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

This example will illustrate:

Math	1 credit	x	A(4.0) = 4
English	1 credit	x	B(3.0) = 3
Bible	0.5 credit	x	A(4.0) = 2
Choir	0.5 credit	x	A(4.0) = 2
History	1 credit	x	C(2.0) = 2

Science	1 credit	x	B(3.0) = 3
Latin	<u>1 credit</u>	x	<u>B(3.0) = 3</u>
Total:	6 credits		Total = 19

19/6 = 3.17 GPA

Code of Conduct and Discipline

General Discipline

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

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

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

School-Wide Rules

- Students should cooperate, using basic Christian standards of behavior and conversation.
- Students should not talk back or argue with teachers or staff. Prompt and cheerful obedience is expected.
- Running, rough-housing, and boisterous speech are prohibited in the building.
- Neither gum nor electronic devices are allowed in the building (unless permission has been given by the appropriate authority).
- Students should avoid the off-limits areas of the building and grounds
- Students should treat all the school’s materials and facilities with care.
- Students should obey promptly (Hebrews 13:17). It is expected that children will obey immediately without reminder. Children should have a respectful attitude and make attentive eye contact with the person giving instruction.

- Students should obey cheerfully (1 Thess. 5:18). It is expected that children will obey with a thankful attitude. Grumbling, grimacing expressions, sighing, and non verbal complaining will be addressed.
- Students should exercise diligence in work (Eph. 6:6,7). It is expected that children will be hard workers. Their work should give evidence of neatness, precision, and strong effort. They should be focused on, attending to, and engaged in the task given. Assignments should be completed.
- Students should display consideration, kindness, and compassion (Eph. 4:29, 32). It is expected that children will treat everyone with kindness in action and in speech. Harsh words and harmful behavior will be addressed.
- Students should speak with honesty and edification (Eph. 4:25, Ps. 19:14). It is expected that children will speak honestly without rationalization or excuse. Gossip, slander, “tattle tales” will be addressed. Children will be encouraged to speak directly with the person with whom they have a concern and to model the biblical principle of Matthew 18.
- Students should exercise control (Proverbs 25:28). It is expected that children will control their tongues and actions. Children will be encouraged to speak at appropriate times and to control their bodies.
- Students should display order (1 Cor. 14:40). It is expected that the children will take an active part in maintaining their personal belongings (desks, school boxes, etc) and school’s appearance. It is expected that the children demonstrate orderly behavior when in groups. Children will be encouraged to line up, walk in the hallways, sit in assembly, raise hands, etc., in an orderly manner.

Discipline Procedures

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

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

“Low-Level” Reminders

In the upper school, the primary low-level “reminder” tool we have available is to take off points from the student’s house (see below for information about the house system). This is used for things like uniform infractions, punctuality, organization, and minor self-control issues.

The Goal of Discipline

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

Discipline Policy Implementation

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

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

Purposes:

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

Student Drivers and Punctuality

The following discipline sequence will be used to encourage student drivers to arrive on time:

1. Roll is taken at 7:55. If students are not inside the high school area at that time (unless they have permission to be elsewhere), they are tardy.
2. If student drivers are absent at 7:55, they receive the following consequences:
 - a. First offense: cannot drive next day
 - b. Second offense (within two weeks of first offense): cannot drive for next two days.
 - c. Third offense (within two weeks of second offense): cannot drive for the next week
 - d. Fourth and other offenses (within two weeks of previous offense): a week is added to the penalty
 - e. For every two weeks, the student is on time, he can work his way back down the ladder of offenses.
3. If a student's parent requests a delay of the penalty, the penalty may be postponed one day.
4. If students drive when they are not supposed to, their driving privilege will be revoked for a month and they may face suspension

Electronic Devices

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

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

Romantic Relationship Policy

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

also a great source of temptation and will become an opportunity to sin if it is not daily submitted before the throne of Christ.

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

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

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

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

Student Drivers

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

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

See "Student Drivers and Punctuality" above for more information.

Opening Assembly and Homeroom

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

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

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

The House System

Augustine started the house system in 2017. House systems are long tradition in British schools, and grown increasingly common in classical Christian schools. Houses create smaller communities within the larger community that provide opportunities for fellowship, mentoring, and leadership. Each house is overseen by a faculty member and led by student officers. We currently have four houses named after four regions from *The Lord of the Rings*: Gondor, Rivendell, Rohan, and Shire. Each student is assigned to one of these houses upon entering upper school. Students in the houses engage in service projects, compete in various competitions (athletic, academic, etc.), and enjoy fellowship and fun together.

Special Events and Opportunities

Special Activity Week

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

Recitation

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

Service Requirement

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

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

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

Upper School Retreat

Each year, we like to have some activity near the beginning of the year that helps the students grow closer as a community.

