



# Classical Roots Christian School Handbook

Families and Students

2024/2025

“Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, thou shalt love thy neighbor as thyself. On these two commandments hang all the law and the prophets.”

Matthew 22:37-40

## A LETTER TO PROSPECTIVE FAMILIES

Dear Prospective Classical Roots Christian School Families,

*“It is not the dreams we dream, but the choices we make that determine the future.” Joseph Stowell*

We believe that we would be accurate in assuming that since you are reading this handbook, you are trying to determine the best educational option for your family. We welcome you and trust that this handbook will help answer many questions you may have as you make the right decision for your family.

Classical Roots Christian School came to fruition because the Lord laid on both of our hearts the need to offer parents a different educational pathway for families. CRCS has some distinct features:

- We will use a hybrid model where students will spend two days per week in a school setting with homeschooling filling in the remaining educational days.
- We will build our philosophy and curriculum intentionally around a classical Christian education with an emphasis on teaching students how to think rather than simply what to think.
- We will work with and alongside parents by intentionally assisting parents with curriculum and weekly pacing guides to be completed at home, with the conviction that CRCS is assisting them to fulfill *their* parental responsibility of educating their children.
- We will use the Bible as our foundation with a solid commitment to train students to “Love the Lord thy God with all their heart, and with all their soul, and with all their mind.”
- We will strive to produce enthusiastic, lifelong learners who take personal responsibility for their success in life and faith.

We all have dreams for our children, but the question for today is, “What choice is right for your family?” Choosing CRCS is not an easy decision nor for the faint of heart since you are intentionally signing up for a “partnership” rather than a “hand off” in the education pathway. If you are up for the challenge, we would love to partner with you at CRCS!

Because of Him,

Dr. Caleb Suci  
Founder

Linda Pearson  
Head of School

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**\*\*Classical Roots Christian School does not discriminate in admissions or employment on the basis of race, ethnicity, or sex.\*\***

## **THE FOUNDATION OF CLASSICAL ROOTS CHRISTIAN SCHOOL**

### **MISSION**

Classical Roots Christian School exists to partner with parents by providing a holistic education. CRCS will emphasize the classics of Western literature to train the student in academic excellence and biblical morals and values. It is the desire of CRCS to offer an exceptional Christian education by uniting parents and educators to produce enthusiastic, lifelong learners who take personal responsibility for their success in life and faith.

### **PORTRAIT OF A GRADUATE**

Students attending CRCS should display the following:

- **a love for God:** *“You shall love the Lord your God with all your heart, soul, mind and strength.”*  
Mark 12:30
- **a love for others:** *“...and your neighbor as yourself.”* Mark 12:31. CRCS students will learn to treat others the way they want to be treated. This includes exhibiting kindness toward fellow students, not withholding good from someone in need, having respect for their teachers and administrators, and caring for our school home.
- **a love for learning:** A classical education taught in the hybrid model captures the attention and imagination of students in developmentally appropriate ways. This promotes independent learning and equips students for a lifetime of learning.
- **a value on personal responsibility:** Students will learn that education is not merely for consumption but is meant to challenge them to do hard things and do them consistently, leading to success in their life’s work.

- **an ability to reason well:** *“It is the mark of an educated mind to be able to entertain a thought without accepting it.”* -Aristotle
- **an emphasis on virtue and wisdom:** The best education not only informs, but also forms the student in the art of living well. The end goal of education is not career readiness or an ability to pass a test but personal formation.
- **a delight in beauty:** Students learn to discern and love beauty as manifested in God’s creation.
- **a desire to engage society:** Students learn to participate in, influence, shape, and serve their community with Christian graciousness.

## STATEMENT OF FAITH

*“In essentials unity, in non-essentials liberty, and in all things love.”* - Augustine

We believe:

1. The Scriptures, both Old and New Testaments, to be the inspired Word of God, without error in the original writings, the complete revelation of His will for the salvation of men, and the Divine and final authority for Christian faith and life.
2. In one God, Creator of all things, infinitely perfect and eternally existing in three persons: Father, Son, and Holy Spirit.
3. That Jesus Christ is fully God and fully man, having been conceived of the Holy Spirit and born of the Virgin Mary. He died on the cross, a sacrifice for our sins, according to the Scriptures. Further, He arose bodily from the dead, ascended into heaven, where, at the right hand of the Majesty on High, He is now our High Priest and Advocate.
4. That the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and, during this age, to convict men; regenerate the believing sinner; and indwell, guide, instruct, and empower the believer for godly living and service.
5. That man was created in the image of God but fell into sin and is, therefore, lost; only by grace, through faith in Jesus Christ and by the regeneration by the Holy Spirit can salvation and spiritual life be obtained.
6. That the shed blood of Jesus Christ and His Resurrection provide the only ground for justification and salvation for all who believe, and only those who receive Jesus Christ are born of the Holy Spirit and thus become children of God.

7. In the personal and imminent coming of our Lord Jesus Christ and that this “Blessed Hope” has a vital bearing on the personal life and service of the believer.
8. In the bodily resurrection of the dead: the believer to everlasting blessedness and joy with the Lord; the unbeliever to judgment and everlasting conscious punishment.

## LOCATION

CRCS operates as a ministry partner at Headwaters Church.

2000 North Wells Street

Fort Wayne, IN 46808

In case of an **emergency**, you may call the CRCS School Office at (260) 437.6156 or the Headwaters Church Office at (260) 489.4942.

## CLASSICAL ROOTS CHRISTIAN SCHOOL ORGANIZATION

CRCS will be made up of a God-fearing school board, leadership team, dedicated staff members, committed parents and amazing students.

## LEADERSHIP TEAM

The CRCS school board and leadership team work closely together to set and enforce policy and ensure the mission and vision of CRCS. The leadership team is currently made up of two positions:

**Head of School:** The Head of School oversees the CRCS program. This position will be responsible for administration of the school day, enforcing policies and procedures, managing the operating budget, and hiring and developing staff.

**Director of Administration:** The Director of Administration is responsible for administrative details surrounding student enrollment records, ordering supplies, communicating with families, and planning CRCS events.

## **Contacting the Leadership Team**

You are welcome to contact member(s) of the Leadership Team through our office phone: 260-437-6156

### **Head of School**

Linda Pearson

### **Director of Administration**

Katie Bradbury

## **TEACHING AND SUPPORT STAFF POSITIONS**

There will be a limited amount of teaching and staff positions available at CRCS. These positions require a year commitment. If you or someone you know is interested in obtaining a teaching or staff position, please contact Linda Pearson at [lpearson@classicalrootschristianschool.org](mailto:lpearson@classicalrootschristianschool.org)

## **ACADEMIC DETAILS**

### **GENERAL DESCRIPTION OF A CLASSICAL CHRISTIAN EDUCATION**

A classical Christian education is made up of three distinct elements:

1. God is the foundation of ALL teaching.
2. The proven method of the Trivium, as described below, is followed and dictates what is taught and how it is taught.
3. Great Works are read and studied.

The Trivium includes three stages:

- The **Grammar Stage** (K-6th Grade) is focused on the accumulation of **knowledge**. In these years, questions of who, what, where, and when are studied. Students in this stage of learning are particularly strong in fact memorization, so time is given to study factual content and accumulate new essential skills, the “grammar” of any given subject.

- The **Logic Stage** (7th-8th Grade) is focused on engaging students in their **understanding**. Questions of how and why are explored with an emphasis on inquiry, discussion and debate. Logic students are taught to distinguish sound reasoning and arguments from faulty.
- The **Rhetoric Stage** (9th-12th Grade) is focused on gaining **wisdom**. In these years, students learn to express themselves both in speech and in writing, eloquently and persuasively. Emphasis moves from winning the argument to winning the person.

