



Classical Roots Christian School Handbook

Families and Students

2023-2024

“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 or 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 Suciu

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 Leadership Team, gifted instructors, dedicated staff members, committed parents and amazing students.

LEADERSHIP TEAM

The CRCS Leadership Team works closely together to set 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 is responsible for overseeing the CRCS program. The acting Head of School at CRCS is Linda Pearson. This position will be responsible for administration of the school day, enforcing policies and procedure, the operating budget, all staff hires, teacher training, and staff development.

Director of Administration: The Director of Administration is responsible for administrative details surrounding student enrollment records, administrative details surrounding ordering, family communications, and planning CRCS events.

Contacting the Leadership Team

You are welcome to contact member(s) of the Leadership Team at:

Head of School

Linda Pearson

LPearson@classicalrootschristianschool.org

Director of Administration

Katie Bradbury

IMPORTANT DATES

Please make a note of the following important dates:

Family Orientation, 10:00 am-12:00 pm or 6:00 pm-8:00 pm	August 14, 2023
First Day of Classes – 1 st Semester	August 21, 2023
No Class Monday (Labor Day); Class on site Wednesday	Week of September 4 th
Class on site Monday; <i>Enrichment Day</i> Wednesday	Week of October 9 th
No Classes – Thanksgiving (No Work Assigned)	Week of November 20 th
Final Day of First Semester	December 13, 2023
No Classes – Christmas Break (No Work Assigned)	December 18 - 31, 2023
No classes on site (Work Assigned for the Week at Home)	Week of January 1, 2024
First Day of Classes – 2 nd Semester (on site)	January 8, 2024
No Class Monday (President’s Day); Class on site Wednesday	Week of February 19 th
No Classes – Holy Week (Work Assigned for the Week at Home)	Week of March 25 th
No Classes – Spring Break (No Work Assigned)	Week of April 1 st
Class on site Monday; <i>Enrichment Day</i> Wednesday	Week of May 13 th
Final Day of CRCS Classes	May 22, 2024

TEACHING AND SUPPORT STAFF POSITIONS

There will be a limited amount of teaching and staff positions available at CRCS. They will require a year commitment. All qualified applicants will be considered for teaching positions. 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 (see definition 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:

1. The Grammar stage studies the fundamentals of disciplines to build a framework of knowledge on which later information can be hung. Questions of who, what, where, and when are the focus. Teachers at this level act as lecturers and coaches. They transmit information, plan and supervise the practice of that information, and motivate and tutor students until the skills are mastered.
2. The Logic stage brings the grammar of disciplines into ordered relationships. The goal is to equip students with the thinking skills necessary to recognize sound arguments and ideas and to detect and correct fallacious ones. This stage addresses the questions of how and why. Teachers at this level act as midwives; they use the Socratic method (leading questions) to help students give birth to an idea.
3. The Rhetoric stage seeks to produce students who can use language, both written and spoken, to express their thoughts eloquently and persuasively. Teachers at this level act as tutors. They set students on their own, supervise, and give feedback.

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 that 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. As the Bible states, we believe that the primary responsibility of educating children falls on the parents. We have created CRCS to assist parents in delivering the highest quality education to their children – a classical Christian education. At CRCS, we strive to help you challenge your child academically and grow his/her character. We will present new challenges to children that will allow them to learn and become more independent.

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 unreachable 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 be adjusted.

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 of information that they are expected to know.

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. All students come together for chapel. The chapel time will include worship, a short devotional, announcements, and prayer. Students should arrive early enough to place their book bag/crate in the hallway outside their classroom, hang up any coat worn, and file their homework in their grading file folder. (G3, 3rd grade, and up for grading)

COURSES OFFERED AND MATERIALS USED

CRCS serves students from kindergarten through fifth grade in our launch year.

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

(For future reference: L1 and L2 will be the Logic stage and are the equivalent of 7th and 8th grades. R1, R2, R3, and R4 will be the Rhetoric stage and the equivalent of 9th, 10th, 11th and 12th 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** (2nd grade): These classes are designed to help students obtain early learning skills that provide a solid foundation for academic learning. Our class studies Bible, language arts, science, history, geography, math, Latin, and literature.

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

G5 (5th grade) – **G6** (6th 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)

We have chosen Horizons Math as our Math curriculum. Math classes will be offered on Wednesdays, but not on Mondays at CRCS. To supplement our Wednesday instruction, we will lead students in math fact chants and focus on mental math as time allows.

