



character • faith • knowledge

*Policies, Procedures, &  
Information Guide*

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## **Introduction**

Dear Parents, Students, and Friends,

It is with tremendous excitement that I welcome you to Acacia Academy. By the grace of God we are continuing a great adventure that educates Kokomo children in a Classical Christian school focused on God's truth, goodness, and beauty. Acacia is a place that partners with parents to provide rigorous curriculum and a nurturing environment. The school strives to develop character and promote a love of learning for a lifetime of glorifying God and enjoying Him forever.

For the children...

Children are our greatest responsibility. As we look to the future, we do not know which careers will be in demand or what problems our children will have to face. However, today we have an opportunity to help these precious minds to develop into independent thinkers with the faith, wisdom, character, and capability to learn what will help them deal with the challenges of the future. We believe a Classical Christian school is the best tool for providing such an education.

Although Acacia is committed to educating each individual student, the primary responsibility for education rests upon the parents to whom children are entrusted by God. Acacia deeply affirms the family as an integral part of the educational process and therefore expects the active partnership with families in the life of the school.

Our desire is to create a nurturing and challenging environment which heightens curiosity and enhances creativity, producing a love of learning and academic success. This environment will also encourage each student to develop character which reflects the person of Christ, resulting in a lifestyle of service to his/her family, community, nation and world. It is our intention that Acacia students will grow to be men and women of faith, integrity, intelligence, and character.

Children will also be able to diligently learn in an environment of love, kindness, grace, and joy, within the secure boundaries of a nurturing community.

This handbook seeks to articulate the philosophy and policies of Acacia Academy that guide our program and community life. Our leadership and faculty eagerly anticipate the Lord's work in our community and in the growth of your students this coming year.

Thank you again for the privilege and responsibility of working with your children.

Rob Hoshaw  
Acacia Academy Head of School



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### **Mission Statement**

Acacia Academy cultivates character, faith, and knowledge by means of an excellent classical Christian education.

### **Portrait of a Graduate**

Each student will possess:

- Academic excellence and tools for a life of learning
- Knowledge, appreciation, and love of truth, beauty, and goodness
- A character marked by grace and virtue
- A well-reasoned biblical worldview

### **Portrait of the Staff**

Acacia Academy will be comprised of a staff committed to God's mission for this school.

- Each staff member mentors students by modeling a love for learning and a Christ-centered integration of heart and mind, growing in grace and knowledge of God.
- Each staff member loves children in word and deed, ascribes to the statement of faith and supports the mission of Acacia.
- Each teacher is a gifted and diligent Classical learning instructor who understands and appreciates the developmental stages of children.
- Each teacher embraces the educational philosophy of the school and is wholeheartedly committed to the integrated curriculum.
- Each staff member will partner with parents to optimize the education experience for the families of Acacia Academy.
- Each staff member will integrate service to the community with classroom curriculum.

### **Statement of Faith**

In addition to receiving the Apostle's and Nicene Creeds as classical statements of the Christian faith, we affirm the following:

- God: The all-powerful, all-loving, all-holy One exists eternally as Father, Son, and Holy Spirit
- Scripture: The Old and New Testaments, being inspired by the Holy Spirit, are the unfailing, authoritative, written Word of God
- Creation: In love, God created all things; declared them good; formed Man, male and female in His image; and commissioned them to cultivate and care for the world entrusted to them
- Fall: Trading truth for deception, Man sold himself and all posterity to the Evil One and introduced sin and death into the entire created order
- Redemption: Our Lord Jesus Christ, fully human and fully God, by his sinless life, death, and resurrection, overcame sin and death and accomplished the redemption of the world. By grace, He offers eternal life to all who turn from their sin and trust him alone for their salvation
- Restoration: The Holy Spirit gifts and empowers His people for service in His world and draws them together in unity



The following Core Principles have been adopted by the Acacia Academy Board of Directors and will be used to drive the strategies, policies, and procedures for the school.

### **Christian**

- Foundation: Acacia is founded upon God’s ultimate, perfect, and unchanging truth, goodness, and beauty as expressed in the Scriptures, through nature, and through the person of Jesus Christ.
- Christ-centered: Acacia is a Christ-centered school. The centrality of the person Jesus Christ, living both in history and through faith in our lives, impacts every aspect of the life of the school including what is taught, how it is taught, and how individuals conduct themselves.
- Biblical worldview: Acacia will train students in Christian discipleship, integrating a Biblical worldview, to have zeal for serving God and transforming the society in which they live.
- Christian community: To accomplish its mission, Acacia must have an atmosphere of love, kindness, forgiveness, orderliness and joy; in essence, a Christian community. A school culture will be promoted in which misconduct is not acceptable, students recognize and respect authority, an excited love of learning is fostered, and reconciliation across societal boundaries is practiced.

### **Classical**

- Trivium: Acacia will employ classical education methods: organized learning that is compatible with the stages of development of the children and emphasizes the grammar (knowledge), logic (understanding), and rhetoric (expression) skills necessary to launch young men and women on a lifetime journey of growth and learning.
- The Great Conversation: Students will pursue a mastery of language by utilizing classic written works by great authors from original sources along the continuum of history (The Great Conversation) and by studying core languages including Latin and English.
- Integration of subjects: The school will supply a liberal education that emphasizes the connectivity and context of subjects: the interrelationships of art, history, music, language, philosophy, mathematics, and science.

### **Parental Involvement**

- Partnership with parents: Acacia recognizes that the foremost responsibility of the education of children lies with the parents or persons acting in the place of parents. As such, faculty and staff of Acacia enter into a deliberate partnership with parents in the educational process of their children spiritually, intellectually, physically, emotionally, and socially.



## **Learning Environment**

- Exemplary leadership: All those who teach or who are in a position of authority at Acacia will follow Christ and inspire excellence in each student.
- Teaching methods: Teachers will utilize mind-building teaching methods including narration, chants, nature study, short lessons, objective student evaluations, and minimal homework.
- Class size: Meaningful teacher-student relationships and appropriate individualized attention will be enhanced by using small class sizes.
- Individualized learning: Acacia seeks to accommodate flexible learning rates and styles. Decisions about school entry age and retention, readiness for enrichment, testing and evaluation are made in recognition that each student has special gifts and contributes in various ways.
- Habits: Acacia will promote the development of character-building habits: Attention, Obedience, Respect, Responsibility, Reconciliation, Reverence, Reflection, Thoroughness, Punctuality, Service, Self-control, and Integrity.

## **Community Collaboration**

- Schools: Acacia will seek to build bridges not walls between all schools and places that educate children.
- Businesses and organizations: The staff and directors will establish relationships within the local community for mutual learning.
- Christian community: The leadership of Acacia will exemplify the body of Christ through cooperation with Christian groups.
- Service learning: Acacia teachers will integrate service to the community with classroom curriculum.
- Accessibility: Acacia will strive to be accessible to families of all income levels through need-based financial assistance.

## **Philosophy of Education**

Because we are created in God's image, we are to reflect the character of God in our lives and to reveal that character through doing His will. Therefore, Acacia is committed to educating the whole person spiritually, intellectually, emotionally, socially and physically. Through the teaching, mentoring, and nurturing of each student, Acacia is dedicated to encouraging a lifestyle which reflects and reveals God's character.

**Spiritually**, Acacia is committed to teaching the fear and knowledge of the Lord which brings wisdom and understanding. Because we are created as spiritual beings whose chief purpose in life is to glorify God and enjoy Him forever, Acacia is committed to training and encouraging each student to serve Christ in every area of life including family, community, nation and world. Because God is the author of all the interests, duties and joys of life, we do not recognize an artificial separation between the spiritual and intellectual life of children.



