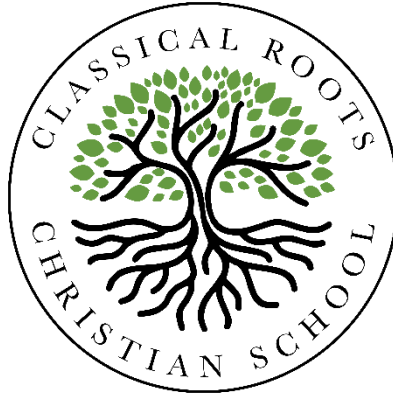




Classical Roots Christian School Handbook

Families and Students

2026/2027

Updated July 2026

“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 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.

Assistant Head of School: The Assistant Head of School oversees curriculum, school security procedure, set up & tear down, and volunteer recruitment.

Administrative Assistant: The Administrative Assistant oversees the school website, all marketing, student records, personnel files, donation receipts, social media, and payroll.

Special Projects: The Special Projects oversees special events (such as Jogathon and Grandparents Day), along with the Parent Website, and oversees the school's blog.

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

Assistant Head of School

Jennifer Schrock

Administrative Assistant

Sarah Abbott

Special Projects

Elizabeth Hostetler

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

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. Each year, parents/guardians and CRCS enter into the following agreement to establish a clear framework for cooperation and shared responsibility in supporting the student's education:

Classical Roots Christian School Parent-School Partnership Agreement

At Classical Roots Christian School, we believe that a student's success is strongest when both the school and the home are working in unity. This partnership is built on clear communication, mutual trust, and a shared commitment to each child's growth—academically, personally, and spiritually. This agreement outlines the responsibilities we willingly embrace together for a successful school year.

Our Shared Commitment

We commit to working together with patience, clarity, and grace, recognizing that consistency and communication are essential to a thriving learning environment.

The School's Commitment

Classical Roots Christian School will:

- *Provide a weekly pacing guide to clearly outline assignments and expectations for the upcoming week.*
- *Maintain consistent and timely communication, including being available by email to answer questions and provide clarification.*
- *Partner with families by being responsive and thoughtful when academic adjustments or modifications are needed.*

- Support each student with care, encouragement, and accountability, aiming to cultivate both excellence and confidence.

The Parent's Commitment

As a parent/guardian, I/we will:

- Ensure that my/our student(s) **complete all assignments** and that I/we **conduct all lessons according to the provided pacing guide**.
- Provide a structured environment that supports **consistent learning and follow-through at home**.
- Communicate **promptly and respectfully** with the teacher when clarification, support, or concerns arise.
- Take an active role in my/our child's education by **monitoring progress and encouraging diligence and responsibility**.

Communication & Partnership

We recognize that strong partnership requires ongoing communication.

Both the school and parents agree to:

- Address questions or concerns **early and directly**.
- Approach challenges with a **solution-oriented mindset**.
- Extend **grace and understanding**, while remaining committed to the student's success.

Agreement

Last Name: _____ Student Grade(s): ☐ GK ☐ G1 ☐ G2 ☐ G3 ☐ G4 ☐ G5

☐ G6 ☐ L7

By signing below, we acknowledge our shared commitment to this partnership and to supporting the success of the student throughout the school year:

Parent/Guardian Signature & Date

_____ Date _____

School Representative Signature & Date

_____ Date _____

"Let all that you do be done in love." — 1 Corinthians 16:14

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.

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 deepen understanding and develop mastery of 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. The role of parents in this partnership of education cannot be overstated.

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 Wednesday 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 seventh grade.

Our students will be referred to by their progress through the Trivium. Students in Levels K-6 are Grammar, Levels 7-8 are Logic, and Levels 9-12 are Rhetoric. For example, G3 and G4 are equivalent to 3rd and 4th grades in the grammar stage; L7 is

Grammar Level

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

Primary (GK – G1): 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.

Intermediate (G2 – G3): In these classes, students take six courses, taught either through self-contained classes or in inter-grade houses.

