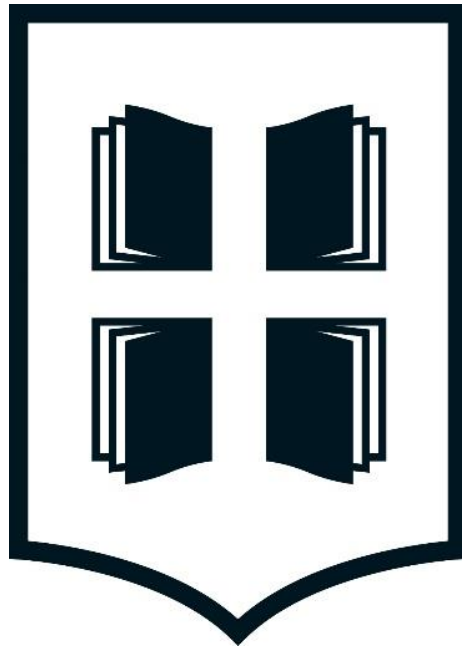


Greenville Classical Academy Student-Parent Handbook

2024-2025



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www.GreenvilleClassical.com

Greenville Classical Academy reserves the right to amend, alter, modify, or add to the policies in this handbook at any time when the GCA Board of Directors deems such change to be in the best interests of the school.

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FOUNDATIONAL STATEMENTS

Mission Statement

Greenville Classical Academy offers a non-denominational, Christ-centered education that will help students reach their maximum potential by training in biblical truths, pursuing academic excellence, and embracing aspects of a classical, Christian education. Greenville Classical Academy exists to assist Greenville-area Christian parents in their duty to train their children by providing academic instruction that is distinctly Christ-centered, classical, and biblical. In brief,

The mission of Greenville Classical Academy is to provide a distinctly Christ-centered, biblical, and classical education, producing students who glorify God (Deum Glorificare) in their thoughts, words, and deeds.

Core Values: Why We Do What We Do

GCA believes that all creation, including education, is under the lordship of Christ. All subjects are taught from a thoroughly Christian worldview. We see no sacred/secular dichotomy and recognize the evident authority of Christ in all subjects. In this respect, we are **Christian**.

GCA believes that when individuals are doing all things to the glory of God, they give their best. We seek to joyfully and creatively challenge every student to perform to his or her God-given potential. GCA desires to have a student culture dedicated to grounding students in the truth of Scripture, encouraging students in their pursuit of excellence, and preparing students for life. In this respect, we are **rigorous**.

GCA believes in the value of the heritage of Western civilization. We seek to cultivate within each student an understanding and appreciation for great literature and the arts throughout history. The curriculum is liberal-arts based, focusing on what the student is becoming, rather than only what he is learning. Through curriculum based on the trivium (taking advantage of the student's natural capacity for certain types of learning at various stages), students learn not only the facts of particular subjects, but are also taught how to think logically and communicate effectively. In this respect, we are **classical**.

GCA believes that all learning is for naught, if not captive in obedience to Christ. We desire to see the thinking and practice of our students harmonized to the mind of Christ through the power and grace of the gospel. Although each student's family and church play primary roles in discipleship, the amount of time spent in school demands that the school share the vision and responsibility of discipleship. GCA seeks to instill a passion for Christ in the student. In this respect, we are **transformative**.

GCA believes that parents ultimately answer to God for their guidance and discipleship of the children He has given them. GCA desires to be used by God as an instrument to assist parents in carrying out the Biblical mandate to bring up their children in the discipline and admonition of the Lord (Ephesians 6:4). In this respect, GCA is a **partnership**.

Vision: The End Result of What We Do

We envision our children bringing light to the darkness. We envision a generation that understands who they are in history and in Christ, who have a purpose for living, and who enjoy interacting with the world in which God has placed them. We envision a society in which believers are bold in engaging the culture with the claims of Christ. We envision our children as people of influence, recognized for their integrity and their wisdom, whether in the pulpit, business and industry, homes and neighborhoods, government, or universities.

We aspire to a future in which each generation of Christians is more prepared than the previous to defend and advance the historic Christian faith taught in the Scriptures. GCA seeks to be a school that is instrumental in developing generations of godly leaders for our homes, our communities, and our world.

Honor Code

Honor is both a classical and a Christian virtue, foundational to godly character. The biblical emphasis on honor has everything to do with the command to honor God—we honor and revere Him as Lord and King, and because we honor Him, we also honor the authorities that He has sovereignly placed over us. Additionally, we honor and defer to those who share our community, because they are made in and reflect the image of God.