**Intellectually**, Acacia is committed to providing a rigorous and comprehensive academic program and extracurricular activities which foster in the student a love of learning, acknowledging individual learning styles and gifts. Our curriculum offers a liberal academic diet which emphasizes the basic thinking and character skills necessary to launch young men and women on a lifetime journey of growth and learning. Our desire is for all children to be grounded in the good things, the beautiful things, and the true things.

**Emotionally**, Acacia is committed to developing within each student an appropriate self-confidence which is birthed from the reality that he or she is purposefully and uniquely created by God. The student is taught to respond Biblically in his/her own actions and interactions with others, developing character traits that equip him/her to rise above the pressures of society.

As an academy, we desire to create an environment where the student understands and experiences God's grace.

**Socially**, Acacia is committed to creating a community where the students will be encouraged to care for, serve and love one another with the gifts and blessings God has given and will be challenged to learn and grow from the diversity of individuals and families God has called to this particular community. This inner community will thus impact the larger community of Kokomo as it serves as a beacon in order to glorify God.

**Physically**, Acacia is committed to providing a safe environment where learning can take place. We recognize that the physical needs of each student must be met in order to enable the whole person to function to the best of his/her ability. We support families in meeting these needs by encouraging healthy lifestyles through appropriate nutrition, exercise and rest. Physical education and athletic programs will be considered as far as they support the overall core values of Acacia.

### **The Story Behind the Name**

Isaiah 41:19-20 states "I will put in the desert the acacia...so that people may see and know, may consider and understand, that the hand of the Lord has done this."

This scripture declares the creativity of God and the power of His grace to allow a tree to survive in the harshest of environments. Ultimately, the verse concludes that the acacia tree is such a miracle that it had to be created by the hand of God.

The verse also acknowledges that learning is a process. First, we see and know which correlates with the grammar phase of learning. Next, we consider and understand which correlates with the logic phase of learning.

The acacia tree becomes even more significant when one considers how the wood of the tree was used in the Old Testament. In Exodus chapters 25 through 27, God chose to use the acacia tree to build the Tabernacle, the Ark of the Covenant, and the Alter. All of these artifacts were used to worship God.

At Acacia Academy we would like to embody Isaiah 41:19-20. We intend to see and know, consider and understand God's truth, goodness, and beauty. Students will be encouraged to cultivate intelligence plus character for the purpose of worshiping God in all they do.





## **School Organization**

Acacia Academy is governed by the Board of Directors, which has the responsibility for insuring the viability of the school and maintaining the vision and strategy over many generations. The Board of Directors ensure the resources to execute the mission of the school are available for the ADMINISTRATION.

### **Board of Directors**

Shirley Davis	Founding member
Monica Gremelpacher	Board Secretary
Martha Hoshaw	Incorporator
Rob Hoshaw	Non-voting (Head of School)
Dr. Joshua Keyes	Board President
Honorable Brant Parry	Judge Howard Superior Court II
Brooke Rockey	Board Treasurer
John Salmon	MSUMC Representative

The Board of Directors has delegated authority for the oversight of the faculty and staff to the Head of School. The Head of School is responsible for the daily operations of the school and demonstrates servant leadership in student and faculty development.

### **Classical Education**

Classical education is a conscious return to the academic disciplines and methodologies that emphasizes the basic thinking and character skills necessary to create young men and women on a lifetime journey of growth and learning. Classical learning is modeled after the discipleship methodology of Scriptures and the tutorial methodology of the old world university of ancient Greece. The focus is on seven classical liberal arts and the Christian worldview promoting an appreciation of the glorious art, literature, and ideas of our Western culture. In order to teach for mastery and train servant-leaders in the knowledge of God, the curricular program at Acacia Academy shall be understood as the formal and informal pursuit of knowledge. While the curriculum is rigorous, it is not for intellectuals only; it enables every child to foster a personal love of learning.

### **Structure**

What do we mean by Classical? It is a return to the application of the seven liberal arts of ancient education, the first three being the Trivium - grammar, logic, and rhetoric. Simply put, this Trivium is an approach to learning, an approach to subjects and a set of subjects.

Dr. Christopher Perrin describes the classical model:

“Classical education belongs to the authoritative, traditional and enduring stream of education begun by the Greeks and Romans, developed by the Church through the centuries and renewed by contemporary educators. Infused with the liberal arts and sciences, classical education includes the language arts of the trivium (grammar, logic and rhetoric) and the quantitative arts of the quadrivium (mathematics, science, music and visual arts). Students study great works of art and literature, both old and new, by methods best suited to their





developmental stages. As participants in the great conversation of history's finest thinkers, students acquire more than vocational skills; they prepare for their roles as informed citizens, thinking Christians and virtuous shapers of culture.”

The logic of each subject refers to the ordered relationship of that subject's particulars (grammar). As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge. They learn to construct solid arguments and solve challenging problems.

The last emphasis of the Trivium is rhetoric. We want our students be able to express clearly and eloquently everything they learn and to take full ownership of the knowledge gained. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the history or science be correct. It must also be expressed well. The goal is to take the knowledge gained, wrap it in character, and go out into the world to effect positive change.



## Lost Tools of Learning Chart

The following material is drawn from the essay "The Lost Tools of Learning" by Dorothy Sayers.

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



## **Classical Methodology**

1. **Small group size** allows for direct instruction appropriate to the developmental level of the student and careful monitoring of each student.
2. **Integrated Curriculum** in which facts are taught in context, is essential for critical thinking, long-term memory retention, and understanding. It recognizes that all knowledge proceeds from one source, the God of the universe, and that all knowledge is coherently related.
3. **Memorization and Recitation** are important in making our minds more agile and develop speaking skills. Memorization will help children process language more efficiently and recitation is a way to put memorization into practice. Some memorization techniques include chants, oral repetition, gesturing and playacting, singing, acronyms and writing.
4. **Nature Study**, understanding nature and its complex web in interrelationships is the foundation of science. Children observe, inquire and discover parts of God's universe in a more relaxed setting without modern distractions.
5. **Narration**, a child listens better and retains information longer when "telling back" is a part of the reading process. Before a reading, children are invited to pay close attention. They are then responsible for narrating the contents in their own words after the reading.
6. **Imitations** in writing, drawing and painting-is meant to enhance a child's observational powers and to give a foundation for individual expression. To copy a masterpiece is to better understand it.
7. **Multi-sensory teaching methods** address the 8 Intelligences: Interpersonal, Intrapersonal, Kinesthetic, Mathematical, Verbal, Visual, Spatial, Natural. Field trips bring to life and provide first-hand exposure to the sources of classroom studies.
8. **Socratic Method or Dialog** refers to the question and answer "flow" between the teacher and students, or students with other students. New and deeper knowledge is gained when students have to defend their ideas or ask questions.
9. **Journaling** provides a non-judgmental medium for self-expression and language processing. The flow of ideas is important here not the grammar and spelling. Writing prompts provided by the teacher can include academic, cultural or Biblical sources.
10. **Technology** and computer resources are a valuable instructional tool, they will be minimally used in the lower elementary classrooms. Students will be trained in its use and encouraged in its benefit as a tool for research in upper elementary grades.
11. **Reflection and creative play** and quality family interaction.
12. Acacia Academy teachers will focus on homework that will accomplish the following purposes:
  - Reinforce skills and knowledge which require practice
  - Bridge the gap between home and school
  - Encourage reading



## **Habits**

In addition to a rigorous, classical curriculum, Acacia Academy will also emphasize character-enhancing habits. These habits will be intentionally integrated into the daily routines of the school and become a part of the students' lives.