The goal of the Trivium is to educate students not on simply **what to think** but primarily on **how to think** thoroughly, maturely, and biblically.

We highly recommend you read *An Introduction to Classical Education* by Christopher Perrin or *Recovering the Lost Tools of Learning* by Douglas Wilson to fully understand the benefits and methods unique to a classical Christian education.

## **GENERAL INFORMATION ABOUT CLASSICAL ROOTS CHRISTIAN SCHOOL**

CRCS requires commitment from both students and parents. We believe that the primary responsibility for managing the education of children rests on their parents. We have created CRCS to assist parents in delivering a high-quality education to their children – a classical Christian education. At CRCS, we strive to help parents challenge their child academically and grow in his/her character. We will present new challenges to children that will foster learning and growth in independence.

CRCS is a classical Christian program which, by definition, is an academically rigorous one. CRCS is not a program designed only for the gifted student, but all students must be diligent, detail-oriented, organized, studious, and committed. Expectations are high but not unattainable by average students. It is important to remember that not every child is a straight “A” student and that your student’s expectations of grades may need to adjust.

At CRCS, the classroom experience is designed to introduce subjects/concepts and discuss them. Class participation is critical, and as a result, preparation for class is essential. Homework is intended to develop mastery of the taught concepts and must be completed. We strive not to assign “busy” work.

We assign homework that will reinforce the necessary elements of the week's lessons. Tests are designed to assess students' knowledge and mastery of the subject matter.

Please remember that CRCS provides a group-learning environment for your child. There are many benefits to a group setting; however, this environment has its downsides. Not every student can get the kind of one-on-one attention you can give at home. In addition, while around his/her peers, your child may be exposed to language and discussions to which you would have preferred that your child was not exposed. Those situations are challenging to avoid and are not without benefit. These experiences provide practical application for your teachings. These situations give your child the opportunity to make the right decision in a crowd or the wrong one in a safe atmosphere. Rest assured that although we do not have control over what children say or do, we do have control over how we react. The leadership team takes disobedient, disrespectful, and God-dishonoring behavior very seriously. All discipline matters will be handled following our Discipline Policy described in this manual.

## **CHAPEL**

Each Monday begins in a special way. Upon arrival, students come together for chapel. Chapel includes worship, a short devotional, announcements, and prayer.

## **COURSES OFFERED AND MATERIALS USED**

CRCS serves students from kindergarten through fifth grade.

Our students will be referred to by their progress through the Trivium. For example, G3 and G4 are equivalent to 3<sup>rd</sup> and 4<sup>th</sup> grades in the grammar stage.

(For future reference: L1 and L2 will be the Logic stage and are the equivalent of 7<sup>th</sup> and 8<sup>th</sup> grades. R1, R2, R3, and R4 will be the Rhetoric stage and the equivalent of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades in subsequent years.)

### **Grammar Level**

The Grammar Level (Kindergarten through 6th grade) is designed to prepare students for the Logic Level at Classical Roots Christian School.

**GK** (Kindergarten) – **G2** (2<sup>nd</sup> grade): These classes are designed to help students obtain early learning skills that provide a solid foundation for academic learning. Our classes study Bible, language arts, science, history, geography, math, Latin, and literature.

**G3** (3<sup>rd</sup> grade) – **G4** (4<sup>th</sup> grade): In these classes, students take six courses, taught either through self-contained classes or by different teachers as staff is determined.

**G5** (5<sup>th</sup> grade) – **G6** (6<sup>th</sup> grade): Just as the G3 and G4 students take six courses, G5 and G6 carry a similar class load. Their Latin class is likely to include students from other levels at CRCS. Students at this level use much of the same curricula as the students at the lower Grammar Levels, but they are challenged in such a way that prepares them for the rigors of the Logic Level facing them in the coming years.

At the **Grammar Level**, students will take the following courses:

**Latin:**

Our G1 and G2 students are introduced to the Latin Language through the use of songs, stories, games, and activities. We use the Song School Latin program, which is specifically designed for young students. This vocabulary-based program provides a foundation for Latin study that continues through the Grammar level.

The study of the classical language, Latin, is the core of a classical education. In the grammar stage, the emphasis will be on the memorization of Latin grammar by the ancient method of oral recitation and form drills. Additionally, students will learn rigorous vocabulary, chants, and derivatives. As students move through the program levels, they will work on Latin translation. There is extra help available to students through e-flash cards and an instructional DVD.

**Biblical Studies:**

For GK-G2, the focus of our biblical studies is on how God worked in and through the people of the Bible. Students will also be learning and memorizing key Bible verses.

In this course (G3-G6), students will move through the entire Bible during a four-year cycle. This class will focus on the people, events, and chronology of the Bible. Biblical study will be enriched by an understanding of the history of the time. Special emphasis is placed on memorization of key dates, people, facts, and Bible verses. In addition, older grammar students will be introduced to basic theology and how to identify theological themes.

**Grammar/Language Arts:**

In the tradition of classical education that attempts to leverage the connection between subjects to help students learn faster and better, we use an integrated approach for teaching phonics, reading, grammar, spelling, handwriting, and composition by using the Writing Road to Reading. (GK-G2)

Once a student reaches twelfth grade following a classical Christian education, he will be able to think logically and express himself well, both on paper and through speech. The foundation of clear communication begins with a strong command of English grammar. The best curriculum we have found to build this strong foundation is Shurley Grammar. Because of the importance of English grammar in a classical Christian education, we require all CRCS students to follow the Shurley

Grammar series through Grammar 6 (G3-G6). In our Applied Grammar class, we rely on a variety of resources to teach students to easily identify parts of speech, edit/proofread, build vocabulary, document sources, and take notes.

**Science:**

In our GK-G2 classes, we cover the same general science subject as G3-G6 level students but through engaging, age-appropriate unit studies. Students learn through hands-on experiments and projects.

All Grammar Level students will learn the same science subject. Over four years (G3-G6), the students will cover Anatomy and Physiology, Astronomy and Botany, Zoology: Land Animals, and Zoology: Flying Creatures and Swimming Creatures using the Apologia science curriculum.

**Math:**

During our time together, our focus is on arithmetic. We chant addition, subtraction, and multiplication math facts. We work on skip counting patterns. We learn about time, currency, measurement, and mental math, and we play fun math games that sharpen our skills. We use the Horizons Math Curriculum. (GK-G2)

**OMNIBUS:**

In the afternoon, our Grammar Level students are treated to a learning experience that challenges them to think differently, think deeply, and think actively – coordinating the study of literature and composition, history, geography and fine art.

**Literature and Composition:**

Our GK-G2 students are introduced to age-appropriate historical fiction during class that corresponds with the period of history being studied. Students are led in exercises that identify main ideas, plot, and description of characters and setting. We also introduce how to distinguish between narrative and informative text or a combination of both.

G3-G6 students in this class will engage in thought-provoking writing prompts, discussion-driven literature circles, opportunities for peer review, and valuable exercises in fable (G3), narrative (G4-5), and chreia (G6), the first three stages of the progymnasmata. These progymnasmata exercises were developed by the ancient Greeks and are a valuable tool to help students become

proficient, logical, and eloquent writers. Students will imitate excellent writing models, which allow them to create within a limited framework while paying close attention to the target language skills appropriate for their developmental level. Students at all levels will read purposefully chosen, high-quality historical fiction corresponding with the period being studied for the year. In addition, students will spend time during the second semester writing their very own original piece of literature. The capstone to the course is an exciting, end-of-the-year “Meet the Author” event, complete with author presentations and book signings. It is a can’t-miss end to a year full of exciting and meaningful writing opportunities!

### **History:**

GK-G2 classes learn about key people and places in history within the time period being studied in the Grammar levels through immersive unit studies.