As we honor God, we live a life of *Coram Deo* (in His presence, under His authority, and for His glory). Biblical teaching on honor transcends time and culture, and, in most Biblical instances, is something that is recognized or bestowed by the community. Gamaliel was held in honor by all people (Acts 5:34). Mordecai was shown honor in a very public way (Esther 6). Ruth, Timothy, and Epaphroditus lived in a manner worthy of honor (Ruth 3:11 and Philippians 2:22, 29). Christians are to think about what is honorable (Philippians 4:8), keep their conduct honorable (Romans 12:17, 1 Peter 2:12), and seek to be “vessels for honorable use” (2 Timothy 2:21). Those who are “wise and righteous will receive honor.” (Proverbs 26:1).

As members of the GCA community, we are committed to living individually and communally in ways that honor our Lord and Savior Jesus Christ in every way. We strive to speak the truth in love, to work heartily as for the Lord, to submit to the authorities a Holy God has placed over us, and to worship God in attitude, affection, and action. Whether we are students, teachers, staff members, board members, or parents, our goal as the body of Christ is to honor Him by the way we live and interact with each other.

We will be HONEST: we are committed to speaking the truth in love, even in difficult situations, because our goal is to love our brother or sister in truth, and God is Truth.

We will be DILIGENT: we are committed to working in a way that is reflective of our own abilities, each giving our best effort, because our goal is to honor God in our processes as well as our products.

We will be RESPECTFUL: we are committed to submitting to those authorities placed over us by a Holy God, whether they be teachers, parents, administrators, or board members, because we are called to obedience and not rebellion. We will respect the persons, property, and reputations of others as fellow heirs of Christ.

We will WORSHIP: we are committed to glorifying God with our words, our deeds, and our actions in each situation. We will worship God regularly, in Christ-centered, Bible-believing churches and we will worship him throughout the week with thankful hearts, because we have been redeemed and our lives are to be reflections of who our Savior is in us.

Philosophy of Education

The focal point of all that is, has been, and ever will be is the person of Jesus Christ. A GCA education begins with this reality. We desire that students self-consciously live and move and have their beings in Christ, as the Scriptures teach (Acts 17:28).

We believe God reveals Himself not only in His Word (special revelation), but also in every facet of His creation (Psalm 19:1-11). All knowledge is interrelated and teaches us about God’s character, wisdom, and power. Ultimate reality exists only in Him, the Creator and Sustainer of all things, and truth can be understood only as it relates to Him as Sovereign Lord. The Scriptures teach that the fear of the Lord is the beginning of wisdom and knowledge; every aspect of our children’s education needs to be intentionally grounded in our historic Christian faith (Proverbs 1:7, 9:10).

GCA believes God has given parents, not the church or the state, the responsibility of educating their children and teaching them to faithfully love and serve Him. We believe our role as educators is to be *in loco parentis* (in the place of the parent). Our board and staff view themselves as servants who assist parents in their Biblical obligation to educate their children in the Lord. Our school administration, academic instruction, and discipline aim to be consistent with and supportive of Biblical teaching concerning the family and the authority of parents. We believe that fathers are the God-ordained heads of their households (Ephesians 6:4). Whenever possible, we desire that each father assume leadership in the education of his

children. Our instructional format will endeavor to maximize parental participation in each student's training.

We believe that Biblical discipline (the encouragement of an obedient child and the correction of a disobedient child) is a critical and necessary part of education. Under no circumstances will the misbehavior of one child be permitted to continually hinder the education of other children.

God commands each of us to love Him with all our hearts, souls, strength, and minds (Mark 12:28-31). We believe that all instruction must encourage students to love God through their academic endeavors. Students must be challenged at all levels to do quality academic work because God is worthy of the best. Students must be taught to behave in a godly manner because God is holy and therefore commands that His children be holy (I Peter 1:15-16). Teachers will teach students to do everything "heartily, as unto the Lord" with the purpose of glorifying Him (Colossians 3:23).

We believe students should be provided a historically substantive and rigorous liberal arts education that draws deeply from the history and culture of Western Civilization. We employ proven classical methods and curriculum that are modeled on the medieval Trivium. The Trivium is understood as an approach to instruction in which the tools of learning are imparted to students in stages that correspond with their natural pattern of cognitive development (grammar – the tool of knowledge; logic – the tool of reasoning; rhetoric – the tool of communication). The goal of the Trivium is to teach students how to think thoroughly, wisely, and biblically. After students have mastered what Dorothy Sayers refers to as the "The Lost Tools Of Learning" received in a classical education, they will be well-equipped to live to the glory of God with hearts and minds which know and love that which is good, true, and beautiful. The tools of learning, in combination with an active and Biblically-guided exploration of the events, ideas, and people of the past, will equip students to think clearly, reason persuasively, and speak precisely, to evaluate all human knowledge and experience in the light of Truth, and to do so with grace, humility, and wisdom.