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”  
*Aristotle*

- ❑ Habit of **Attention**
  - The habit of attention requires that one fix mind and body steadily of the matter at hand.
- ❑ Habit of **Obedience**
  - Obedience is demonstrated by responding immediately and completely to authority, as well as accepting consequences willingly.
- ❑ Habit of **Respect**
  - Showing respect involves using good manners and self-control in words and actions.
- ❑ Habit of **Responsibility**
  - Responsibility is shown when care is given to personal belongings and school property, and tasks are completed.
- ❑ Habit of **Reverence**
  - Reverence is demonstrated by one's awe and respect for things of God.
- ❑ Habit of **Reflection**
  - The habit of reflection requires purposeful thinking and contemplation about the matter at hand.
- ❑ Habit of **Thoroughness**
  - Thoroughness involves completing whatever task is at hand to the very best of one's ability, leaving nothing undone.
- ❑ Habit of **Punctuality**
  - To be punctual, one's obligations must be met in a timely manner.
- ❑ Habit of **Service**
  - In serving, one must think of helping others and meeting their needs in a cheerful manner.
- ❑ Habit of **Self-control**
  - To be self-controlled is the ability to delay gratification and have mastery over one's actions and speech.
- ❑ Habit of **Integrity**
  - Integrity involves always being honest and allowing one's words and actions to be above reproach, so that one is seen as trustworthy.
- ❑ Habit of **Reconciliation**
  - Reconciliation seeks to humbly restore any relationship that has been negatively impacted by unkind behavior. Reconciliation should be honest, sincere, quick, and complete.



## **Acacia Curriculum**

Curriculum constitutes far more than the printed words of a textbook. It includes the truth of God's words speaking through all subjects, all methods, and in all relationships. Curriculum includes how a discipline is taught, why it is taught, and whether this teaching takes place formally or informally. Acacia recognizes the interrelationship of all areas of knowledge and the natural integration of all subjects. The curriculum is not textbook driven, rather uses original resources to fully appreciate the context as seen by authors of the time. We present on our website the scope and sequence of each curriculum area to be taught at Acacia Academy. The Scope and Sequence Charts show resources listed in a compartmentalized format, however in the classroom these subject areas overlap and are intentionally connected to each other. Please see the Acacia Academy website for the curriculum Scope and Sequence Charts. ([www.acaciaacademy.org/classical-education](http://www.acaciaacademy.org/classical-education))



## **The Relationship between Acacia and Parents**

At Acacia, parents are an integral part of the school community and their student's education. Parents are partners with the school for the purpose of growing each child to be the person that God intends.

Acacia Academy offers many avenues by which parents can become involved.

Opportunities are available in the classrooms, at school events, and with fundraising. In so doing, parents develop a sense of responsibility for the school, grow with the school, and become excited about the journey.

### ***In Loco Parentis***

God has given parents the responsibility and authority to raise and educate their children. Enrolling their children in Acacia does not release parents from this responsibility. The school serves as a means to assist parents in their duty of instruction. The role of a parent requires the time-consuming, daily, diligent, and caring interaction that results in a lasting influence.

*In loco parentis* is Latin for “in the place of the parents.” At Acacia, authority over students is understood as delegated authority. During the school day, the faculty and staff stand *in loco parentis*.

### **Parental Commitments to Acacia**

By enrolling their students at Acacia, parents commit to support the school and its mission. In order to do this, parents must:

1. Support the school in its purposes and principles of Classical Education and in its Statement of Faith.
2. Pray for God’s wisdom for the leaders of Acacia and His blessings on the school.
3. Build alliances with the teachers and staff including effective communication, cooperation, and constructive conflict resolution methods. Be quick to listen and slow to anger. Regard the perspective of your student as valuable but limited. Pursue comprehensive understanding in cooperation with the teacher. Build community and not stir up dissention verbally nor with social media.
4. Accept biblical responsibility for the education of their children by:
  - a. Ensuring that their children have the time, place, priority, and parental support needed to complete their homework and studies;
  - b. Providing heart shaping discipline and appropriate consequences for behaviors reported by the school’s staff.
  - c. Ensuring that their children arrive and are picked up on time;
  - d. Ensuring that their children are properly prepared for the day with meals, proper attire, and necessary supplies.
5. Encourage their children to comply with the spirit and the letter of all Acacia rules, habits, and policies with appropriately respectful attitudes.
6. Set an appropriate example to all students when on campus or at Acacia related events by observing all school rules and policies with an appropriately



- respectful attitude.
7. Demonstrate a love of learning and a desire to apply biblical principles to all areas of life.
  8. Read what you sign and be accountable.

#### Parent Covenant:

- We joyfully embrace our responsibility for our child's education and eagerly partner with Acacia Academy to further our child's development in character, faith, and knowledge.
- We understand and support Acacia Academy's mission for classical and Christian education and commit our family to the disciplined pursuit of truth, beauty and goodness in every area of life.
- We honor and uphold Acacia Academy's desire to glorify God-- the Father, Son and Holy Spirit-- and to lead our child in the Way of Jesus Christ.

#### Grandparents and Along-side Parents

Grandparents are an integral part of the life of children.

If a grandparent wants to become a volunteer, please tell them to contact the office

#### **Volunteering at Acacia**

As a support and extension of the family unit, Acacia considers the family to be of first importance to a student. The school seeks to actively involve the parents, siblings, and grandparents of students in the programs and activities of the school. Acacia desires each family to donate time to the school. Here are just a few of the ways this can be done:

1. Visiting the classroom with prior teacher notification.
2. Assisting in the classroom or office.
3. Attending assemblies and school meetings.
4. Participating in field trips as drivers and chaperones. (See Field Trip section)
5. Sharing personal experiences or expertise as related to the curriculum
6. Participating in and preparing for special events sponsored by the school and/or the Parent Teacher Fellowship.

\* Individuals who desire to volunteer at Acacia must submit a Volunteer Information Form.

#### **Communications**

Regular communication is essential in the parent-child-school relationship and is a responsibility shared by the parents and the staff. Parents are encouraged to call the office with any general questions or information.

Acacia communicates with the parent through the following methods:

1. Daily take home folder for each child. This folder should contain student work, teacher notes, homework assignments and special requests. This is also a place for parents to send a note to the teacher.
2. Periodic newsletter
3. Acaciaacademy.org web site and RenWeb parent portal
4. Calendars of upcoming activities
5. Parent orientation
6. Parent-teacher conferences

Parents may contact a teacher via email, a phone message left in the office, or a note.





## **GENERAL INFORMATION AND PROCEDURES**

### **Admissions**

#### **NON-DISCRIMINATION POLICY**

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

#### **Overview of Admissions**

Acacia Academy uses an admissions process that allows the school to identify and admit students from families that have expressed educational convictions similar to those upheld by the school. Students seeking admission are evaluated on the basis of individual assessments and family interviews.

Students and families are enrolled at the direction of the staff and leadership.

#### **Requirements for the Student**

It is recommended that a child should have reached the age of five years by August 1 of the year in which he or she would be entering kindergarten, and six years by August 1 for first grade.

If a student has successfully completed the previous school year and his schoolwork and behavior compare favorably to Acacia Academy standards, the student may be placed in the grade for which he or she is applying. Acacia Academy will consider a student's academic achievements in the application process for grade placement, but not as the sole determinant for acceptance. We also consider the values of the family, the stability of the home, the student's behavior during interviews, and the likelihood of future academic success at Acacia.

Because Acacia has high academic standards, Acacia reserves the right to admit a student on a probationary basis until the student can prove his capabilities and be aligned with the appropriate class or until it is determined that the student would be better served by another institution.