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:

The ending to this great afternoon of learning is our Art Appreciation and Execution time. The focus is on art and music directly relating to the periods being studied in history. This class makes the art of the historical period being studied come alive!

Enrichment Weeks:

Two specific times during this coming year, we will focus on life enrichment through intentional encouragement and/or service of others. Teachers will reduce the normal workload to allow families to concentrate on serving others and having fun together. Enrichment weeks will consist of a student serving in our community, encouraging others, or a possible field trip.

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, and Math.
- To focus on Mastery Markers. Our desire is that our students master the critical components of each subject. The bulk of the assigned work will be about growing in the mastery of that subject and/or effectively conveying their knowledge.

- 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 excite your student and move learning forward.
- To have your family participate in field trips and programs to a reasonable degree.

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 an additional couple of hours on homework each evening. 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 have 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, you or your student must contact the Head of School.

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.

We feel that quiz and test scores are a good measure of a student's mastery of a subject, and as a result, we may ask students to repeat classes based on a student's quiz and test scores rather than their overall course grade.

All Grammar students complete a comprehensive mastery exam at the end of each school year. Study guides for the exam will be posted on Jupiter ED at the beginning of the second semester. Exams focus on critical areas of mastery for each subject at each level, including standard math concepts. Students have the option of taking their exams orally or in writing. Students must receive a 70% or above in all classes and pass their mastery exams to be eligible to graduate to the next level at CRCS.

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.

Grading Scale

CRCS desires for students to master the material they are taught. A student's grades are one way that we can determine whether mastery has been achieved. Our grading scale at CRCS is A, B, C and F, because if a student has less than 70% competency in a particular subject, we are setting them up for failure if we advance him/her to the next level. A student must have a cumulative score of 70% or above in a subject to be considered for advancement.

Academic Probation

Any student who receives a first or second semester final grade of 69% or less in any subject will be placed on academic probation. The parents of the student, the student, and the Head of School will meet to discuss the issues surrounding the poor grade. If the student shows a willingness to improve, he/she will be allowed to continue at CRCS. If the student can achieve a 70% or higher in all of his/her subjects during the following semester, the academic probation will be lifted. If the student's grades don't improve, he/she may be asked to take the course again or leave the program. If a student receives a 69% or less in more than one class during any one semester, the student may be asked to leave the program. These issues will be evaluated on a case-by-case basis.

CRCS CLASS AND HOME SCHOOL PARTICIPATION

Class participation is an important part of a successful classroom experience at CRCS. Class preparation is critical for productive class participation. Students will be given a grade for their class participation that will impact their final grade. If a student is absent due to illness **and the Head of School has been notified**, his/her class participation grade will not be affected. Students are granted one vacation day per semester. This allows students to have one day's worth of class participation not be affected by an absence due to something other than illness.

A student's behavior in his home school is also extremely important to us at CRCS. As a result, parents will submit a home school participation grade each semester that will be included in the student's final grade. The grade should be based on effort, self-motivation, and willingness to cooperate with his home teachers during school time. Parent-assigned grades will be due on a date to be determined. If parents do not turn in a home school participation grade, their student will receive a zero.

MISSING WORK

If you believe that a grade was misreported or an assignment was not recorded when it should have been, it is important that you show the Director of Administration the CRCS graded assignment within one week of the grades being delivered. No grades will be changed after one week's time.

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 typed and 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. All resubmissions must be returned by the next school day. Final exams cannot be resubmitted.

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.

If you find a discrepancy in your student's final grades, you must bring the CRCS graded assignment to the Director of Administration within one week of final grades being delivered. No grades will be changed after one week's time.

GRADE REPORTS

Grade reports will be given two times per year – end of December and end of May. Final tests and assignments will be graded, and final grades will be available within two weeks after the final day of the 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

Enrollment for the 2023-24 school year will begin on Friday, March 17, 2023.

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 all enrollment forms and evaluation materials with required application fee.
3. Schedule an interview for your student for a 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.

Complete and Return Application, Requested Materials, and Application Fee

On our website, you will find the required application(s) for your student(s). Please fill it out completely. Please keep in mind that CRCS is a unique and rigorous program.

An application fee of \$100.00 per student must accompany your family's application. This check should be made payable to Classical Roots Christian School. This is a non-refundable fee; however, it will be returned in full if enrollment is denied.