We believe that a student's education should affirm and nurture the God-created differences between men and women and their respective God-ordained roles. Biblical masculinity should be cultivated in the lives of male students and Biblical femininity should be cultivated in the lives of female students. Behavioral expectations, classroom instruction, role-modeling, and school culture should encourage growth of the students into Biblical manhood and Biblical womanhood.

Academic Plan

Introduction: At Greenville Classical Academy, we seek to provide a distinctly Christ-centered, biblical, and classical education. We believe that the result of this type of education will be graduates who glorify God in their thoughts, words, and deeds. Integral to providing such an education is ensuring that our academic priorities are aligned with our school's vision and mission. This academic plan flows out of our vision and mission to answer the following question: "What is a distinctly Christ-centered, biblical, and classical education?"

In answering the question, the plan includes two continuums: one Christian and the other classical. It is important to note at the outset that we do not believe firm boundaries exist between these continuums. A fully Christian education will contain elements of the classical tradition, and a truly classical education will come to fruition in Christianity.

The academic plan is not a list of courses or curricula. This plan is designed to govern what occurs in the classroom. It guides our curricular decisions and teaching objectives. It is our rubric for success.

A Christian Education: The first set of academic goals reflects our mission to provide a "Christ-centered, biblical" education. Although we offer classes about the Bible, our commitment to Scripture is deeper than merely adding a class; it shapes our view of the entire curriculum. As the book of Proverbs notes, "The fear of the Lord is the beginning of knowledge" (Proverbs 1:7). Far from simply being one subject among others, Christianity is a lens through which to view all reality.

Our commitment to providing a Christ-centered, biblical education is manifested in three major ways: First, we seek to pass on a Christ-centered worldview. Second, we seek to integrate subjects. Third, we recognize and celebrate God's common grace in the lives of believers and unbelievers.

1. A Christ-Centered Worldview

A worldview is a comprehensive way to understand all reality. The following four events define a Christian worldview and must be integral to the culture of the school:

Creation – The universe is a result of the purposeful design of a good God. Creation is, therefore, intrinsically good (Genesis 1:4, 10; 1 Timothy 4:4).

Fall – Adam and Eve sinned against God, and the world was subsequently cursed.

Redemption – God redeemed the world through the substitutionary death and resurrection of his Son Jesus Christ.

New Creation – God will re-create the physical world, and the redeemed will experience this world in their resurrected bodies.

The storyline of Scripture provides the context for all that we do. At the center of a Christian worldview is Jesus Christ, in whom are all things (Colossians 1:15-20). Any understanding of a subject without Christ is, therefore, radically deficient.

As classical educators Robert Littlejohn and Charles Evans say, a worldview is often more “*caught* than *taught*.” We, therefore, expect faculty and staff to affirm our statement of faith. While discussions of a subject's relationship to a Christian worldview will often be planned, we also expect conversations to occur spontaneously about how God's goodness, human fallenness, or divine redemption shapes one's view of various subjects.

We recognize that a school is merely the third leg of a stool that includes the home and church. These discussions are only possible as we partner with families who affirm the truths of our statement of faith and who worship regularly with churches who also affirm beliefs consistent with our statement of faith.

2. Integration

The fact that one God created the world means that all subjects relate to each other in him. The world is not the result of purposeless, undesigned causes. The world is consistent. Because of this design and consistency, the Lord's works are, therefore, “studied by all who delight in them” (Psalm 111:2). The same God who created a world in which human beings express themselves through language (English) is the God who created a world understandable through observation (science) and number (math). Our view reflects a more traditional understanding that theology is “the queen of the sciences” since all things are from, through, and for one God.

Within a Christ-centered worldview, subjects like poetry, story, history, science, and math ultimately relate to one another. We, therefore, regularly look for ways to integrate subjects. Integration, for us, is not something artificial or contrived; we are merely seeking to demonstrate the relatedness that already exists within creation.

Integration can occur in a multitude of ways. Students may recite a poem about nature in science. Discussions of Scripture or moral dilemmas will arise in literature. History is essential to art (and vice versa). Panel discussions and shared classroom times are further examples of how integration might occur as are projects in which students synthesize subjects. We also seek to instill mental habits into our students that cause integration to be organic and spontaneous. Sketchbooks and commonplace books are important methods of integration.

3. Common Grace

A third commitment that arises from our goal to provide a Christ-centered, biblical education is the way we seek to recognize God's common grace. Although saving knowledge of Jesus Christ is only available through the gospel (Romans 10:17), we recognize the fact that unbelievers have made important contributions to human flourishing. These contributions ultimately come from God since all truth is God's truth (Psalm 36:9).