The student should understand that his or her parents have delegated their authority to the school during the school day. Therefore, the student is subject to the instruction and discipline of the teachers, staff, and the Head of School in their prescribed roles at Acacia Academy. Each student will be asked to sign and comply with the following covenant.

#### **Student Covenant:**

- I will seek to love the Lord my God with all my heart, soul, mind and strength and my neighbor as myself.
- I will honor and obey my parents and teachers.
- I will do my best to study and learn with diligence and respect.
- I will develop habits to make me a good and faithful student.



## **Requirements for the Parents**

The parents of students in Acacia Academy should have a clear understanding of the biblical philosophy and purpose of Acacia Academy. This understanding includes a willingness to have their child exposed to the clear, consistent teaching of the school's Statement of Faith.

Parents should have a clear understanding of our unique classical educational approach, which they can gain by reading the informational materials about the school. Prior to the admissions interview, parents are required to read the booklet, *An Introduction to Classical Education: A Guide for Parents* (available online at the Acacia website), by Dr. Christopher Perrin, for a concise overview of the kind of program we offer at Acacia Academy.

Additional books and articles will be made available to parents to deepen their understanding of classical and Christian education.

Parents are required to cooperate with all the written policies of Acacia Academy. This is especially important in the area of discipline and schoolwork standards, as well as active communication with the respective teachers and school leadership. In addition, parents are strongly encouraged to become actively involved in other areas of voluntary school functions.

## **Admission Procedures**

### **Step One – Visit Acacia Academy and Take a Tour:**

- Parents/guardians are invited to visit the school and see firsthand what Classical Education looks like at Acacia Academy.
- You will receive a copy of Discover Classical Christian Education: The Essential Guide for Parents and other information regarding Acacia Academy.

### **Step Two – Complete an Application and Request Student Records:**

- Turn in the completed “Application for Admission”. The form may be submitted via e-mail (as an attachment) to the [acacia@acaciaacademy.org](mailto:acacia@acaciaacademy.org) address or may be mailed to:  
Acacia Academy - Attn: Admissions Committee  
830 South Main Street, Kokomo, IN 46901
- Applications will be prioritized based on qualifications, sibling attendance, time of application, and available space.
- Request student records. The parent is to sign the “Authorization for Release of Student Records.” The parent is to send this form to each school the student has attended and request for student records to be sent to Acacia.
- Prior to submitting the application, please read the Acacia Academy Handbook and contact the office about any questions.

### **Step Three – Placement Exams:**

- Acacia Academy is currently developing exams that will help us assess the ability levels of prospective students.



- Students may be requested to participate in these assessments prior to completing enrollment.

**Step Four – Notification Letter and Finalize Enrollment:**

- We will send you a letter notifying you of the decision for enrollment made by our reviewers.
- Once admission has been granted, a packet will be sent to your home requesting the following information to finalize enrollment:
- Confirmation of receipt of student’s cumulative records from previous school(s)
- Copy of student’s birth certificate
- Copy of student’s health records, including an immunization record
- Completed Emergency Medical Notification Form
- Completed Financial Contract and selected tuition payment plan
- Completed Handbook Agreement with parents’/guardians’ signatures

**Step Five – Before the First Day of School:**

- Payment of first tuition installment
- Purchase school uniform (Please see the uniform policy online)
- Procure student supplies (refer to student supply list that will be sent by the teacher)
- Attend the parent-student orientation

- **Deadlines:** Families can apply at any time for the next school year. We encourage parents to apply early since many of our classes will fill. Date of application may be one factor considered in our determination. Thus, prospective parents have a clear advantage by applying early rather than waiting. When classes are full, qualified applicants will be placed on a waiting list.
- During the spring term, re-enrollment will begin for current families. Parents must fill out a re-enrollment form. If this step is not completed by a designated deadline, existing parents will forfeit their enrollment priority to incoming families. Continuing families applying for financial assistance must complete Financial Aid/FACTS process by the designated deadline to receive priority consideration.
- For newly applying families, applications will be reviewed during the spring term with letters indicating acceptance or rejection for enrollment.
- General enrollment. Student applications are accepted throughout the year. However, acceptance is always limited to the student’s fit for our environment and the space available in the classroom. For those classes that fill, we have a waiting pool. We always reserve the right to enroll students who are the best fit for our school.
- Other deadlines. Failure to pay tuition or fees on or before their deadline may result in forfeiture of your class position.



## **Financial Information**

### **Statement of Tax Exemption**

Acacia Academy is a non-profit and tax-exempt organization under IRS guidelines 501(C)(3) and is dependent on tuition, fees, and gifts for its support.

### **Fees and Tuition Payment Policies**

Acacia Academy relies on tuition to cover the operating costs of the school. This is important to maintain the financial stability and protect the longevity of the school. In order to make Acacia financially accessible to families from various economic situations, each year the school will work with local churches and other supporters within the community to raise funds to provide scholarship and tuition assistance.

### **Annual Tuition and Discounts**

Kindergarten	\$7,250 (\$690/month for 10 months)
Grades 1-6	\$7,250 (\$690/month for 10 months)
Grades 7-8	\$7,250 (\$690/month for 10 months)
Family discount—2 <sup>nd</sup> child	15% discount
Family discount—3 <sup>rd</sup> - + child	40% discount
Staff discount	35% discount
Full-time minister discount	20% discount

### **Tuition payment schedule**

- A tuition agreement contract will be provided prior to each school year. Tuition is set as an annual fixed amount. This figure is typically divided into 10 payments for the convenience of monthly budgeting. Tuition payments begin August 1st and run through May 31st.
- Tuition may be paid directly to Acacia Academy.
- Acacia has chosen to partner with FACTS Management Company to help manage other tuition payment options (enrollment fee required).

Benefits by using FACTS for your monthly payment:

1. Flexibility: Tuition families may choose from a variety of payment methods such as automatic payments from a checking, savings or from a variety of credit cards. You may also choose to receive a monthly invoice permitting payment by check or money order.
2. Enrollment in a FACTS payment plan can be completed online.
3. Peace of Mind Insurance: FACTS offers this optional benefit for only \$12 per year per family. In the event of death of the responsible party or spouse, the remaining tuition balance owed for the current school year is paid to the school.



4. My FACTS Account: You may check your personal account on-line from the convenience of your home or office anytime.
- A family who enrolls their child for the academic year contractually agrees to pay 100% of the tuition, even if circumstances cause the family to withdraw their child at any point after the school year starts. Exceptions will be managed on a case-by-case basis.

#### **Past due payments**

- If a past due amount exists on the account 10 days after the due date, a \$20 late payment fee may be assessed to the account.
- If an outstanding balance becomes more than sixty (60) days past due, the Financial officer will meet with the family.
- No student may be re-enrolled whose account has an outstanding balance from the previous year.
- Grades and report cards for a student will be released only after all charges for that student have been paid in full.

#### **Scholarships and Tuition Assistance**

Acacia Academy Board of Directors desires to have a school that is accessible to all students regardless of their financial circumstances.

It is Acacia's goal to offer financial assistance to students and families based on relative financial need. Each year an independent evaluation of the family's financial situation will be conducted by an independent financial assessment company (FACTS). Tuition assistance will be allocated based on the results of this assessment and the availability of scholarship funds. The portion not covered by the financial aid will need to be paid by the student's family.