G3-G6 students will experience an exciting afternoon of history, beginning with a short lecture about the week’s history focus that will provide an opportunity to practice their note-taking skills. Students then engage in a thought-provoking, student-driven discussion circle that will allow an opportunity for insights, questions, and observations from both students and the instructor. Each student presents a “famous person” to help us engage with the history of the people we are studying. Our history course is taught chronologically, integrating biblically recorded history with events not recorded in Scripture. This helps our students know the relationship between what they study in history books and what they read in the Bible. Special emphasis is placed on memorizing key dates, people, and facts. Students will not just learn about history – they will interact with history!

### **Geography:**

While students will participate in geography mapping exercises every week, a special emphasis is placed on geography every fourth week. Students will experience a “visit” to specific countries (states for G3) and learn about their culture and their people during this class. Geography center activities and focused student research projects bring the world to life in this class! Students do not just learn about countries – they experience them!

### **Fine Art Appreciation and Execution:**

A quality Classical Education includes the appreciation of beauty and the creative process. Our goal at CRCS is to build a foundation in art techniques, as well as connect our art curriculum with students' studies in history, science, and literature.

### **Student Enrichment**

We believe that students need the opportunity to exercise agency in their lives. At CRCS we are devoting a portion of our Wednesdays for students to investigate their interests through age appropriate goals. This will be introduced to our students through a newly developed program called Agency Matters. All students in G1 – G5 will participate.

### **Foundational Skill: Writing**

Writing well is an important skill; therefore, CRCS will require frequent writing practice. Writing is a process. We invite parents of our students to take an active role in that process. At the beginning of each week, parents are expected to review the requirements of the week's writing assignments with their students. Parents should expect students to organize thoughts into an outline during the mid-week. From this, students should produce the first draft. Because all forms of communication assume an audience, parents should be the first "audience" for every piece of writing created by their students. It is then the parent's job to make age and skill-appropriate edits pointing out places that don't flow or make good sense. Parents can also encourage student-editing skills by not marking every spelling or grammatical error but saying, "Be sure to check your spelling and grammar. I saw several mistakes." All edits should be reviewed with students, encouraging them to create a second draft based on editing feedback independently. This second draft is the first draft he turns in to his teacher. The teacher will make comments and suggestions on each student's paper. Students must incorporate teacher feedback into the submitted second draft.

## **HOMEWORK**

Parents frequently ask how much time students will need outside of CRCS to accomplish their homework assignments. This is a difficult question to answer because it depends on the student's ability to grasp the concepts and both the student's and parent's ability to focus on getting the work done. The best we can do is share our homework goals with you and some age-appropriate guidelines.

Our homework goals:

- To help you give your student the best and most complete classical Christian education.
- To accomplish what is expected by the high-quality curricula we have chosen in one academic year's time.
- To focus on the majors. This means that the primary focus of the homework time will be spent on the most significant subjects: Latin, Biblical Studies, Literature, Composition, History, Math, and Science.
- To avoid assigning busywork. We have no interest in assigning work just to keep your student busy for hours each week, nor do we want to grade that kind of work. Each assignment is designed to engage your student and move learning forward.

With that said, we believe that a school-aged child's full-time job is to be a student. CRCS is academically rigorous, and rigor takes time. It is also important to remember that our formally schooled counterparts spend at least seven hours a day in school and often additional time during evenings for homework. Please leave room for the possibility that school might take a little longer than it has in the past and/or that on a field trip week, homework might need to be finished on Saturday.

### **Age-Appropriate Guidelines for Parent Involvement**

*Note: This information is based on a Conference Handout for the lecture, Teaching Students to Work Independently by Susan Wise Bauer.*

There are different levels of supervision required by parents:

- **Parent at Elbow (PEW)**
  - sitting next to your student helping him understand concepts and complete work to the best of his ability
- **Hovering Parent (HOP)**
  - checking in frequently to ensure he is understanding what is being asked of him and what he has read/learned
  - brainstorming paper and project ideas and how to break the task down
  - proofreading papers and helping him see errors in grammar and logical structure

- helping study and manage time
- making sure his best work is what is being turned in
- **Assign and Check Parent (ACP)**
  - checking in to ensure he is understanding what is being asked of him and what he has read/learned
  - brainstorming paper and project ideas
  - proofreading papers and encouraging him to find errors in grammar and logical structure
  - testing to make sure your student is prepared for tests
  - making sure their best work is what is being turned in
- **Start and End of Day Parent, On Call (SEDPOC)**
  - being available to discuss what they are learning
  - being available to brainstorm paper and project ideas
  - proofreading papers and requiring him to find errors in grammar and logical structure
  - debriefing about study techniques that are working or not
  - reining things back in if best work isn't being turned in
- **Start and End of Week Parent, On Call (SEWPOC)**
  - being available to discuss what they are learning
  - being available to brainstorming paper and project ideas
  - proofreading papers and requiring him to find errors in grammar and logical structure
  - debriefing about study techniques that are working or not
  - reining things back in if best work isn't being turned in

*It is important that at each stage you are also helping your student have a healthy relationship with technology. Make sure that you are working with your student to develop good time management habits that involve technology free times while studying to avoid distraction.*

## **How This Guideline Applies to the Grammar levels at CRCS**

### **GK-G2 Levels**

Parents should practice the Parent at Elbow method through every subject.

### G3-G4

- Move towards Hovering Parent in all but one or two subjects.
- Make use of a Student Checklist based on the homework spreadsheet.

### G5-G6

- Move towards Hovering Parent in all but one or two subjects.
- Begin to work on personal schedule-keeping.
- Buy student a wall calendar or notebook planner.
- Make sure the student has an alarm clock and a watch.
- Challenges for the year: the student should write in all appointments (doctor and dentist visits, holidays, birthday parties, babysitting jobs, visits with friends); the student should establish a regular time for getting up and going to bed and other deadlines without prompting.

### **Illness**

If your student is ill and unable to complete his/her assignments, please contact the school office.

### **Late Work**

CRCS is training students in time management and responsibility. **All homework received after 8:30 am on the day that is due will be considered late.** Late work, without approval, will receive a zero.

### **Grading Homework**

Our goal is to return most homework assignments to students by the end of the day they are submitted. Tests, essays, projects, and research papers will likely take longer.

## **TESTING**

Life is full of challenges. Tests are one of those challenges that students must face. At CRCS, we see tests as an opportunity to apply what students have learned. They also serve as practice for students who do not test well. Every test is an opportunity for student growth.

## **GRADING POLICY**

### **Purpose**

There are many positive reasons to grade students' work. Grading helps develop accountability in students. It also motivates students to meet deadlines. Grading provides a good (not perfect) natural reward for hard work and a consequence for lack of effort. It is also a capable measure of how well a concept is grasped.

### **Grading**

At CRCS, we record and deliver grades through an online grading program called Jupiter Ed. At the beginning of the school year, you will be given a username and password that will allow you to access your student's grades at any time. It is a wonderful program that enables you and your student to keep a close eye on your student's progress.

Note: GK-G2 grade students will not receive formal grades in Jupiter Ed, but rather consistent guidance, input, and evaluation from BOTH parents and staff. Formal grading will begin with the G3 level at CRCS.

### **Criteria**

It is our desire to grade objectively. Whenever possible, teachers will be as detailed and upfront as possible about how grades will be determined.

## **RESUBMITTING TESTS, QUIZZES, AND PAPERS**

The resubmission of tests, quizzes, and papers is at the complete discretion of the teacher who gave them. Students (not parents) must get permission from the teacher before re-submitting a test, quiz, or paper. The resubmission must be attached to the original. True or false questions must be accompanied by an explanation. Every resubmitted correct answer will be given half credit, unless the teacher decides otherwise.