The Apostle Paul quoted Greek philosophers and poets like Aratus, Epimenides, and Cleanthes (Acts 17:27-29), and Cain's descendants made important technological advances to human civilization (Genesis 4:17-22). St. Augustine of Hippo claimed, in *On Christian Doctrine*, that when Christians preserve what is good and true in pagan writings, they are "plundering the Egyptians."

A major way in which this commitment is evident is in the way we unapologetically include non-Christian texts in our curriculum. Thinking about the works of the pre-Christian Greeks or Romans in no way compromises our commitment to a Christian education. We prioritize the greatest works whether they come from believers or unbelievers. We often, moreover, read old books since these works have stood the test of time. Thinking carefully over the greatest works of a civilization can stimulate curiosity and a passion for independent discovery.

We realize the relationship between culture and education. No one thinks in a vacuum. Languages, traditions, and presuppositions mold societies and civilizations. We, therefore, prioritize western civilization. We read more "great books" and fewer textbooks than other schools.

A Classical Education: The second aspect of our mission that this academic plan seeks to elucidate is the mission to provide a distinctly classical education. Educators have defined the word *classical* in many ways. Some emphasize languages like Latin and Greek in their definitions. Others define a classical education as a "Great Books" education, while still others define it as an education that follows the developmental stages of a child.

What is common in all these definitions is the "non-pragmatic" view of education. Whereas modern education emphasizes the pragmatic needs of the workforce, classical education frees students to discern and love truth, goodness, and beauty. To paraphrase G.K. Chesterton, classical educators affirm the belief that a pragmatic education is ultimately not practical since the most practical human need is the need for absolute truth. A classical education focuses on the type of person students are becoming rather than the type of employees they might become.

What often encapsulates the "non-pragmatic" goals of education is an emphasis on the seven liberal arts. The liberal arts (*artes liberales*) are the arts or crafts that enable individuals to pursue truth, goodness, and beauty. Teachers are masters of those crafts, and students are apprentices. The outcome of the education we pursue is wisdom; the liberal arts that shape the curriculum enable a person to pursue wisdom.

1. The Trivium

The liberal arts have been divided into two groups. The first of those groups is the trivium. These arts are a threefold path (*via*) to truth. The trivium includes the "arts of the word": grammar, dialectic, and rhetoric. Dorothy Sayers, in her seminal essay on classical education, limited each of these arts to certain stages of development. While we believe that each art largely corresponds to a stage of development, the arts do not exclusively correspond to particular stages.

- A. **Grammar:** the craft of words and sentences. Words and sentences are vehicles to the imagination, and, therefore, grammar includes not only sentence structure and the meaning of words; it includes literature, stories, and drama. Literature is nothing less than a preparation for life. As some philosophers have noted, we can only answer the question regarding what we should do if we know which story we are part of. Providing students with a rich understanding of literature trains their intuitions and transforms them cognitively, socially, and emotionally.

For medieval Christians, learning grammar was learning Latin. To learn the Latin language was to enable a person to understand *auctores* (authors/authorities) like Scripture (the Vulgate), Virgil, Cicero, and Augustine.

At Greenville Classical Academy, young students learn the basics of language (phonics). Recitation is a vital part of a grammar school education. Latin forms an integral part of the curriculum – not merely because of the practical benefits, but because of the way the language trains the mind to think. Students of all stages memorize poetry. These are ways of mastering language.

B. Dialectic: testing out ideas through reasoned argument, which is often through conversation. Luke uses the Greek word that is the basis for our word *dialectic* several times through the book of Acts to describe the type of substantive discussions for which we prepare students (Acts 17:2-3, 17). Serious conversations and debate are vital at Greenville Classical Academy. Students learn how to join the great conversation.

One aspect of dialectic that is integral to a classical education is an approach to dialogue that the philosopher Socrates utilized. Socrates saw his life's work as bringing forth truth and wisdom from the minds of his dialogue partners through series of questions. In dialectic, learning how to think is far more important than being given what to think.

Two related classical principles are necessary for true dialectic to occur. First, students must have the time for unhurried discussion on a topic. A Greek term for this is *scholē*, usually translated "leisure" (from which comes the English word *school*). Second, the principle of *multum non multa* is important: "much, not many." To do a few tasks well is more beneficial than doing many tasks poorly.

Dialectic occurs in stages. Students in the Grammar school engage in observation (nature and works of art). Older students take informal and formal logic and begin to engage in debates. Teachers in the Rhetoric School engage in higher-order Socratic questioning. In the early years of the Rhetoric School students also take formal logic to hone their dialectic skills.