Families applying for financial aid will need to complete an application and submit the necessary supporting documentation to FACTS Grant & Aid Assessment by June 15. Applicants can apply online beginning March 1, at [www.factstuitionaid.com](http://www.factstuitionaid.com). The following information is required in order for FACTS to process your application:

1. Signed and completed paper application or completed online application.
2. Payment of the \$20 application fee.
3. Copies of your tax forms including all supporting tax schedules.
4. Copies of your W-2 form for both you and your spouse.
5. Copies of supporting documentation for Social Security Income, Welfare, Child Support, Food Stamps, Workers' Compensation, and TANF.

If you have questions or concerns about the application process, you may speak with a FACTS Customer Care Representative at 1-866-315-9262.



**We strongly encourage families to apply even if you question the affordability of the school. We will work with your family and make every effort to get the funding necessary to cover the tuition costs.**

All personal financial information provided as a part of this process will be kept strictly confidential. The Admissions Committee does not receive any information regarding financial aid requests and these requests therefore do not affect admissions decisions.

### **School Rules**

The following school rules are the essential policies that are required for all students to follow. Each teacher may also add to this list other rules that allow his/her classroom to run more smoothly and efficiently.

### **ACACIA Rules**

- A** Authority is to be respected
- C** Consider others before yourself
- A** Admit to wrong doing
- C** Care for property
- I** In all things be diligent
- A** Acknowledge kind words or deeds with “thank you”

Here are a few specific examples of how the six rules are expressed at Acacia. Students should:

1. Think of others as more important than yourself. Cooperate with basic Christian standards of behavior and conversation.
  - a. Treat one another with kindness and respect.
  - b. Teasing, criticizing, name calling and gossip are not permitted.
2. Treat worship, prayer and class discussion with proper reverence. Jokes, songs or behavior that treat the Lord’s name or character with triviality are not permitted.
3. No talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Instructions from the teacher should not have to be repeated.
4. Raise hands in class when wishing to speak or have prior permission.
5. Keep your eyes on your own paper during tests.
6. Stand when adults knock and enter the room and respond hospitably when greeted.
7. Use peaceful, orderly movement and quiet voices in the school building.
8. Public displays of affection (i.e. holding hands, kissing, etc.) in the context of a boy/girl relationship are not permitted at school.
9. Guns, knives, and alcohol are absolutely not allowed.
10. Medications that are not registered with the office are not allowed.
11. The use of Electronic devices (including cell phones, music players, and games) is not permitted by students without direct permission from the classroom teacher. These devices should remain OFF until permission is granted.





12. Take care of personal belongings, school materials and facilities.
13. Eat and drink only in designated areas at appropriate times. Gum is not allowed unless permission is granted by the teacher.
14. Maintain the same high level of behavior on field trips as in the classroom.

## **Obey**

**Right away (no delays)**

**All the way (complete)**

**With a good attitude (cheerful)**

**Every day!**

**This is God's way!**

## **Discipline Policy**

“...he who loves his son is careful to discipline him” (Proverbs 13:24b)

Discipline is rooted in discipleship and aims at restoration and character building. Bringing glory to Christ through proper attitude and conduct is the goal of discipline. Acacia Academy seeks to provide an environment where the students are encouraged and challenged to exemplify Christian behavior in all aspects of the school day. A pro-active approach to discipline (discipleship) will help establish the majority of discipline to be positive and a small minority of discipline to be negative.

Because it is the primary responsibility of the parents to raise their children in a God-honoring way, Acacia Academy expects the task of discipline to be a partnership with parents. Since this responsibility is being delegated by the parents during the school day, the type of discipline will be determined by the teacher and the Head of School. All discipline will be based on biblical principles, restitution (repairing the damages through work, apologies, etc.), apologies (public and private), and swift and appropriate punishment to bring about restoration of fellowship without lingering attitudes. As part of the partnership with the parents and the authority of the family, parents will be made aware of concerns and warnings given to a student by a teacher or the Head of School as well as any disciplinary action needing to be taken. Corporal punishment will never be delivered without explicit consent of the parents.

The majority of the day-to-day discipline should be conducted by the classroom teacher. However, there may be instances where a stronger warning or more severe penalty is needed. Such cases will be delegated to the Head of School. The following offenses will automatically necessitate such action:

1. Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect was shown.
2. Rebellion, i.e. outright disobedience to a staff member in response to instructions.





This includes repeated failure to follow teacher direction or to complete tasks as assigned.

3. Dishonesty in any situation while at school, including lying, cheating, and stealing.
4. Fighting or any physical force used with the intention to harm or intimidate another student or staff member.
5. Unkind, obscene, vulgar, or profane language, as well as taking the name of the Lord in vain.
6. Small offenses that develop into a pattern or have been done multiple times.

For the above offenses, the Head of School may require immediate suspension for the rest of the day, restitution, janitorial work, parental attendance during the school day with their child or other measures deemed appropriate. In severe cases where there is no change in the student's actions or assistance from the parents, the child will be expelled for the remainder of the school year.

**Suspension:** The Head of School will normally follow the protocol below. In cases where change is evident and the student appears repentant, exceptions are possible. These exceptions will be determined by the Head of School. Appeals for exceptions will not be recognized.

**First Offense:** Warning, restitution/apologies, possible suspension for one school day. Missed work must be turned in when the child returns to school or a grade of zero will be recorded.

**Second Offense:** Restitution/apologies, suspension for two school days. Missed work must be turned in when the child returns to school or a grade of zero will be recorded.

**Third offense:** Restitution/apologies, suspension for five school days. Missed work must be turned in when the child returns to school or a grade of zero will be recorded.

**Fourth Offense:** Expulsion for the remainder for the school year.

**Expulsion:** The Acacia Academy Board realizes that expelling a student from school is a very serious matter and should always be carefully addressed individually. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fourth offense occurs, the student will be expelled.

**Serious Misconduct:** Should a student commit an act with such serious consequences that the Head of School deems it necessary, the above protocol may be by-passed and expulsion imposed immediately. Examples of such serious misconduct include: acts or threats endangering the lives of other students or staff members, gross violence or vandalism of school property, violation of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which



occurs after school hours.

**Readmittance:** Should an expelled student desire to be readmitted to Acacia Academy at a later date, the school board will make a decision based on the attitude of the student and the circumstances at the time of re-application.

### **Daily School Life**

#### **School Office Hours**

The school office is open Monday through Friday, 8:00AM until 3:15PM during the school year.

#### **School Hours**

Students should arrive between 8:15AM and 8:25AM with classes starting at 8:30AM. A parent-monitored early drop-off is offered from 7:45AM until 8:15 AM each morning. The classes end at 3pm. After-school electives usually end by 4PM unless otherwise communicated.

Students should not be dropped off before 7:45AM or picked up after 4PM unless specific plans have been made with the staff for access and supervision.

#### **Attendance**

Consistent and prompt attendance is essential to classroom order and academic progress; therefore, students enrolled at Acacia are expected to be present and on time every day school is in session.

When a student must be absent, parents are responsible for contacting the main office between 8:00AM and 8:25AM to inform the staff.

Absences are either excused or unexcused. Acacia excuses absences in the case of:

1. Personal illness/injury
2. Death in the family
3. Reasons authorized by law
4. Educationally significant family trips which have been pre-approved. (When it is in the best interest of the student's education, and the student is in good academic standing at Acacia, the family should present such written requests for pre-approved excused absence to the teacher at least two weeks prior to the absence)

Unexcused absences are all absences other than those listed above.

The cost of any absence is greater than the sum of the school work for that day. Missing a day disrupts the flow of ideas, the connectedness of the classroom community, and the efficiency of the learning process. Excessive absences are destructive and sometimes result in irreparable gaps and significant student stress. Greater than four absences in a grading period may require a conference with the parent, teacher and administrator to determine a plan to ensure the student's success.