## **RESOLVING GRADE DISCREPANCIES**

If a student has a question about how an assignment, test, or quiz was graded, he/she may submit his/her question in writing along with the assignment, test, or quiz to the instructor of the class **within one week**. We encourage students to handle these issues directly with their teachers, not indirectly through their parents.

## **GRADE REPORTS**

Grade reports will be given two times per year following the end of each semester.

## **PLACEMENT**

Both the parents and Head of School will determine the placement of students with the aid of past report cards, placement tests, and writing samples. We believe that students should be placed at a level where they can complete the assigned work independently and successfully. Please remember that CRCS is a rigorous and demanding program, covering subjects your students may not have been taught before. As a result, students may be placed at a level different from where they would be placed in a traditional school. It is also possible that students will be asked to spend more than one year at a level to ensure that they have a firm grasp on the material taught.

## **ADMISSIONS AND FEES**

### **Admissions Schedule and Process**

Re-enrollment of current CRCS students for the 2023-24 school year begins on 1/19/24

Open enrollment of new students for the 2024-25 school year begins on 2/5/24

Admission to CRCS is a four-step process for families new to our program. All four steps must be completed before students are allowed to join us for classes.

1. Review the entire CRCS handbook. (available on our website)
2. Complete and submit the application form with required application fee.
3. Schedule an interview for a student and family interview.
4. If CRCS is a good fit for the student, the family is asked to secure their spot at CRCS by paying the non-refundable enrollment fee.

### **Review the Entire CRCS Handbook**

We have spent a lot of time thinking through the details that will make or break our program. Those important details are in this handbook. **We ask that both parents read the entire handbook.** We require students to read the portions that apply to them. Your family's intimate understanding of what this program is all about and what is expected of our families will contribute to your student's success.

## **APPLICATION PROCESS:**

- Please confirm you have the correct application. Returning students should complete the “Re-enrollment Application”. New students should complete the “New Student Application”
- Save the completed application to your device.
- Upload and submit saved application through the submission form at <https://www.classicalrootschristianschool.org/apply>
- Pay the appropriate fee online (you will be redirected after submitting form)
- For New Students Only: After application AND application fee are received, you will be contacted by school office to schedule a parent & student interview including an academic assessment

*New Students are officially enrolled with a place guaranteed when acceptance offer is confirmed by payment of non-refundable \$75 enrollment fee.*

*Returning Students are officially enrolled with a place guaranteed when re-enrollment application and payment of non-refundable re-enrollment fee of \$275 and tuition deposit of \$200, for a total \$275 are submitted by Feb 2, 2024.*

### **Join a Member of the CRCS Leadership Team for a Family Interview**

This interview gives us a chance to talk about the program, what your family would like to get out of it, your student’s academic history and desires, and to answer any questions you may have. Admission is based on your student’s academic abilities, motivation, desire to learn, and willingness to cooperate with students and teachers.

We reserve the right to interview returning families, although this won’t be required of all returning families.

### **Acceptance into CRCS**

Students are admitted based on the following order.

1. Existing students (not applicable in our 2023/24 school year)
2. Students of staff
3. Siblings of current students (not applicable in our 2023/24 school year)
4. Qualified students who have completed the admissions process.

### Attend Our Orientation

We will be hosting teacher meetings and orientation for all families the week before school starts. Orientation meetings and activities are required. More details will be given in your confirmation letter.

### TUITION AND FEES

#### Required

<b>Application Fee (new student)</b>	\$100 fee per student is due at the time that the application is submitted online. Checks can be mailed or dropped off at Headwaters Church Office, made out to CRCS. An interview will be scheduled as soon as the application and check are matched.
<b>Enrollment Fee (new student)</b>	\$75 per student (due upon acceptance)
<b>Grammar Level Tuition (GK-G5)</b>	\$2450

Tuition may be paid through your JupiterEd account. We also accept personal check by mail or in person, or cash in person. Please do not mail cash to the school.

#### **Classical Roots Christian School**

c/o Headwaters Church

**2000 North Wells Street**

**Fort Wayne, IN 46808**

#### **TUITION (New Student)**

**Please select tuition payment option below:**

**Option #1:** Pay tuition in full by July 1, 2023 (\$2,450)

**Option #2:** Pay \$1225 by July 1, 2024 with second payment due November 1, 2024

**Option #3:** Make monthly payments of \$245 (+ processing fee) July - April (10 monthly payments) automatic - recurring payments.

### **TUITION: (Returning Students)**

To ensure that your student's tuition maintains the founding family freeze, at \$2,200 for the 2024-2025 school year, please submit the following by February 2, 2024:

- Completed online application
- Pay \$275 Re-Enrollment fee per student when you submit your application online
  - Fee Breakdown: (\$200 non-refundable tuition deposit + \$75 non-refundable re-enrollment fee)

Please select tuition payment option below:

**Option #1:** Pay tuition in full by July 1, 2023

**Option #2:** Pay \$1000 by July 1, 2024 with second payment due November 1, 2024.

**Option #3:** Make monthly payments of \$200 (+ processing fee) July – April (10 monthly payments) automatic - recurring payments.

### **FINANCIAL OBLIGATIONS**

CRCS is a self-funded ministry that relies on your timely tuition payments to purchase books and supplies, pay teachers and staff, and pay rent. Please understand that when you enroll your student in CRCS, we are counting on your financial commitment for the entire school year.

### **BOOK EXPENSES**

On our website ([www.classicalrootschristianschool.org](http://www.classicalrootschristianschool.org)), you will find a copy of the preliminary book list. The final book list will be posted by June 1<sup>st</sup>. The list contains all the materials required for each level. The number in parentheses next to some titles is the item number designated by the company listed in the Suggested Place for Purchase column. We have included the ISBN number (the thirteen-digit number beginning with 978) when possible. If you choose to purchase your materials from another source, please make sure that you are ordering the same item we are requiring. It is essential that all students have the same versions of the materials listed.

## **OTHER EXPENSES**

A supplies list will be sent to you one month before school begins. This list will itemize all the school supplies required for each class.

## **SUGGESTED READING FOR ALL FAMILIES**

If you are unfamiliar with classical Christian education, we ask that you read *An Introduction to Classical Education* by Christopher Perrin or *Recovering the Lost Tools of Learning* by Douglas Wilson. They make a wonderful case for the type of education we feel passionate about helping you provide for your children.

One resource we recommend parents reading is *Protocol Matters* by Sandra Boswell. She argues that protocol training is biblical and essential. She explains that the intent of protocol training should be “to teach and equip children so that they will behave in a manner worthy of their gospel calling.” She continues by suggesting, “Protocol training promotes the valuable character-building habits of self-control, humility, and thoughtfulness.” We couldn’t agree more! The book details expected mannerly behavior and suggested ways to teach those behaviors at home. The book also discusses cultivating social graces in schools. At CRCS we will be expecting our students to uphold many of the standards set in this book. During the year, we will be gently reminding students of these protocols. The greater the similarity between what is expected in your household and what is expected at CRCS, the more successful both of our teachings will be.

## **POLICIES**

This section focuses on the details that help our program run well. Our intention is to be as clear as possible about our expectations, so CRCS and all our families are set up for success, not to seem legalistic and unnecessarily rigid. Many of these policies help protect the time and well-being of our students, parents, staff, teachers, and the Leadership Team.

## **USE OF PERSONAL INFORMATION**

CRCS distributes a family directory to all enrolled in our program with the names, addresses, telephone numbers, and levels of the children registered at CRCS. This information should only be used for your personal use and is not allowed to be distributed to anyone outside of our program.

## **WEB AND EMAIL COMMUNICATION**

To help manage the costs of our program and the time of our Leadership Team, instructors, and staff, we use email and Jupiter ED whenever possible.