C. Rhetoric: The crown of the trivium is the liberal art of rhetoric. In a classical education, students learn the arts of grammar and dialectic ultimately so that they can use language beautifully to persuade others to come to the truth. The Roman orator Cicero claimed that the goal of rhetoric is "*movere, docere, delectare*" ("to move, to instruct, to delight"). Language, truth, and beauty all glorify God, and rhetoric reflects the need for truth, goodness, and beauty to be united in the service of God.

Graduates of Greenville Classical Academy know how to persuade others. In a society that struggles to discern the difference between manipulation and persuasion, rhetoric enables students to place persuasion in the service of truth, goodness, and beauty. They have access to the tools of persuasion and utilize what they have learned of grammar and logic.

The ability to persuade begins in the Grammar School as students engage in presentations and learn how to write. Theatre, as well as debate, become more relevant in the Logic and Rhetoric Schools. The culmination of the art of rhetoric is a persuasive speech delivered by every senior.

2. The Quadrivium

The "fourfold path" is the quadrivium: arithmetic, geometry, astronomy, and music. In some way, each of these arts is a study of numbers. Arithmetic is the study of numbers outside of space and time. Geometry is the study of numbers within space but outside of time. Music is the study of numbers within time but not space, and astronomy (as a liberal art) has historically been the study of numbers within space and time.

The quadrivium differs from the trivium in the sense that the arts of the trivium are more easily transferred into contemporary society. For contemporary classical educators, the quadrivium is a way of thinking more than four easily-definable liberal arts. Specifically, it is a way of thinking about the regularities and structures within creation.

The quadrivium reflects the fact that math is a vital part of the pursuit of truth, goodness, and beauty. A core difference between a modern education and a classical education is that for modern educators, studying math (and science) is a means to an end. One should study math and science to manipulate reality (and become a more productive member of society). For classical educators, studying math is a part of becoming the type of person who can think truly, clearly, and sequentially. Numbers, like God, are immaterial realities that exist outside of space and time.

Mathematical excellence is, therefore, important for all students within a classical education. We encourage students to wonder about numbers and to solve puzzles well since math is not merely a set of operations.

Science and music are, likewise, important to us not simply to acquire lucrative careers but to discern the truth, goodness, and beauty within the harmony of creation. Science enables students to become the type of individuals who move from observation to theory and back to observation as they seek the glory of God within creation (Psalm 19:1-2). Students learn how to draw conclusions, engage in inductive reasoning, and repeat the discoveries of previous ages. Music enables students to discern beauty within structure as they learn the great music. Other fine arts, likewise, become important as students seek to imitate the beauty of creation musically and visually.

Result: Christian Paideia

The result of a classical Christian education is a certain type of ethos or set of collective values. Education is ultimately enculturation. What captures the result is something that Greeks called *paideia*, defined as “the sum of physical and intellectual achievement to which an individual or (collectively) a society can aspire; a society's culture” (*Oxford English Dictionary*, s.v., “paideia”).

The concept of virtue is integral in this view of paideia. The goal of all education, as Allan Bloom has claimed, is “to produce a certain kind of human being.” Scripture reveals that God is concerned with more than simply what actions his people take; he is concerned with what kind of people they are (Psalm 15:1-5; Matthew 5:3-12; 2 Peter 1:5-7). Actions are then the fruit of character.

Only the grace of God can make a person truly virtuous (Romans 7:18), yet Christian communities can and should honor virtues and refuse to celebrate vices (Romans 12:9, Psalm 15:4). If the purpose of education is to produce a certain kind of person, the academic aspect of that education must flow into this goal.

Diligence is an important value at GCA. Students can expect homework. Academic excellence is also important. We are seeking a generation of individuals who know how and love to learn.

Rest and worship are also necessary results of faith (Genesis 2:1-3, Exodus 20:8-11). There are seasons when teachers do not assign homework or respond to emails. We expect members of our community to worship the Lord on the Lord's Day.

In his discourse on education, the Roman orator Quintilian defined an orator as “a good man, skilled in speaking.” A vital form of assessment is our alumni. If we are faithful to our mission, graduates will produce graduates who care about speaking, thinking, reading, writing, and living well. We will also, by the grace of God, produce graduates who “glorify God in their thoughts, words, and deeds.” We will, therefore, seek to produce graduates who fear the Lord and exhibit true Christian piety.