Upper (G4 – G6): Just as the G3 and G4 students take six courses, G5 and G6 carry a similar class load. 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 a program 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 G3-6, 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:

In this course 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.

Language Arts (Reading, Writing, Spelling, Grammar):

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.

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.

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.

Science:

All Grammar Level students will learn the same science subject. Over four years, the students will cover Astronomy, Botany, Zoology: Land Animals, and Zoology: Flying Creatures and Swimming Creatures. Students learn through hands-on experiments and projects.

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 Rod and Staff Math Curriculum.

History:

Grammar Level students will learn about the same time period of History. Over four years, the students will cover Ancient Times through Modern Day. Special emphasis is placed on memorizing key dates, people, and facts.

Primary & Intermediate students will learn about world and US geography. Upper students will learn about geography occurring concurrently with the history curriculum.

Specials:

Specials (Instructors Lauren Suciu & Katie Nelson):

ART (Q2&4): Our call & response question for Art:

“Why do we create?” “Because God is the Creator and we are made in his image.”

Our mediums are limited by the space we rent. That being said, we will be working with fine arts drawing, watercolor painting, tempera washable paint cakes, and textures as well. We will be developing skills to see things from different perspectives and observe thoughtfully by slowing down. Art is a practiced skill. We will learn about the elements and principles of art, and link art lessons to other areas of study at CRCS often to make learning connections for students.

We are planning to continue to use Artsonia this year. Artsonia is a collection of student art online.

Parents and family members can view the art projects your CRCS student has done and order keepsakes featuring their students' artwork. Parents can purchase custom art keepsakes done by their students and Artsonia donates 20% to CRCS'

s art program. Mrs. Suciu will send out more

information in the pacing guide notes section for specials as the year progresses. Please email her with any questions; lsuciu@classicalrootschristianschool.org.

Logic Art Class (spring semester): Art is a practiced skill. All of our art lessons will be fine arts drawing

and developing this important ability. We will complete projects like portraits of significant people and landscapes as well. We will move slower with less finished projects at the end of the year, but projects with much greater detail and skill as each student grows as an artist. Resources for this course are Drawing on the Right Side of the Brain.

MUSIC (Q1&3):

Our goal in Music is to introduce our students to an array of famous works and their composers, supplemented with hymn singing, rhythm work, and some basics of reading music. When we learn to speak, we start first by listening. Music for us will be the same. Developing our students' ability to listen for beat, pitch, dynamic, tempo, and mood is an achievable skill. Students will answer questions such as: What instruments do I hear? Have I heard this before? How does this make me feel? What story is the composer trying to tell? When and why does this piece fit into world history? What will I remember from this selection?

Each class will open with singing a grade-specific hymn, followed by listening and responding to our classical selection, and will end with rhythms. Practicing rhythms strengthens the brain's focus and memory, but it's also just fun! This might look like marching, dancing, and clapping in the younger grades, progressing to sticks and drumming in the older grades.

This is not a choir, and this is not a performance-based class. We are here to explore! There will be no assessments or homework for this class, although I will include the week's listening selection on the pacing guides if you wish to enjoy it at home.

AGENCY MATTERS (Q2&4):

Agency Matters is an opportunity for students to take ownership of their own learning. Over the course of 6-8 weeks, students choose a learning goal and work toward accomplishing it - academic, mental, physical, or otherwise! This was a powerful project that began our first year and we are excited to see it continue to flourish. See handouts for our schedule and organization this year.

Logic

At the **Logic Level**, students will be encouraged to expand their personal academic growth by using the skills that were introduced to them in the grammar years. Classes will focus on the application of learned concepts. Students will take the following courses:

Math

Language Arts (Literature, Composition, Grammar)

Latin

Bible

Science & History

Logic

Life Skills

Art & Music

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: Language Arts, Math, and Latin
- 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 homeroom teacher.