It is the responsibility of every family to make sure that CRCS has your current email address and that you join the appropriate groups and courses on Jupiter ED. It is critical that you **check your email regularly for important updates**. CRCS is not responsible for un-received or un-read electronic communication.

## **ACADEMIC EXPECTATIONS**

It is our expectation that all students and their parents are fully engaged in the academic process. We expect students to complete all assigned work, try their very best, and ask for help when needed. Parents are expected, in the very least, to facilitate the learning process by knowing what is required of their students each week, helping when necessary, and making sure that all work is complete.

## **ACADEMIC MISCONDUCT**

Any form of academic dishonesty or misconduct will not be tolerated at CRCS. This includes, but is not limited to: cheating, plagiarism, and a misrepresentation of one's work and/or efforts. Utilization of answer keys to aid in the completion of homework is not allowed.

We agree with Dartmouth College's code of conduct which states, "Any form of plagiarism violates the Academic Honor Principle. Plagiarism is defined as the submission or presentation of work, in any form, that is not a student's own, without acknowledgment of the sources."

If a student copies the words of another author and does not give credit to the original source, he/she has plagiarized. If a teacher suspects that a student has plagiarized, that student will be asked if the words on his/her paper are his/her own. If the student confesses and asks for forgiveness, he or she will be forgiven, and be given a zero for the assignment. If a student is confronted, does not confess,

and evidence proves otherwise or if a student commits a second offense, the misconduct may lead to expulsion from the program. The ultimate decision will be made by the Leadership Team.

## **ILLNESS**

We ask that you keep ill students at home. We would like to keep our school as healthy as possible. Please notify the school office if your child is ill and unable to attend CRCS. Please make the call or send an email to the school by 8:30am.

## **BRINGING ITEMS TO SCHOOL**

Students should only bring items to CRCS that are necessary to participate in class. Toys or weapons of any kind are not allowed. Cell phones should be turned off during school hours and used only with the permission of a teacher, staff member, or member of the Leadership Team. Any teacher, staff member, or member of the Leadership Team may confiscate any items they deem inappropriate.

## **TECHNOLOGY**

We recognize both the tremendous benefit and detriment of technology. We also acknowledge that technology is not going away, so we have drafted technology guidelines (listed below) that we hope will help us all have a healthy relationship with technology – one where we are, with thoughtfulness and deliberateness, controlling it, rather than mindlessly allowing it to control us. In addition, we have limited time together and want to maximize the opportunity for high-quality, in-person connection.

### **Technology at CRCS**

While at CRCS (8:30am - 3:30pm), students' cell phones should be in "downtime" mode (i.e. games and social media shut off) and in their backpacks. Students are allowed to have their cellphones in class if they are needed for educational purposes at the teacher's request. If a student is caught using a cell phone or smartphone watch during time that hasn't been allowed by a teacher or staff, it will be taken away. The device will be returned to the parent in the school office at the end of the school day. If a student is in frequent violation of CRCS's technology policy, a meeting with the Head of School will be required and possible expulsion will be discussed. If you must get a hold of your student during the school day, please call the school office to get a message to your student.

In addition to the above:

- CRCS is not liable for personally owned technology that is lost, stolen, or damaged. CRCS will not reimburse for lost or stolen technology, nor will CRCS be able to fix or troubleshoot

damaged technology. Technology that is brought into CRCS is solely the responsibility of the student and his or her parents.

- Students may not use their personal technology devices for gaming or media sharing during the day at CRCS.
- Students may not take pictures or videos of any student, teacher, staff member, or CRCS guest without the individual's consent.
- Students may not utilize any piece of technology in the bathrooms during the school day.

### **Technology away from CRCS**

The reality is that the Lord has brought us together to be in community with each other. Whether we are at CRCS or away, we are connected. While we cannot (nor do we want to) dictate what you do outside of CRCS, Romans 14:13-23 provides guidance for how we should behave. When we allow technology to steal our focus from our work, we cannot be as productive and as rest-filled and joyful as we would like and need to be. We also distract others from getting their work done. Here are a few suggestions to follow:

- Set productivity goals for the day and the week for your student(s). REWARD your student(s) when they meet them!
- Set their phone to “downtime” during working hours (use KSafe if their self-control needs help).
- Use Qustodio, Microsoft Family, or a similar application to turn off distracting apps and websites on their computer during school time. Turn off your notifications on their phone and computer.
- Encourage break times to get fresh air and get their energy out rather than getting on technology. If your student uses technology during a break, SET A TIMER. Often, it is easy to underestimate the amount of time we are on our devices.

We highly recommend viewing movies such as Screenagers and The Social Dilemma with your students (G6 and above).

### **GENERAL BEHAVIOR EXPECTATIONS**

We expect everyone at CRCS (i.e. teachers, parents, and students) to behave like ladies and gentlemen at all times. Mannerly behavior yields a pleasant and productive learning environment. Proper behavior requires self-control and shows care and concern (respect) toward others.

Everyone should:

- Be fully engaged in the academic process.
- Complete their work to the best of their ability and ask for help when needed.
- Address each other as Mr. and Miss/Ms./Mrs. (Peers may call each other by their first names.)
- Greet everyone you pass. Look people in the eye when you speak.
- Respect others and their things. (i.e. Treat others as you would like to be treated. Ask before taking something that does not belong to you. Return things in their original condition. Treat the church as God's house.)
- Do what you are asked the first time you are asked with a happy heart.
- Follow the CRCS dress code.
- Leave every place BETTER than how you found it.
- Stand when asking or answering a question.
- Don't be alone with someone of the opposite gender in a private location.
- Address grievances biblically (i.e. go swiftly (Ephesians 4:26), go graciously and humbly (Colossians 3:13), go to the offending person first, and then bring in a trusted third party (Leadership) if needed (Matthew 18).)
- Don't engage in conversation unbecoming a Christian (i.e. do not gossip, do not put others down, do not lie, do not force gas to leave your body audibly.)
- Be cautious to not expose others to topics, media, etc. that families believe are unsuitable.

First-period teachers will check to make sure that students are in uniform. If a student is not in dress code, the teacher will let the Director of Administration know immediately after class.

Consequences for not being in dress code:

- First offense - a reminder to the student of the dress code
- Second offense – a reminder to the student of the dress code and parent notification via email
- Third offense - a reminder to the student of the dress code and parent notification via telephone call
- Fourth offense - parent notification, a meeting with the Head of School
- Fifth offense - parent notification, a meeting with the Head of School, and possible expulsion

At the end of each Wednesday, students will pitch in and:

- Wipe down the tables
- Vacuum the floor
- Empty the trash
- Set the room properly

## **STUDENT DISCIPLINE POLICY**

On the rare occasion that a student violates the rules outlined in our handbook or given by a teacher or a member of the Leadership Team, the behavior will result in one or more of the following:

- verbal warning given during class
- dismissal from the classroom
- conference with the Head of School

The teacher or support staff member who observed the violation will confer with the Head of School regarding the student's behavior. Depending on the offense, a verbal reprimand will occur immediately, or parents will be contacted. The leadership team will determine what, if any, punishment will be given.

Punishments must be carried out in a timely and thoughtful manner. It is possible that a student would be asked to write a letter of apology. That written apology must:

- Admit and explain how the offense was wrong.
- Ask for forgiveness.
- State what restitution will be made, if necessary
- Cite biblical references and state how the problem will be resolved and prevented in the future.

A student may also be asked to verbally apologize to the person(s) he has offended. If the offense was one-on-one, an apology is made to the offended person with the teacher or Head of School present. If the offense was public, the student might be asked to make a public apology, either in class or in the presence of those whose presence the offense took place with the teacher or Head of School present. The student may either read the apology or speak directly to the offended party/parties. However, if the student chooses to speak directly, all elements of the written apology must be included.