Parents should contact the teacher(s) for any missed work due to absence. All work assigned prior to an absence is due upon the day of return. The designated time limit for makeup



work is one day for each day's absence to a maximum of five days. Exceptions may be made as agreed upon between the parent and the teacher.

### **Tardies**

Punctuality to school is important. It is an Acacia habit that must be consistently modeled. Students who are late detract from the learning environment for all students in the class and miss significant beginning moments of the day. A student will be considered tardy if he or she is not seated in the classroom by 8:30 A.M. If a student arrives late, the parent should sign in at the office and complete a "Late Arrival Form" with a simple explanation. Five tardies in a grading period will result in a meeting between the parent, teacher and administrator. After three additional tardies, the student and a parent will serve a one-hour service detention before or after normal school hours.

Parents should try to schedule dentist and doctor appointments after school hours. When necessary, the parent should send a note to school the day before the absence. Students arriving or leaving the school during the school day must be signed in and out in the office by a parent or guardian.

### **Carpool Dropoff and Pickup Procedures**

Please observe the following guidelines:

1. Safety is always the most important priority during drop off and pick up.
2. Drive slowly, defensively, and please do not ever assume that the children see you!
3. Parents are expected to pick up their child on time or notify the office if there is an unavoidable delay.
4. Parents are encouraged to carpool whenever possible.
5. If your child is to ride home with someone other than the regularly scheduled driver, please send a note to the classroom teacher. Please include the other person's name and the make and color of the car, if known.
6. If a child is to be picked up by someone other than a parent on a regular basis, a record of that person must be on file in the school office.
7. No child will be released to an unauthorized adult.

### **School Closures**

During hazardous weather school closing announcement will be made on local radio and TV stations. Please watch FOX59, WISHTV 8, WTHR, WRTV or listen to your radio for Late Start or school Cancellation. A text message will be sent to all families with a cell phone number on record.

### **Assembly/Chapel**

A student assembly will be held each week unless otherwise noted. The purpose of the assembly program will be to promote spiritual enrichment, worship and prayer, unity and school spirit within the Acacia community.

Students will be offered a variety of teaching, worship, and enrichment opportunities. In addition, the students themselves will take part through drama, musical performance, reading scripture, praying, recitation and displaying student work. Periodically, we will



schedule special speakers and programs. Parents, families, and others are invited.

### **Field Trips**

Field trips at Acacia have educational objectives that are a part of the integrated curriculum. Acacia Academy students have the responsibility to conduct themselves appropriately on school-sponsored field trips. School uniforms will be worn unless otherwise stated by the teacher. Parents will be notified in advance of all field trips. Parents must sign the field trip permission slip and medical form for each student at the beginning of the year. Students are expected to go on all field trips with their class.

A student will not be able to go in a field trip if:

1. The completed permission form has not been returned.
2. The student is inappropriately dressed.
3. Field trip funds have not been paid.
4. The student behavior places him or others at risk.

Before departing the teacher will read for the class and adult supervisors the rules of conduct for the field trip. Everyone must abide by these rules.

### **Transportation:**

Parents, legal guardians, employees of Acacia or other approved persons may drive on field trips. Transportation is provided by volunteer parents in private cars unless special group transportation has been arranged by the school. All drivers must submit to the school, in advance of any field trip, a completed volunteer and a copy of driver's license and insurance card. A background check be completed for any driver that is driving non-family students. Drivers are hereby informed that in driving they assume the risk for the children they transport. Every child must have a seatbelt/restraint as dictated by Indiana law. Drivers should arrive early with the vehicle in good condition.

### **Supervision:**

The classroom teacher is the principal authority on the field trip. Parents are expected to submit to this authority. It is the responsibility of the teacher to delegate supervision in a way that ensures the safety of the children at all times. It is especially important for each supervisor to maintain sight of their charges and follow teacher directions.

Siblings are not permitted on school-sponsored trips without prior approval.

Admission and other costs for drivers and chaperones are not covered by the school (exceptions must be approved by the headmaster).

### **Lunch**

#### **Lunches and Snacks**

Parents are required to provide a lunch (including a drink) for their student. School lunch provision schedules, costs, and options will be communicated by other means.

Lunches may not be refrigerated. Items must be brought that do not require special



preparations. In the event that a student has no lunch, the student may call a parent to have a lunch delivered. Students who expect a lunch delivery are allowed to stop by the office at the start of the lunch period to inquire about the delivery. Fast food is discouraged in the lunch room.

Because nutrition is vital to physical development and optimal brain function, we strongly encourage balanced meals of natural foods whenever possible. Fruits, vegetables, and high-protein foods will not just feed your student but also nourish him/her.

**Due to the possibility of adverse reactions from food allergies, students may not share lunches.**

Parents are encouraged to join their students for lunch.

Students should bring a water bottle.

### **Recess and Physical Education**

Involvement in outdoor activities is an integral part of education at Acacia Academy for all students. The school seeks to train the body, as well as the mind, soul, and spirit. Students participate in a variety of outdoor programs. Students are excused from outdoor activities for health reasons only if the student has a dated note to his or her teacher signed by the parent or guardian indicating the specific reason for not participating. Those students who are excused from participating either observe the class or act as scorers or time keepers. Exceptions may be made depending on the nature of the illness and weather conditions.

### **Birthdays**

Parents may provide a snack for their student's class on that day during their normal snack/lunch time or at another time convenient for the teacher. If a parent wishes to provide a simple snack (cupcakes or cookies) and drink, they are asked to notify the teacher in advance. The parent is solely responsible for set-up and complete clean-up. Where applicable, the party may be in honor of several students, possibly by the week.

Invitations to a student party may be distributed in class only if the student is inviting the entire class. If he or she is not inviting all students in the class, then parents must mail the invitations.

### **Money and Electronics at School**

1. Students may not bring money to school. Exceptions involving school projects or excursions are communicated by the teacher in advance.
2. Students may not bring small electronics such as game players or iPods to school. A student may bring a cell phone to school only if the parents and teacher authorize it. The cell phone should remain in a hidden, secure location during school hours (7:45AM-4:15PM). Cell phones may only be used for authorized activities.
3. Should a student need to contact a parent during the school day, he or she may use the phone in the main office.
4. A student may bring a camera to school for special school projects if the teacher and parents both allow the student to do so.
5. Electronic readers are permitted when approved by the classroom teacher. The devices must be used for reading only.
6. Step counters are permitted. Smart watches are permitted but they should not be used for gaming or communication during the school day.



7. School staff members have the authority to determine if a device is a distraction or is being misused, and they may require a student to remove it and/or terminate the usage privilege.
8. No other electronic equipment may be brought on campus unless permission is granted by the headmaster in advance.
9. Students may not bring electronics on field trips. The only exceptions to this rule are cameras, for which the student is solely responsible.

### **Visitors**

All school visitors must go directly to the appropriate school office to sign in and communicate their intentions. This policy includes parents. All faculty and staff are expected to question unknown persons and accompany them to the office. Visitors to the campus are expected to adhere to the spirit of the Acacia dress code by wearing modest and appropriate clothing.

### **Health Policy**

On or before the first day of school, all entering students must submit a Student Health and Emergency Information Form.

All shots must be kept current as required by the state. Exceptions must be approved by the Head of School.

The staff of Acacia is required by state law to report any suspected signs of child abuse to the Department of Children and Family Services. This report may be made directly to the DCFS without first contacting the parents.

### **Illness**

We share your concern for your child's health and for the health of others. Keeping this in mind, we strongly encourage the following: IF YOUR CHILD IS VOMITING, HAS SIGNIFICANT DIARRHEA, OR HAS FEVER OF 100.5 DEGREES OR ABOVE, PLEASE KEEP HIM/HER HOME! When any child attends school feeling poorly, it is hard on his health, and it exposes others to illness. Poor health also adversely affects the child's ability to learn.