Please send admissions fees to:

Classical Roots Christian School
c/o Headwaters Church
2000 North Wells Street
Fort Wayne, IN 46808

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

At CRCS, we don't enroll students solely based on their registration order. We have an applicant pool from which we pull our students. Students are pulled from the pool in the following order:

1. Existing students¹ (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

Application Fee (per student)	\$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.
Enrollment Fee (per student)	\$75 per student (due upon acceptance)
Grammar Level Tuition (GK-G5)	\$2200 (Two payments of \$1100; July 1/Nov 1)

*Fees may also be paid via Venmo – @ClassicalRootsChristianSchool, and tuition may also be paid via Stripe in your JupiterEd account, if preferred.

¹ Returning students will be evaluated on the effort they put forth the previous year. Our expectation is that all CRCS students give their best effort to their schoolwork.

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.

Tuition payments are due in two payments, unless a separate payment schedule is established with the Head of School. Checks should be made payable to Classical Roots Christian School. Should a family need to delay a payment or require financial assistance, please contact the Head of School before tuition payments are missed. We will do everything we can to help you. Tuition needs to be paid in two payments. The first being by July 1 (or upon acceptance if after July 1). The second being due on or before November 1. A Late fee of \$20 per week will be added to tuition if paid after the due date.

BOOK EXPENSES

On our website (www.classicalrootschristianschool.org), you will find a copy of the preliminary book list. The final book list will be posted by June 1st. 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.

We would also like all families to read *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.

Students are expected to maintain a 70% or above in each of their classes. Any student who receives a first or second semester final grade of 70% or less in any subject will be placed on academic probation. The parents of the student, the student, the Head of School and/or the Academic Director will meet to discuss the issues surrounding the poor grade. If the student shows a willingness to improve, he/she will be allowed to continue at CRCS. If the student can achieve a 70% or higher in all his/her subjects during the following semester, the academic probation will be lifted. If the student's grades don't improve, he/she may be asked to take the course again or leave the program. If a student receives a 70% or less in more than one class during any one semester, the student may be asked to leave the program. These issues will be evaluated on a case-by-case basis.

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 crates or 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 with a cell phone, it will be taken away, a \$5.00 fine will be levied, and the cell phone will be returned to the student at the end of the 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.
- Gentlemen should rise when a lady enters the room; allow them to go first; hold doors, carry items; offer to help.
- Ladies should be gracious and respectful to young men.

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 of the dress code and parent notification
- Second offense - parent notification and a \$5.00 fine
- Third offense - parent notification and a \$10.00 fine
- Fourth offense - parent notification, a meeting with the Head of School, and a \$15.00 fine
- Fifth offense - parent notification, a meeting with the Head of School, and possible expulsion

At the end of each school day, 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 POLICY

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. They will talk with each other in the halls or at lunch.

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	
Gentlemen		
Tops <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	Sweaters – <i>Navy blue</i> Sweater vest V-neck sweater Cardigan
	CRCS logo t-shirts are allowed on special days.	
Bottoms <i>All bottoms must be khaki, navy, or black. No jeans.</i>	Plain-front Chino pants Plain-front Chino shorts	
Accessories	Sensible, matching shoes in black, brown, or navy blue are recommended. Nice gym shoes or sandals are allowed. Socks are to be a solid white, black, or navy blue. No jewelry other than watches is allowed.	
Ladies		
Tops <i>All tops must be either navy blue or white.</i> <i>No writing on shirts.</i> <i>Sweaters are optional.</i>	Short or Long-sleeve polo Short-sleeve Oxford/Peter Pan collar Long-sleeve Oxford/Peter Pan collar	Sweaters – <i>Navy blue or White</i> Sweater vest V-neck sweater Cardigan
	CRCS logo t-shirts are allowed on special days.	
Bottoms <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 skirt Plain-front Chino pants Plain-front Chino shorts 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 or sandals 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.	
Gentlemen & Ladies	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 offending person.
3. If the grievance is still not resolved, it should be taken to the other members of the Leadership Team. The Leadership Team will then address the concern with the offending person.

WITHDRAWAL

Please understand that when you enroll your student in CRCS, your commitment is for the entire school year. It is very difficult for students waiting in our applicant pool to begin the program mid-year. In addition, our program is counting on your financial support for the year. With that said, we understand that there are unexpected circumstances that occur. If you must withdraw your student from CRCS, we would like at least 30 days written notice. You are expected to pay the tuition due during that 30-day period. In addition, the fees paid at the beginning of the school year will not be refunded.

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
Math	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.
Foreign Language	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.
Science	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.
Omnibus/History/Literature	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.
Rhetoric Training	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.
Extras	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.

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.