Strategies: How We Do What We Do

We endeavor to:

- ▶ Impart to students a Christian worldview by teaching all subjects as parts of an integrated whole, unified by the Word of God.
- ▶ Encourage students to honor, glorify, and enjoy God in all they do, to develop a love for life-long learning, and to strive for excellence in all endeavors, as their gifts allow.
- ▶ Follow a classical model of instruction by emphasizing grammar, logic, and rhetoric at developmentally appropriate levels.
- ▶ Cultivate in parents a sense of responsibility for their child's education and a sense of ownership in the mission and vision of the school.
- ▶ Embrace and cultivate Biblical principles concerning family, parenting, manhood, womanhood, and relational purity in every aspect of our school culture.
- ▶ Present exemplary role models through our staff and board of all the virtues, beliefs, and behaviors we desire in our students.
- ▶ Provide an orderly and engaging atmosphere conducive to the attaining of these goals.

Statement of Faith

Greenville Classical Academy is a Protestant (non-Roman Catholic) school which does not teach a specific denominational set of beliefs. The following is the foundation of beliefs on which Greenville Classical Academy is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered primary doctrine at Greenville Classical Academy. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority.

Final Authority for Matters of Belief and Conduct

The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality and the proper conduct of mankind, is the sole and final source of all that we believe. Greenville Classical Academy may rely for interpretation upon past systematic expressions of Biblical truth.

The Bible

We believe that the original manuscripts of the Old and New Testament comprise the full, word-for-word, truthful, inerrant Word of God, which is the supreme and final authority in doctrine and practice. (Isa. 40:8, II Tim. 3:16-17; Heb. 4:12; II Pet. 1:20, 21)

The Father

We believe that as Eternal Father, He is the Father of all men in the non-salvation, Creator-creature sense, the Father of the nation Israel, the Father of the Lord Jesus Christ, and the spiritual Father of all who believe in Christ. He is the author of salvation, the One who sent the Son, and the disciplinarian of His children. (Ex. 4:22; Ps. 2:7-9; Jn. 5:37; Acts 17:29; Gal. 3:26; Eph. 1:3-6; Heb. 12:9; I Pet. 1:3)

The Person and Work of Jesus Christ

We believe Jesus Christ is God incarnate, conceived by the Holy Spirit, born of a virgin, completely God and completely man. We believe in His pre-existence, His sinless life, His substitutionary atonement, His bodily resurrection from the grave, His ascension into Heaven, and His bodily return from Heaven. (Jn. 1:1,14,18; Lk. 1:35; Rom 3:24-26; 4:25; 1 Pet. 1:3-5; Eph. 4:11-16; I Thess. 4:13-18; Heb. 1:3; 7:23-25; 1 Jn. 2:1-2)

The Holy Spirit

At the time of conversion, we believe that the Holy Spirit regenerates, indwells, baptizes, seals, and bestows spiritual gifts upon all who know Christ as Lord and Savior. Experientially, He fills, teaches, leads, assures, and prays for believers. (Jn.14:26; 16:6-15; Acts 1:5; 2:1-4; 11:1-18; Rom. 8:14-16, 26-27; 1 Cor. 6:19; 12:7-11, 13; Eph. 1:13-14; 5:18; 2 Thess. 2:1-10; Titus 3:5).

The Trinity

In the unity of the Godhead there are three persons, of one substance, power, and eternity; God the Father, God the Son, and God the Holy Spirit. The Father is neither begotten, nor proceeding, The Son is eternally begotten of the Father, and the Holy Spirit is eternally proceeding from the Father and the Son. (1 John 5:7; Mat. 3:16; Mat. 28:19, 2 Cor.13:14; John 1:14; John 15:26; Gal. 4:6)
Man and Sin

We believe man was created in the image of God; the historical Adam, in his first sin, condemned not only himself, but all mankind to an estate of sin. All of mankind in Adam is now separated from God and in need of a redeemer. (Gen. 1:1,27; 2:17; 3:1-19; Isa. 14:12-14; Lk. 20:36; Heb. 1:13-14; 2:5-8; I Pet. 2:4; Jude 6; Jn. 12:31; Heb. 2:14; Rev. 20:10; Jn. 1:1-3; 8:44; Col. 1:16-17; Rom. 5:12-21; Eph. 2:1-3).

Gender

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen. 1:26-27; Mark 10:6). Rejection of one's biological sex is rebellion against God's created order and intentional design of the individual and leads to spiritual confusion and emotional chaos. (Romans 1:26-32; I Corinthians 6:9-11).