If a student continues to act inappropriately or disrespectfully, he/she may be asked to leave the program. The leadership team will assess each situation and determine the course of action that best suits both the student and the program.

### **Severe Disruptions**

In the case of extremely inappropriate behavior, in which the student causes a major disruption in the classroom, chapel, or on campus, causes bodily injury to anyone, or harms church property, more severe disciplinary actions may be taken immediately. This will be at the discretion of the Head of School and the other members of the Leadership Team, forgoing the process outlined above. The student may be suspended from classes or expelled.

### **TEACHER DISCIPLINE POLICY**

If a staff member conducts him/herself inappropriately, violates confidentiality, or shows an inability or unwillingness to fulfill the responsibilities for the position, the leadership team will decide the disciplinary action that should be taken on a case-by-case basis.

### **TEACHER/STUDENT COMMUNICATION**

There is an important relational component to CRCS, which opens doors for students to be poured into by other Christian men and women in and out of the classroom. Most of our students will have amazing connections with their teachers. One of our goals is for students and staff to develop a respectful rapport in class.

### **CONFIDENTIALITY OF PERFORMANCE AND CONDUCT**

Our expectation is that all teachers and support staff behave in a Christ-like manner. To accomplish this, all staff must respect the confidentiality of students. They must always speak positively about students and families and keep grievances and private matters private. Any behavior or academic concerns should be addressed privately with a member of the leadership team.

## UNIFORM REQUIREMENTS AND GENERAL APPEARANCE

The way a person dresses helps set the tone for his/her conduct. Students, teachers, and support staff are asked to dress professionally and modestly.

Students are required to choose from the items listed below or items that look as similar to them as possible. The Children’s Place, Old Navy, and Land’s End all have great selections.

Uniform Description	
<b>Gentlemen</b>	
<b>Tops</b> <i>All tops must be either navy blue or white and must be worn tucked in.</i> <i>No writing on shirts.</i> <i>Sweaters are optional.</i>	Short-sleeve polo Long-sleeve polo Short-sleeve Oxford Long-sleeve Oxford CRCS logo t-shirts  Sweaters – <i>Navy blue</i> Sweater vest V-neck sweater Cardigan
<b>Bottoms</b> <i>All bottoms must be khaki, navy, or black. No jeans.</i>	Plain-front Chino pants Plain-front Chino shorts
<b>Accessories</b>	Sensible, matching shoes in black, brown, or navy blue are recommended. Nice gym shoes are allowed. Socks are to be a solid - white, black, or navy blue. No jewelry other than watches is allowed.
<b>Ladies</b>	
<b>Tops</b> <i>All tops must be either navy blue or white.</i> <i>No writing on shirts.</i> <i>Sweaters are optional.</i>	Short-sleeve polo Long-sleeve polo Short-sleeve Oxford/Peter Pan collar Long-sleeve Oxford/Peter Pan collar CRCS logo t-shirts  Sweaters – <i>Navy blue or White</i> Sweater vest V-neck sweater Cardigan
<b>Bottoms</b> <i>All bottoms must be khaki, navy, or black. No jeans.</i> <i>Skirts must be worn at or below the fingertips when arms are extended at the side.</i>	Solid pleated skirt Solid Chino skort Plain-front Chino pants Plain-front Chino shorts Leggings may not be worn, except under a skirt Dress or jumper (navy, white, black, khaki); with polo underneath jumper

Accessories	Sensible, matching, closed-toe shoes in black, brown, navy blue, or white (Mary Jane, flats or slightly heeled shoes) are recommended. Nice gym shoes are allowed. Tights or dress socks are to be a solid white, black, or navy blue and cover the feet. Undershirts must be tasteful and be either navy blue or white. Tasteful and simple jewelry are allowed.
<b>Gentlemen &amp; Ladies</b>	Overall appearance: Students are asked to keep their hair clean, neat and out of their eyes.

### **STUDENT PICK UP**

The school day ends at 3:15pm. All school cleanup ends at 3:30pm. Students are expected, and parents are encouraged to help clean up at the end of the day.

### **SEVERE WEATHER**

It is possible that severe weather will prevent us from holding classes. Parents will receive an email notification ideally by 6:30am, if classes are canceled.

### **EXPENSE REIMBURSEMENT**

If you incur any pre-approved expenses for the school, you may turn in your receipts to the Head of School within 30 days of incurring the cost.

### **GRIEVANCE PROCEDURES**

At CRCS, all grievances should be resolved by following the process outlined in Matthew 18.

1. First, go to the person with whom you have the conflict or trouble and try to resolve the matter in a biblical way.
2. If not resolved, take the concern to the Head of School. The two of you will then address the grievance.
3. If the grievance is still unresolved, it should be taken to the other members of the leadership team. The leadership team will then address the concern.

### **WITHDRAWAL**

Making educational decisions on behalf of your child is a significant parental responsibility. We believe families who choose to enroll at Classical Roots Christian School have spent considerable time praying and seeking the very best for their child's education. Considering this, when you register your child at

CRCS you are enrolling your student for the entire school year. Every registered student is awarded a valuable spot, making it impossible to enroll another student in that spot.

Therefore, if a family considers the withdrawal of a student, the following process should be followed:

- **Step 1** The parents will contact their student's classroom teacher to establish a time to meet and discuss concerns. If concerns are handled and parents determine to continue at CRCS, no other step is necessary.
- **Step 2** If there are continuing concerns, parents should contact the Head of School for a subsequent meeting. Often meeting with the Head of School resolves concerns and continuation at CRCS is determined the best course for the student and their family. However, if a family would still consider withdrawal of their student, step 3 follows.
- **Step 3** Parents will send a withdrawal notification to the chairman of the CRCS School Board listing rationale for the withdrawal of their student. Ideally, within 7 business days the family will receive a written response. There will be a \$200 per student withdrawal fee charged to the family.

## **FORGOTTEN ITEMS**

Items left at school must be retrieved the following school day. Church office personnel should not be telephoned, as they will not have access to materials left behind. For this reason, it is extremely important that all students check that they have all of their belongings and materials from their family folders before they leave for the day. It is wise to put the name of the student on items that could be discarded (sweaters, coats, book bags, etc.).

## **MATERIALS**

This handbook and all other CRCS materials created by teachers or staff are the property of the Classical Roots Christian School. We ask that you do not share or copy any CRCS materials with anyone outside the program without the consent of the leadership team.

## APPENDIX

The following information is not pertinent to the launch of CRCS in 2023/24 because we will not offer Logic Level or Rhetoric Level classes. However, to help parents appreciate and understand our future plans, this appendix offers information that will become a part of our handbook as those two levels are added to our school. Our hope is that this appendix will give parents information to be confident in enrolling their student(s) in the Grammar Levels, while looking forward to the levels of Logic and Rhetoric.

### LOGIC

At the **Logic Level**, students will take the following courses:

#### **Christian Studies (L1):**

At the Logic Level, we aim to help students grow in their faith beyond factual knowledge of the Bible. With this goal in mind, the foundation of our Logic Level Biblical instruction will be 52 catechetical questions and answers from the New City Catechism. Students will deepen their understanding of the key concepts of Christianity through the catechetical discipline of memorization. This practice of question-answer recitation will open up opportunities for teachers and parents to dialogue more meaningfully with students about their faith as they enter into the dialectic stage of development. Finally, in support of the catechism, students will read and discuss pertinent passages from the Bible and related readings from Packer's Concise Theology.

#### **Church History (L2):**

The church's history drives the rest of history; God is always working to build up and purify the Church so that it may be presented as the blameless, glorious, and radiant bride of His Son, Jesus Christ. Those who have come before us have set some examples which are worthy of following, and some which should be avoided at all costs. Our goal is to discern which examples deserve honor, and which ones serve as warnings to today's Church. Therefore, the objective of this class is two-fold: 1) To see how God has demonstrated His sovereignty and providence in the way He has built up and protected His Church and 2) To see and understand how God has used those faithful to the Gospel to carry out His message and bring glory to Himself.