Late Work

CRCS is training students in time management and responsibility. **All homework received after the day that it is due will be considered late.** Late work will be accepted for 1 week after the original deadline. Once 1 week has passed, work will not be accepted for credit.

Students are responsible to notify teachers of submitted late work. Additionally, parents can notify teachers via email or sticky notes placed on folders / workbooks. Parents are responsible for checking Jupiter weekly for late assignments.

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.

The following system will be used to report engagement in Jupiter:

- ✓ Assignment Submitted and Completed
- Assignment Submitted and Partially Completed
- / Assignment Not Submitted
- M Assignment Past Deadline

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 Logic 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.

PROGRESS REPORTS

Progress 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 2026-27 school year begins in January after Christmas Break. Open enrollment of new students begins the first week of February.

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 appointment for a student and family screening.
4. If CRCS is a good fit for the student, the family will be invited to register their student and to secure their spot at CRCS by paying the non-refundable registration 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:

- Follow the prompts on the "Admissions" page of our website to submit your application

- Pay the appropriate fee online (you will need to continue on to the “PAY” button in the menu after submitting your application).
- 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 they have been invited to register, completed online registration and paid their registration fee.

Returning Students are officially enrolled with a place guaranteed when they have submitted their online registration form and made payment of non-refundable registration fee by Feb 1, 2027.

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
2. Students of staff
3. Siblings of current students
4. Qualified students who have completed the admissions process

Attend Our Orientation

At the end of summer each year, CRCS hosts a parent orientation for all families, which includes time to meet with your student’s teacher. This event typically takes place the week before in person classes resume. We believe good communication is key to a fruitful parent / teacher partnership in our hybrid education model. Attending this informative morning is crucial to your family’s success at CRCS.

TUITION AND FEES

Required

Application Fee (new student)	\$75 fee per student is due at the time that the application is submitted online. If you choose not to pay online, checks can be mailed or dropped off at Headwaters Church Office, made out to Classical Roots Christian School. An interview will be scheduled as soon as the application and check are matched.
Enrollment Fee (new student)	\$100 per student (due upon acceptance)
Grammar Level Tuition (GK-G6)	\$2750

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 PAYMENT OPTIONS

When you fill out your application, you will be asked to select a tuition payment option from the following choices:

Option #1: Pay tuition in full by July 1, 2026 (\$2750)

Option #2: Pay \$1,375 by July 1, 2026 with second payment due November 1, 2026

Option #3: Make monthly payments of \$275 (+ processing fee) July 2026 - April 2027. We will assist you in setting up these automatic - recurring payments in Jupiter at the time of the first payment.

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), you will find a copy of the preliminary book list. The final book list will be emailed to parents by mid June. The list contains all the curriculum 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. Please pay careful attention to items that are noted “*Those purchasing for multiple students need only purchase one*”. You will utilize these materials at home only, and you do not need to purchase multiple copies.

OTHER EXPENSES

A classroom supplies list will be sent to you mid June. This list will itemize all the school supplies required for each class. Please send students to school with all their supplies on the first day.

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.

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.

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.

WEEKLY SET UP AND TEAR DOWN

The school day ends at 3:30pm. Students are expected to help clean up prior to dismissal. We rely on parent volunteers to help us set up and tear down classroom tables and chairs, as we share space with Headwaters Church adult and children's ministries. Our goal is to be excellent stewards of the space that we operate in. CRCS volunteer setup and tear down teams are crucial to the function of our

school days. If you are willing and able to help with this critical need, please contact the leadership team at info@classicalrootschristianschool.org

UNIFORM REQUIREMENTS AND GENERAL APPEARANCE

Our heart behind a school uniform is to foster a focused learning environment while cultivating a respectful school culture. 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. We appreciate our parents' support in following these guidelines when they provide school uniforms for their students.

Students are required to choose from the items listed in the chart below or items that look as similar to them as possible. Name brands are not important. Affordable school uniforms are available at Old Navy, The Children's Place, and Kid to Kid in Fort Wayne in August. Consider getting the size that best fits your child in the fall and one size up that will fit them in the spring as they grow.