Salvation

“In Him also we have obtained an inheritance, being predestined according to the purpose of Him who works all things according to the counsel of His will, that we who first trusted in Christ should be to the praise of His glory. In Him you also trusted, after you heard the word of truth, the gospel of your salvation; in whom also, having believed, you were sealed with the Holy Spirit of promise, who is the guarantee of our inheritance until the redemption of the purchased possession, to the praise of His glory” (Eph. 1:11-14). We affirm that these believers are eternally secure, have everlasting life, will not come into condemnation, and shall never perish. We believe that assurance comes to the believer from three primary means: trusting the Word of God's promises, the witness of the Holy Spirit, and a persevering walk with the Lord. (Jn. 1:12; 2:3,16; 2 Cor. 5:17-21; Eph. 2:8-9; Titus 3:4-7; Dan. 12:1-2; Mt. 25:31-46; Jn. 3:16,36; 5:24; 10:28-29; 11:25-26; Rom. 8:28-39; I Jn. 4:11-13; Jude 1; Rev. 20:12-15).

Marriage, Chastity, & Family

We believe that marriage is defined by God as the uniting of one man and one woman in a single, exclusive, covenant union for a lifetime (Gen. 2:18-25). Furthermore, it is God alone who has ultimate authority to prescribe and describe the marital relationship (Matt. 19:1-9, Mark 10:1-12). Marriage is the foundational unit of a stable society.

The marital union provides a framework for intimate companionship, the channel for sexual delight according to Biblical standards, the means for procreation, and the foundation for raising godly children. We believe that God intends sexual intimacy to occur only between a man and a woman in the sacred context of marriage (1 Cor. 6:18; 7:2-5; Hebrews 13:4; Malachi 2:15). Sexual immorality, defined by any sexual activity outside the boundaries of this relationship, is clearly and expressly prohibited by the Lord (Exodus 20:14; Matthew 15:19, 1 Cor. 6:9-11, 1 Thessalonians 4:3, Hebrews 13:4).

Ultimately, this marital covenant is a representation of Christ's relationship with His church. As such, the husband and wife, though equal in value and worth before God, have been entrusted with complementary roles within the marital relationship. A husband has been entrusted with the responsibility to lead his wife and to love her sacrificially giving himself up for her, just as Christ loved and sacrificed Himself for the church. A wife is to respect her husband, to be his helper, and to submit herself graciously to the leadership of her husband, just as the church willingly submits to the headship of Christ (Eph. 5:21-33; Col. 3:18-19).

The Church

We believe in the Church, both universally and locally, as the spiritual body, of which Christ is the Head. The church exercises Christ's authority until His return. We also believe that the church is entrusted with the sacraments of baptism and the Lord's supper. (Mt. 16:18; cf. Acts 1:5; 11:15; and 1 Cor. 12:13; Eph. 1:22-23; 4:11-16; 5:22-23; Col. 1:18).

The Great Commission

We believe that those whom God has saved are sent into the world by Christ as He was by the Father. Those so sent are ambassadors, commissioned to go make disciples and make Christ known to the whole world. (Mt. 28:18-20; Jn. 15:8; 17:18; 20:21; Acts 1; Rom. 10:14-15; 2 Cor. 5:18-20; Col. 4:2-6; 2 Tim. 2:14-26).

Eternity

We believe in the physical resurrection of the human body (at the second coming of Christ); in the eternal conscious existence of all individuals in either Heaven or Hell; and in the rewards of the saved and the punishment of the lost for eternity. (I Cor. 15; Luke 16:19-31; 2 Cor. 5:8-10; I Cor. 3:11-15).

Essentially, our Statement of Faith is best summarized in the five *Solas* of the Reformation:

- ▶ *Sola Fide* – By faith alone
- ▶ *Sola Gratia* – By grace alone
- ▶ *Solus Christus* – Christ alone
- ▶ *Sola Scriptura* – On the Word of God alone
- ▶ *Soli Deo Gloria* – To God alone be the glory

In order to preserve the function, integrity, and purpose of Greenville Classical Academy as a para-church organization within the Body of Christ, and to provide a biblical role model to our students and community, it is imperative that all persons employed by GCA in any capacity or who serve as volunteers, agree to and abide by our Statement of Faith, both in public and in private.

Nondiscrimination Policy

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

Glossary

FACTS SIS (School Information System) - the system GCA uses to facilitate communication and information between GCA administrators, teachers, and parents. FACTS SIS is available online at <https://factsmgmt.com/> and through the GCA Family App, which is available as a free download from the Apple or Google Play stores.

FACTS Tuition Management - GCA's tuition management system, used for all tuition and fees.

Grammar - developing an understanding of language; also, the name of GCA's elementary division, from first through fifth grade.

Logic - developing reasoning skills; also, the name of GCA's middle school division, from sixth through eighth grades.

Quadrivium - from the Latin meaning "four paths," the remaining four of the seven liberal arts (the tools of mathematics) including arithmetic, astronomy, geometry, and music.