**Latin:**

The study of the classical language, Latin, is the core of a classical education; as a result, we require students to continue their study of Latin at the Logic Level. Students must complete Latin I or II with a score of 70% or higher to fulfill this requirement before they are able to take a different foreign language in the Logic and Rhetoric Levels.

**Introduction to Spanish:**

The course is intended for L2 level students as a ground-level introduction to the Spanish language. It will introduce basic vocabulary and grammar concepts that will be further developed in Spanish I through Advanced Spanish. Throughout the year, students will learn the Spanish phonetic alphabet, learn and memorize essential vocabulary, and practice simple conversation using basic grammar concepts. After completing this class, students will be well equipped for success in our Rhetoric Level Spanish coursework.

**Science:**

Students in L1 science will study an introduction to Chemistry and Physics. Through scientifically sound and God-honoring instruction, the basic building blocks of creation, atoms and molecules, the laws of motion, energy, electricity, and magnetism will be explored. Students in L2 science will be given a high-school equivalent introduction to biology. Science classes include labs.

**Omnibus:**

The word *omnibus* comes from Latin “for all” and truly embodies the heart of our classical curriculum. This course integrates history, literature, theology, literary analysis, composition, and art/music history. Logic students will study these topics chronologically in a two-year rotation of Ancient/Medieval and Modern Times. The curriculum for the course is based upon Great Works with sharp focus on the ideas rather than just the facts. Subsequently, the reading material and class discussion provide a rich resource for in-depth and integrated instruction in a variety of composition modes, such as expository, narrative, descriptive, and persuasive writing, as well as the classical progymnasmata exercises. Our instructors will use a combination of sources to help students develop into confident and accomplished writers.

**Logic and Critical Thinking:**

Consistent with the modes of learning inherent in this stage of the trivium, the disciplines of logic and critical thinking provide students with the tools to recognize sound arguments. L1 students

study formal logic, the science of reasoning well. L2 students study critical thinking processes to learn how to analyze arguments of others and prepare them to construct solid arguments of their own, carefully and methodically.

**Math:**

CRCS will offer Pre-Algebra and Integrated Math I to Logic Level students. Those interested in a math class will join at a specific class time for their level. Participating students will receive grades. If students are not enrolled in a math class at CRCS, parents are fully responsible for math instruction.

**RHETORIC**

At the **Rhetoric Level**, students will take the following courses:

**Foreign Language:**

Spanish will be taught using *Descubre 1 & 2*. This program offers CRCS students the opportunity for daily language practice utilizing many online components such as vocabulary and grammar tutorials with practice activities, audio, video, and digital voice recording. Students will also use a workbook and lab manual for their weekly assignments, designed to build competency in all four language acquisition areas: speaking, listening, reading, and writing. Additionally, students in Advanced Spanish will read an adapted version of Cervantes' *Don Quijote de la Mancha*. CRCS's four-year program will prepare students for advanced study of the Spanish language. Spanish meets twice per week.

**Math:**

All students entering the math program at CRCS will be given a placement test to ensure proper placement. Math will be taught by skill level – Integrated Math I, Integrated Math II, Pre-calculus, and AP Calculus. Math is taught twice each week. In AP Calculus, a special emphasis will be given to preparation for the National AP Exam.

**Science:**

In Science we will be transitioning to a Physics-first model. In this year of transition, both R1 and R3 levels will be studying Physics, and students at the R2 level will be studying Chemistry. In subsequent years, R1 students will study Physics, R2 students will study Chemistry, and R3

students will study Advanced Biology. We have both a regular and honors track for Physics and Chemistry. The honors track is designed for students who are seriously considering entering a science field in the future. If your student is prepared to take a science other than the science he/she is scheduled to take, please let us know and we can try to accommodate your student.

### **Quadrivium:**

In classical education, based in antiquity, the Quadrivium integrates the four “sister sciences” (Pythagoras) of arithmetic, geometry, music, and astronomy. The relationships between these subjects have been studied and taught since the earliest days of Greek education. This course moves beyond the preparatory work of the trivium (grammar, logic, and rhetoric) to explore the deep interconnections between number, space, and time. In doing so, R4 students have the opportunity to complete their personal journey through the seven core liberal arts.

### **Systematic Theology and Biblical Worldview:**

All of Scripture is breathed out by God, which means everything in the Bible matters. There is a fundamental unity in the Bible since it is all written by the same author. Systematic theology seeks to make the comprehensive unity understood and enjoyed. We all do theology, but it may not be very well organized or incorporate verses from the whole Bible. We must study the entirety of what God reveals about a particular doctrine. This is why systematic theology is essential to teach and relate to today's world.

### **Economics and Personal Finance:**

Our one-semester economics course will be designed to give students a basic understanding of economic principles. Students will be encouraged to apply their logic and critical thinking skills to global finance and recognize that political and economic actions have consequences. Our one-semester personal finance course will be designed to help students take a biblical approach to personal finance. In this course, they will learn about saving, investing, credit, debt, money management, and much more.

### **Fundamentals of Professionalism:**

Fundamentals of Professionalism (FoP) will be designed for R3 students. This class will teach the practical skills required for launching well into the next phase of life. The course will cover: goal setting, gifts and talents assessments, translating skills and gifts into a career, becoming a

self-directed learner, exploring interest areas, marketing yourself, finding where to learn after CRCS, finding mentors, interviewing, and landing internships.

### **Independent Study:**

Independent Study (I.S.) will provide an individual R4 student the opportunity to pursue a passion or explore a particular topic of interest and to gain considerable knowledge in that topic area. Participation in this course will enhance skills in curating, analyzing, synthesizing, and integrating information from diverse sources and experiences. The Independent Study student will work closely with a CRCS faculty member who has agreed to be the I.S. supervisor and will approve the study plan, direct the study in a mentorship role, and evaluate the outcome. Because I.S. requires greater self-discipline and a more developed sense of purpose and direction than a traditional course, the student who elects to take I.S. should be a highly motivated learner seeking a unique and personalized educational experience that will help shape further studies at the collegiate level.

### **Omnibus:**

The word *omnibus* comes from Latin “for all” and truly embodies the heart of our classical curriculum. This course integrates history, literature, philosophy, theology, and composition. Rhetoric level 1 (R1) students will study these topics through the lens of our American heritage in Omnibus: American Studies. Rhetoric levels 2-4 will study these topics in a three-year rotation of Ancient, Medieval, and Modern Times. The curriculum for the course is based upon Great Works with sharp focus on the ideas rather than just the facts. Subsequently, the reading material and class discussion provide a rich resource for in-depth and integrated instruction, including various composition tasks.

### **Critical Writing:**

Building on the foundations of Introductory Formal Logic and Critical Thinking, Critical Writing will be a course designed to develop students’ abilities to become effective, eloquent, and persuasive writers. As a part of this process, students will read a variety of fiction and non-fiction texts and respond in writing with their arguments. In this process, they will learn practical aspects of writing, such as paraphrasing, quoting, and summarizing, identifying legitimate sources, and citing those sources properly. Throughout the course, students will engage in Socratic discussions, thereby developing their critical thinking and analysis skills. Additionally, students will practice composing short in-class essays to help them develop efficient and robust writing processes.

Finally, students will research, write, and present an extended argument of their own, incorporating all that they have learned.

### **Classical Rhetoric I-II:**

R2 students will begin training in the art of rhetoric. Classical Rhetoric I will focus on oral expression and delivering a well-crafted speech. At the end of the class, students will be well versed in the Branches of Oratory and the tools of oral rhetoric.