We ask all students to have a school uniform sweater for the changing seasons and temperatures inside. Students will not be allowed to wear their coats inside for classes.

Uniforms are not required to have the school's logo. However, if you are interested in purchasing uniform apparel with a logo, CRCS partners with Lands' End. Find more information on the [Student Resources page](#) of our website.

Specials teachers will check to make sure that students are in uniform. If a student is not in dress code, the teacher will let the Head of School know immediately after class. We appreciate our parents' support in following these guidelines when they provide school uniforms for their students.

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 \$5 dress code fine will be submitted to the family
- Fourth offense - a request will be sent to the parents to meet and discuss the dress code

Grammar School Uniform Description		
All gentlemen and ladies must have a collared white or navy shirt with khaki or navy bottoms, and a khaki or navy sweater for the school day.		
Gentlemen		
Tops All shirts must be navy or white and have a collar. No writing on shirts. All shirts must have a collar (with the exception of CRCS logo shirts)	Short-sleeve polo, Long-sleeve polo, Short-sleeve Oxford, Long-sleeve Oxford, or CRCS logo t-shirts	Sweaters – Plain navy or cream/khaki. All sweaters must be plain without writing or designs on them. No hoodies.
Bottoms All bottoms must be khaki or navy. No jeans, athletic or sweat pants allowed.	Plain-front Chino pants or Plain-front Chino shorts	
Ladies		
Tops All tops must be either navy or white and have a collar. No writing on shirts. All shirts must have a collar (with the exception of CRCS logo shirts).	Short-sleeve polo, Long-sleeve polo, Short-sleeve Oxford/Peter Pan collar, Long-sleeve Oxford/Peter Pan collar, or CRCS logo t-shirts	Sweaters – Plain navy, cream/khaki, or white. All sweaters must be plain without writing on them. No hoodies.
Bottoms All bottoms must be khaki or navy. No jeans, leggings, yoga pants, athletic or sweat pants. Skirts must be worn at or below the fingertips when arms are extended at the side. <i>If wearing a dress, any shorts under the dress should be neutral in color.</i>	Solid pleated skirt Solid Chino skort Plain-front Chino pants Plain-front Chino shorts Leggings or yoga pants may <u>not</u> be worn, except under a skirt A dress or jumper (navy, white, or khaki) must have sleeves and a collared shirt underneath or a part of it. No tank tops.	
Gentlemen & Ladies- Accessories		

- All shoes must be closed-toed and closed back (no slippers or uggs), and suitable for the active school day. No sandals. No boots (rainboots, snowboots, ect.) However, dress boots are allowed.
- Tights and socks are to be a solid white, navy, black, grey, tan, or ***any solid neutral color that doesn't draw attention*** and covers the feet.
- Undershirts must be either navy or white.
- Simple jewelry is allowed, but must be suitable for the active school day. If jewelry gets in the way of learning or is distracting, it will be asked to be removed for the day.
- Any hair accessories need to be in school colors - navy, khaki or white.
- Overall appearance: Students are asked to keep their hair clean, neat and out of their eyes.

STUDENT DROP OFF AND PICK UP

Parents will be provided with specific instructions about drop off and pick up procedures at Orientation the week before school begins.. Students should arrive at school between 8:15 AM and 8:25 AM. Students are expected to be in their classrooms ready to engage in learning by 8:30 AM. Tardiness will impact a student's ability to fully engage with the start of the school day. We kindly ask that steps be taken to ensure timely arrival, as this will support ALL student's learning and the overall classroom environment. Student pick up is at 3:25 PM. Parents should arrive at the school at this time to be reunited with their children at the end of the school day.

SEVERE WEATHER

It is possible that severe weather will prevent us from holding classes. Parents will receive an email and text notification ideally by 6:30am, if classes are canceled. In the event that in-person classes are cancelled, the day will become a homeschool day. Teachers will email parents an updated pacing guide by 8:30 a.m.

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 lockers and classrooms 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.