Upper-School Fall and Spring Field Days

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

High School Spring Social

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

Upper School Film Series

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

Edwards Colloquium on Practical Christianity

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

High School Dance

Each year, the high school has at least one dance. The style of dancing is “contra-dancing” a form of English folk dancing similar to American Square Dancing. High School students will have dance practice on the third Thursday of the month during lunch.

Organization and Goal-Setting

In the upper school we teach a basic organizational system that consists of a three-ring binder divided into sections for each class. All handouts are three-hole punched so that they easily fit into the binders. We train students in this system and remind them of it regularly. We cannot make a habit of making duplicate copies of handouts because students failed to keep up with the copies they were initially given. Students will be evaluated on organization via a binder grade and can be disciplined for being too messy and unorganized (see “School-Wide Rules” above, especially “displays order.”)

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

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

Christian Education and Leisure: How Should Christians Live?

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

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

The Christian life should be a beautiful one. Others should see how we live and want to have that kind of life. We should exude and practice a confident peace and resting in God’s goodness and mercy, even in times of stress. We should work hard “as to the Lord” (Col. 3:23) within our natural limits, and certainly in times of great crisis or emergency, we should be willing to give all and trust that the Lord will

sustain us even beyond our natural limits. But our daily lives should be characterized by the peace and calm of those who are confident that God is good and in control.

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

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

The greatest example of this way of life is Jesus Himself, who—although there were endless lines of people to be taught and healed and fed and ministered to—frequently went away from the crowds and from his earthly duties for a time to rest, to study, to pray, and to refresh Himself, and often required his disciples to do the same (Matt. 14:13; 26:36; Mark 6:31; Luke 5:16; 9:10; John 6:1).

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

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

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

During the recess and lunch break students can choose from a variety of ways to use that time. They can play outside (weather permitting) during the first part of the break. They can sit (outside or inside)

to talk, read, or study. They can just sit and think. We will take the last few minutes of the time to clean up (learning to be good stewards) and get ready for the next class.

Food and Drink

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

Students may bring a lunch from home or sign up for the hot lunch program offered through Schoolhouse Fare.

Lockers

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

Communication

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

Syllabi

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

Sycamore

Sycamore is our school management system. Parents can check their student's grades and find out important class information. Every parent should receive instructions for creating an account. If not, please check with the office. Teachers will strive to post a weekly newsletter on their class page that gives an overview of the week to come and any homework assignments each afternoon. However, students are responsible for writing homework assignments down.

Email

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

Formal reports

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

Progress Reports

Given roughly halfway through each quarter, these reports provide a general idea of how the student is progressing.

Report cards

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

Parent-Teacher Conferences

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

Yellow cards

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

Uniform reminders

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

Courses for 2017-18

Latin/Greek

- 6th grade: Begin *Lingua Latina*
- 7th/8th Grades: Work through as much of *Lingua Latina I* and *II* as possible.
- Latin I: *Latin for the New Millennium I*
- Latin II: *Latin for the New Millennium II*
- Latin III: *Caesar's Conquest of Gaul* and *Virgil's Aeneid*
- Greek I: *Mounce's Biblical Greek*

Science

- 6th life-science emphasis, nature of science
- 7th/8th grade: History of Science and Physical Science
- 9th-11th grades: biology
- 12th grade: advanced physics

Bible and Theology

- 6th grade: Biblical Theology (epistles)
- 7th/8th grade: Biblical Theology (Old Testament)
- 9th/10th grades: Biblical theology
- 11th grade: systematic theology
- 12th grade: Biblical theology

Grammar/Logic/Rhetoric

The upper-school sequence for 2017-18 is as follows

- 7th/8th-grades: advanced grammar (phrases, clauses, and verbals, diagramming), maxim writing, and Logic I and II
- 9th-grade: Grammar review; sentence, paragraph and essay writing; summary and research writing; informal fallacies
- 11th-12th grade: Research and analytical/argumentative writing; style guides

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

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

- 6th grade: *The Lord of the Rings* and modern history
- 7th/8th grades: ancient and medieval literature and history
- 9th/10th grades: Medieval Literature and thought; U.S. History
- 11th/12th grades: modern literature, history, and thought

Music

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

PE (6th-8th)

- PE credits are earned by participating in an intramural (house system) or extramural sport.

Math

- 6th grade: Math in Focus
- 7th grade: pre-algebra
- 8th grade: algebra I
- 9th-10th grade: Algebra II
- 11th/12th: pre-calculus

Visual Art

- History and appreciation
- Theory and practice

Homeroom

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

Upper School Parent and Student Agreement

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

I the undersigned have read the Upper-School Handbook* for 2018-19 and agree to abide by these policies while seeking to glorify God in all that I say, think, and do.

Student _____ Date _____

Student _____ Date _____

Student _____ Date _____

Student _____ Date _____

Parent _____ Date _____

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