R3 students will be introduced to the field of apologetics in Classical Rhetoric II. The goal of this class is to give students tools for defending the Christian Faith against common objections raised by non-believers. Students will learn to analyze and refute arguments raised against Christianity by integrating knowledge learned from Logic and Classical Rhetoric I. Students will learn the distinctions between Classical and Presuppositional Apologetics. Students will be writing extensively in this class and will have many opportunities for argumentation. Students will create a thesis of 20-30 pages on a theological topic of their choice during the second semester and defend the thesis orally before a panel.

### **PORTFOLIO PRESENTATIONS**

The proper question is not “What does classical Christian education do FOR students?” but rather “What does classical education do TO students?” One way to help students focus on what their education has done to transform them is have them complete a Student Portfolio.

A Student Portfolio Presentation is an exhibition of a thoughtful collection of work documenting the student’s performance, focusing on what the learning has done TO HIM/HER. There are several benefits of a Student Portfolio Presentation:

- Student Portfolio Presentations provide an academic “game day” – a public, exciting, encouraging event that gives purpose to all the “practice” they do throughout the year.
- Students will take greater pride in their work, knowing that it will be showcased for a larger audience to see.
- They give students the confidence to move to the next level.
- The Presentations give room for reflection about what has been learned, how far the student has come, and how that learning has transformed him/her.
- Presentations will provide another opportunity for students to practice speaking in front of others.

- Presentations will provide another outlet for student creativity.
- Work presented by our older students will serve as an encouragement to younger students and their families.

**Student Portfolio Presentations are for students completing their G6, L2, R2, and R4 years.**

The presentations are not graded, but they are a requirement for graduating to the next level.

**The Student Portfolio Presentations consist of:**

- **Personal Objectives:** To begin, the student will talk about his/her focus for this stage of his/her development.
- **Evidence of Growth:** During this section of the presentation, students will choose characteristics that they think were developed by their work at CRCS (i.e., Critical Thinking; Spiritual Maturity; Creativity; Knowledge; Strategic Thinking and Problem Solving; Integration; Character; Leadership; Confidence; Perseverance; Teamwork; and Independent Scholarship). How many characteristics a student must highlight and how many different pieces of work a student must feature are dependent on the student's level.
- **Self-Reflection:** In this section, the student will answer questions: 1) What was your greatest challenge at this level of development? 2) How do you think you've grown? 3) How has your relationship with Christ grown? 4) What do you think is your best work? Why?
- **Teacher Feedback:** At this time, a teacher or teachers will read thoughtful feedback publicly. E.g., "Johnny, I've been very impressed with your work ethic improvements over the past year. I see how your extra effort is increasing your understanding and commitment to your schoolwork.... Next area of growth you might want to focus on is your attention to detail..."
- **Future Goals/Areas of Improvement or Growth:** The presentation will end with the student looking forward and answering the following questions: What are my goals for the next stage? How will I get there? How will I measure my success? Who will keep me accountable?

**How it works:**

- Students collect work they think is reflective of the characteristics outlined throughout their years.
- Students begin to add the work to this [standard presentation template](#) during the second semester or create one of their own.

- Presentations occur mid-May. Students are divided into different rooms with a mix of Grammar, Logic, and Rhetoric level student presenters. Students and family members will watch the presentations. A reception will follow.

### **Parent Responsibilities**

We kindly ask that parents help in three ways:

- **Encourage the improvement of pieces for the presentation:** Encouraging your student to see pieces of work as potential portfolio pieces is critical. By you saying something like, “I see that you worked very hard on this assignment. I think that if you made these few revisions, it could be something that you present as evidence of work for \_\_\_\_\_.”
- **Encourage doing a little at a time:** Encourage your student to add pieces and reflections a little bit at a time over the year so that your student isn’t rushing at the last minute. Don’t forget to have your student work on PRESENTING the material too.
- **Attend the Student Portfolio Presentations:** This is a great event to which to invite grandparents.

### **CRCS HONORS COHORT**

The Honors Cohort is a small group of L2-R4 students selected based on their academic performance, intellectual curiosity, idea synthesis, and class/teacher engagement.

#### **The benefits afforded to students in the Cohort are:**

- **Greater Autonomy:** Students in the Honors Cohort have greater autonomy over assignments/projects. Students may ask a teacher to “swap out” one assignment or assessment for an equivalent or more challenging one. Students can also propose a long-term project to both the Honors Cohort Director and course instructor that would take the place of a larger portion of course work. The Honors Cohort Director would work with the student and course instructor to determine the project objectives, scope, timeline, and rubric for these projects.
- **Stimulating Discussions:** Students in the Honors Cohort meet once a month for a rich discussion on a relevant topic.
- **Study Trip:** Students in the Honors Cohort are invited to join a study trip of the Cohort's choosing. The Cohort must help plan and fund the trip.

- **Engaging Projects:** Each year, the Honors Cohort works on a project relevant to a theme chosen by Leadership and the Honors Cohort Director. The project would include research, execution, and a presentation. The project is presented at the CRCS Showcase.
- **CRCS Scholars:** The Honors Cohort students are invited to join the CRCS Scholars program, a program that supports students, helping them to succeed.

## GRADUATION REQUIREMENTS

At the Rhetoric Level, students may choose from four different tracks. Below are the basic requirements for each track. A student will meet with an advisor prior to his/her R1 year and decide which track he/she would like to take.

Course Areas	Traditional Four-Year Track	Accelerated Three-Year Track	Honors Four-Year Track	Certificate of Merit Track
<b>Math</b>	Three years of math successfully completed through Integrated Math II or higher.	Three years of math successfully completed through Integrated Math II or higher.	Math successfully completed through Precalculus or higher.	Three years of math successfully completed through Integrated Math II.
<b>Foreign Language</b>	Three years of a foreign language successfully completed.	Three years of a foreign language successfully completed.	Four years of a foreign language successfully completed.	Two years of a foreign language successfully completed.
<b>Science</b>	Three years of science successfully completed through Biology.	Three years of science successfully completed through Biology.	Three years of science successfully completed through Biology.	Three years of science successfully completed through Biology.
<b>Omnibus / History/ Literature</b>	Three years of Omnibus successfully completed (American Studies required).	Three years of Omnibus successfully completed (American Studies required).	Four years of Omnibus successfully completed.	Three years of Omnibus successfully completed.
<b>Rhetoric Training</b>	Successful completion of Critical Writing, Classical Rhetoric I, and Classical Rhetoric II.	Successful completion of Critical Writing, Classical Rhetoric I, and Classical Rhetoric II.	Successful completion of Critical Writing, Classical Rhetoric, Classical Rhetoric II, and Independent Study.	Successful completion of Critical Writing, Classical Rhetoric I, and Classical Rhetoric II.

<b>Extras</b>	Successful completion of Theology/Worldview, Economics/Finance, Fundamental of Professionalism courses.	Successful completion of Theology/Worldview, Economics/Finance, Fundamental of Professionalism courses.	Successful completion of Theology/Worldview, Economics/Finance, Fundamental of Professionalism courses.	Successful completion of two Theology/Worldview, Economics/Finance, Fundamental of Professionalism courses.
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Students who successfully complete the Traditional Four-Year Track or Accelerated Three-Year Track earn the privilege of wearing a cap and gown at graduation and receiving a diploma. Students who successfully complete the Honors Four-Year Track earn the privilege of wearing a cap and gown with cords at graduation and receiving a diploma. Students who complete the Certificate of Merit Track will wear appropriate formal dress at graduation and receive a Certificate of Completion.

Except for R3s and R4s who are granted permission, all students enrolled in classes at CRCS must be on campus for the entire day. If they are not in academic classes, they must either be in the study area or helping teachers or staff.