If a child becomes ill during the day, he/she may be excused to go home. A parent or authorized person will be notified. Only pre-authorized persons may transport students from school. Please remember that in the event of an accident, school personnel can give emergency care only. Parents are responsible for any additional care needed.

Please be sure your child has fully recovered before returning the child to the classroom. We follow doctor's recommendations that your child be fever free (without fever reducing medication) for 24 hours before returning to school. If your child is well enough to do some school work while recovering at home, please contact the school secretary in the morning or send a note to the child's teacher. You may pick up homework, or you may arrange to have it sent home by your carpool or with a sibling.

If a student does not have fever, vomiting, diarrhea, or other contagious symptoms, it is important for that student to attend school. If a student has four or more consecutive, health-related absences, a doctor's note should be provided upon return.





### **Medication**

If a student requires regular medication, prior arrangements must be made with a doctor's prescription. Students who require regular medication need to keep this in the office to be administered by the office staff. No medication will be administered by faculty or staff without doctor's orders. Prescription medication must be in the original medicine container with label identifying student name, medicine name, doctor's name and dosage. The school must be notified in writing whenever a student brings prescription medication to school. Students should bring their note and the medication to the office.

### **Communicable Diseases**

Please telephone the school immediately if your child is diagnosed as having a contagious disease. For your convenience and information, the following is provided:

DISEASE	ISOLATION PERIOD	INCUBATION PERIOD
Chicken Pox	7 days or until lesions are healed	2-3 week period
German Measles(Rubella)	5 days after rash appears	2-3 week period
Infectious Hepatitis	During acute symptoms	10-40 day period
Impetigo	Until recovery	2-5 day period
Mumps (Parotitus)	Until swelling disappears	12-25 day period
Strep Infections	fever-free, on antibiotics for 24 hrs	7 days
Scarlet Fever	fever-free, on antibiotics for 24 hrs	7 days
Whooping Cough	3 weeks after whoop begins	1-3 week period

Students with suspected cases of Scabies, Ringworm, Impetigo, Pink Eye and Pediculosis (Lice) are to be excluded from the school until evidence of full recovery is verified by a qualified medical person and written notification given to the school office that the condition is no longer infectious or contagious.

### **Safety Procedures And Emergency Drills**

**Fire Drills** - When the bell sounds for a fire drill (or actual fire), all persons are to go quickly and quietly to the exit determined in advance for each class. Students proceed as a group to the designated outdoor area. The last person exiting a classroom should turn out the lights and close the door. Students gather silently with their classmates while the teacher takes attendance. When the return signal is given, everyone should return quietly and in single file to the classroom. Exit path plans are posted just inside the doors of each classroom.

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

**Lock Down Drills** – Lock down drills are conducted on an as needed basis. These





drills prepare the students for all other emergencies. Playground/field procedures are in place to clear the playgrounds/fields immediately should there be a need to do so. A lock down is when there is a general or specific localized threat. For the safety of the students the administration locks all entry doors and posts a notice on the classroom doors. The notices indicate that a lock down is in effect. Parents who come across these signs may be unaware of the potential danger and may call the school for admittance to the building.

## **Internet Use**

### **Internet Acceptable Use Policy**

Acacia may expose students to age appropriate technological opportunities for study. Students will be trained in its use and encouraged in its benefit as a tool for research. Students will also be encouraged to develop sound usage habits with a caution from relying too heavily on technology as a substitute for “living real life” and from general over-usage, spending too much time in front of a screen.

While online, students will be under the close supervision of their teacher. Students accessing the Internet using the school facilities must agree to follow the rules and procedures for using computers and have a properly signed Acceptable Use Policy Agreement (form located in appendix) on file with the school office. Should the parent prefer that the student not have access, use of the computers is still available for more traditional purposes such as word processing and using educational software.

#### What is possible?

Access to the Internet enables students to explore thousands of libraries, databases, museums, and other repositories of information. Families should be aware that some materials accessible via Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive.

While the purpose of providing Internet access is to further constructive educational goals, students may intentionally or accidentally access inappropriate materials as well. We believe that the benefits to students from access to the Internet in the form of information resources exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Therefore, we support each family’s right to decide whether or not to apply for access.

#### What is expected?

Students are responsible for appropriate behavior on the school’s computer network just as they are in a classroom or on the school grounds. Communications on the network are often public in nature. General school rules for behavior and communications apply. Internet access is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing the Internet and utilizing the school’s computer resources.

#### What are the rules?

1. Supervision – Students should not access the Internet unless a teacher is present.
2. Email And Interactive Sites – Students should not use chat rooms for any reason.



Email should only be used for file transfer and essential communication.

3. Games – Students are not allowed to play games unrelated to school content areas.
4. Inappropriate materials or language – A good rule for students to follow is never view, send, or access materials which are sinful and/or such that they would not want their teachers or parents to see.
5. Unrelated Searches – Students should not search, view, or retrieve materials not related to school topics or community service.
6. Disruptive behavior and system security – Students should never participate or attempt to participate in activities that would disrupt the proper functioning of the network or computers. Students are not to rearrange icons or change settings on the computer desktops.
7. Illegal copying – Students should never download or install any commercial software, shareware, or freeware onto the computers or disks. Nor should students copy other people's files. Copyright law should be obeyed in all uses of the Internet.
8. Publicly accessible web pages – Student or teacher generated web pages that are publicly accessed must be approved by the Head of School before they are published.
9. Form must be on file – A copy of the form on the next page must be filled out and be on file at the school for each second through eighth grade student attending Acacia Academy.
10. Additional rules – The Internet and its use in education is an extremely dynamic environment; as a result, additional rules may be created as need arises.

### **Grievance Guidelines**

Acacia Academy adheres to Biblical guidelines regarding all grievance procedures. Questions and complaints inevitably arise even in a well-run school. It is important that these be handled courteously and promptly. The following steps are an application of the Biblical injunction recorded in Matthew 18 for the resolution of a problem between believers:

1. The teacher and parent meet privately to seek the resolution, with a spirit of reconciliation. Both want the good of the child and are not in an adversary position. The teacher should inform the Head of School of such a meeting.
2. If unresolved, the teacher and the parent meet with a third party, the Head of School.
3. Any subsequent meetings would also involve the Head of School.
4. If still unresolved, the matter is presented to the school board's executive committee. The committee calls upon the parties involved as seems warranted, all in the spirit of reconciliation.
5. If still unresolved, the problem is brought before the entire school board. The board calls upon the parties involved as seems warranted, still in the spirit of reconciliation.
6. If reconciliation still does not occur, the board makes the judgment as to who is wrong and takes appropriate disciplinary action. The principle underlying this procedure is clear: Solve each complaint with the persons directly involved at the lowest level possible, moving the matter up the chain of authority to the level where it is finally resolved.

(The above procedure is taken from *To Those who Teach in Christian Schools* by Roy W.



Lowrie, Jr.)

## **School Uniforms**

### Uniform Guidelines

At Acacia Academy, we have developed uniform guidelines with a desire to foster a sense of unity among students. We also are committed to providing a consistently attractive and neat appearance while seeking to avoid peer pressure in matters of dress. Parents and students are responsible for reading the Uniform Policy (document is available on the Acacia website) and adhering to it. Violation notices will be given to students who are not in compliance.

- Dress neatly - That is, all shirts tucked in, shoes tied, no holes/tears in clothes, clothing appropriately sized for the wearer.
- Be clean - That is, recently washed and groomed hair.
- Be modest – Skirts and jumpers shall be no more than four (4) inches above the knee. Hats are not to be worn by students while in the school building. Students who do so will have their hats confiscated and not returned until the end of the school day.

### Enforcement

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

### Special Exceptions

As the Head of School or faculty determines, events such as P.E. and field trips may call for other clothing options. Special days may be scheduled, such as dress-up days, during which other clothing options are allowed. Uncovered leggings/tights/skin-tight garments are not permitted.

## **School Calendar**

A School Year Calendar and a link to the daily activity Google calendar will be posted at the Acacia Academy website: [www.acaciaacademy.org](http://www.acaciaacademy.org).



## **Academic Policies**

### **Grading Philosophy**

The purpose of grades is to convey accurate information regarding student performance. It is important that parents understand the information conveyed by grades.

It is important that higher-level grades be reserved for performance that is significantly above expectations and requirements for grade level advancement. Performance that is acceptable but not significantly above expectations should not receive higher-level grades.

### **Grading Policies and Procedures**

In order to convey accurate information, grades must reflect:

1. A student's grasp of the subject matter content;
2. A student's understanding and application of the material;
3. A student's performance relative to expectations;
4. A student's likely ability to succeed in future academic endeavors at Acacia.

Instead of reporting letter grades, Acacia Academy reports a number grade that represents the percentage of correct points out of the total points possible for a given assessment or grading term. A general guide for interpreting the number grades is below.

<b>Excellent</b>	<b>98% and above</b>
<b>Mastered</b>	<b>94 – 97%</b>
<b>Very Good</b>	<b>90 – 93%</b>
<b>Good</b>	<b>85 – 89%</b>
<b>Satisfactory</b>	<b>80 – 84%</b>
<b>Fair</b>	<b>75 – 79%</b>
<b>Mediocre</b>	<b>70 – 74%</b>
<b>Unsatisfactory</b>	<b>65 – 69%</b>
<b>Poor</b>	<b>61 – 64%</b>
<b>Failing</b>	<b>60% and below</b>

### **Grade Reporting**

In Kindergarten, students receive regular description assessments of skills and subject mastery, not number grades.

In 1st grade and above, students receive a combination of description and number grade reports.

### **Behavioral and Skill Set Evaluation**

Acacia places a high emphasis on the behavior of students and their efforts to learn and apply biblical standards. It is important to evaluate students and convey information to parents regarding behavioral aspects of their child's growth. The "E, S, NI" is a scale which is used for behavioral evaluation and Skill Set evaluation.

**E** (*Excellent*) – behavior/skill level often exceeds expectations.

**S** (*Satisfactory*) – behavior/skill level meets the classroom expectations.

**NI** (*Needs Improvement*) – behavior/skill level falls short of expectations and calls for increased effort and improvement.



The “E, S, NI” scale is also used for assessing performances in fine arts/special classes. In fine arts/special classes, participation and enthusiasm are considered.

### **Homework /Makeup Work**

All make-up work should be scheduled so that the student does not miss additional “premium” classroom time. The teacher and parent can arrange for extra time at school if necessary. Extended absences due to long-term illnesses are reviewed by the administration.

### **Assignments**

#### **Spelling, Grammar, and Handwriting**

- Spelling, grammar, and handwriting are graded on every assignment. Up to 15% (5% for each area) will be subtracted from the total score for misspellings, poor grammar and improper usage, or poor penmanship (all capital letters, mixed lower case and capital letters, bubble letters, and poorly formed letters or words are unacceptable).
- In taking points off for spelling, handwriting, and grammar, do not take off more points for a particular answer than the answer is worth. If a student misses an entire answer and receives zero points for the answer, then do not take any points off for spelling, handwriting, or grammar for that particular answer regardless of the errors that may occur in that answer. Taking off points for spelling, handwriting, and grammar should not ever result in the possibility of a student receiving a negative score.
- If there are more than 100 points on a test or quiz, take percentage points off for spelling, handwriting, and grammar in the proportion to the rest of the test. For example, if a test is composed of 300 points, a student would have to make three spelling errors in order to warrant taking off one percentage point for spelling.
- If a student turns in homework failing to meet the above standards, the teacher will return the assignment for the student to do over, resulting in a late grade.

#### **Late work policy**

- An assignment is to be ready to be handed in at the beginning of the day on the date it is due. If the student is not ready to hand the assignment in on time it will be deemed late and 10% will be taken off the grade. Another 10% will be taken off the grade for each consecutive weekday that the assignment is late. If the paper is more than five days late, it will be marked as a zero in the teacher's grade book.

### **Standardized Testing**

In addition to routine classroom examinations, students in grades 2-8 are evaluated through standardized testing. At least one achievement/aptitude test is administered annually to students. The tests serve as one type of measurement of a student’s academic progress and potential in relationship to others in the school, state, and country. Students will take the Educational Records Bureau (ERB) CTP test in the early spring of each year.



**Promotion / Retention**

Students in kindergarten through 8<sup>th</sup> grade will be promoted based on satisfactory completion of course work and teacher evaluation. The decision to retain will involve the administration, the faculty, and the parents, and will be based on the intellectual, social, emotional and academic development of the child.

A student who has more than twenty absences in a school year may be retained.



**Internet Acceptable Use Agreement Form**

**PARENT**

As a parent or guardian of a student at Acacia Academy, I have read the information about the appropriate use of computers at the school, and I understand this agreement will be kept on file at the school.

**PERMISSION:**

My child MAY USE THE INTERNET while at school according to the rules outlined.

Name \_\_\_\_\_ Grade \_\_\_\_\_

**PREFERENCE NOT TO ACCESS**

I would prefer that my child NOT ACCESS THE INTERNET while at school.

Name \_\_\_\_\_ Grade \_\_\_\_\_

Father's Signature \_\_\_\_\_ Date \_\_\_\_\_

Mother's Signature \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT**

As a user of the school computer network, I agree to comply with the rules stated below and to use the network in a constructive manner.

1. Supervision – I will not access the Internet unless a teacher is present.
2. Email And Interactive Sites – I will not use chat rooms for any reason or email inappropriately.
3. Games – I will not play games unrelated to school content areas.
4. Inappropriate materials or language – I will never view, send, or access materials which are sinful and/or such that they would not want their teachers or parents to see.
5. Unrelated Searches – I will not search, view, or retrieve materials not related to school topics or community service.
6. Disruptive behavior and system security – I will not participate or attempt to participate in activities that would disrupt the proper functioning of the network or computers. I will not to a rearrange icons or change settings on the computer desktops.
7. Illegal copying – I will never download or install any commercial software, shareware, or freeware onto the computers or disks. Nor should students copy other people's files. I will obey copyright law in all uses of the Internet.
8. Publicly accessible web pages – I know that student or teacher generated web pages that are publicly accessed must be approved by the Head of School before they are published.
9. Additional rules – I realize that the Internet and its use in education is an extremely dynamic environment; as a result, additional rules may be created as need arises.

Student's signature \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_





## CONDUCT FORM

Lord, give me the wisdom to know what is right and the courage to do what is right, no matter what.

1. What Respect Code or School Rule did I not obey? \_\_\_\_\_

\_\_\_\_\_

2. What was wrong with my actions? \_\_\_\_\_

\_\_\_\_\_

3. What does God's Word say concerning my actions? \_\_\_\_\_

\_\_\_\_\_

4. How will I respond next time? \_\_\_\_\_

Student's Signature \_\_\_\_\_

Teacher's Comments:

Teacher's Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_

As we partner together in this process, it would be helpful to know what action you have taken at home to support us concerning this matter. Please use the backside of this sheet or additional paper if needed.