Rhetoric - articulating and writing with precision, skill, and joy; also, the name of GCA's high school division, from ninth through twelfth grades. (Logic and Rhetoric may also be referred to collectively as "Upper School.")

Trivium - from the Latin meaning "three paths," the three-fold method of teaching grammar, logic, and rhetoric (the first three of the seven liberal arts, and the tools of language) with the goal of teaching the student how to think and to love the process of learning.

Upper School - the combined divisions of Logic and Rhetoric Schools.

SchoolPass - used for visitor management as well as student car line and attendance communication.

GCA Family App - provides students and parents with access to all FACTS programs as well as other resources, report cards, school calendar, etc.

CURRICULUM

Language-focused

A classical education relies heavily on language (the written and spoken word) instead of images (pictures, television, and video). While image-based methods will be employed as they are necessary and most helpful, language-learning is our focus, requiring the mind to work actively instead of passively. Students are taught how to read, write, and speak effectively and encouraged to develop a passion for reading and life-long learning.

Trivium Application Chart

The following material is drawn from the essay *The Lost Tools of Learning*, by Dorothy Sayers. This chart illustrates the application of the classical Trivium at GCA.

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

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Follows the Trivium

The classical method equips students with the tools of learning, which they can use to master any subject. These tools include learning the elements of any particular subject (grammar); learning how to use these elements to reason and make sound judgments (logic); and finally, learning how to communicate these elements eloquently and persuasively (rhetoric). Each of these tools is taught to the students from a specific developmental stage that correlates to the cognitive ability of the student.

The following material is drawn from the essay *The Lost Tools of Learning*, by Dorothy Sayers:

Centrality of History

History is the organizing framework for the classical curriculum. It ties together the subjects of literature, art, music, and science in an orderly way. History is taught chronologically and through the stories of real people in a repeating cycle. In the course of grades two to twelve, students repeat this cycle twice, with constant review during the grammar stage, studying material appropriate for each particular grade level. In addition, particular attention is given to the culture and heritage of the West. As C. S. Lewis wrote in *God in the Dock*, “The educated man habitually, almost without noticing it, sees the present as something that grows out of a long perspective of centuries.” By teaching students the history and literature of western civilization, they will be able to see and understand themselves and their own culture more clearly.

Latin Instruction

GCA begins Latin instruction in the third grade. Learning Latin trains the mind to think more carefully. Studying individual words and forms trains students in analysis, and forming meaningful translations develops habits of synthesizing knowledge. Also, a large percentage of English vocabulary comes from Latin, and much of this Latin-derived vocabulary is technical. Learning Latin helps students learn other new concepts efficiently. The close relationship between Latin and English often enables students who have taken Latin to perform better on standardized tests than they would have otherwise.

Additionally, learning Latin often increases students’ appreciation for excellent literature. The authors of many great works wrote in Latin, and many important English authors like Chaucer, Shakespeare, and Milton received an education that was primarily in Latin. Finally, knowing Latin benefits students who attempt learning various modern languages. Since Latin is an ancestor to Spanish, French, Italian, Portuguese, and Romanian, students who have taken Latin are able to more easily become proficient in these languages.

Grading Scale Guidelines

GCA will measure the academic and objective progress of its students using the following criteria:

Percentages and Grade Equivalents based on the South Carolina Uniform Grading Scale:

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

Other evaluation designations to be used for most subjects in K4 and K5 and for skill-set evaluations in K4 through fifth grade:

E= Excellent

S= Satisfactory

I = Needs improvement

U= Unsatisfactory

/= Concept not yet taught

Art, Drama, Music, and P.E. will use a Pass/Fail system in the Grammar School.

P = Pass

F = Fail

Grade Reporting Guidelines

Report cards will be posted to FACTS SIS at the end of each quarter for K4-5th grades and at the end of each semester for 6th-12th grades. Digital copies will be emailed to parents at the end of the school year. Teachers will communicate with parents about each student's academic performance and classroom work habits.

Parents are responsible to attend any parent/teacher conferences to remain informed of their child's progress.

Promotion Policy

The appropriateness of continuation at Greenville Classical Academy will be considered annually for all students at Greenville Classical Academy, and the academic guidelines below will be used as a part of the evaluation process.

Kindergarten (K5)

K5 students enrolled in GCA are to meet the following basic criteria for promotion to the first grade:

- ▶ Behavioral maturity for the first grade as defined by consistent ability to follow classroom routines, obey teacher instructions, handle conflict appropriately, and stay on task during academic work.
- ▶ Score at least 75% on GCA's first grade entrance test at administrative discretion.

Grammar School (1st – 5th Grade)

Grammar school students currently enrolled in GCA are to meet the following basic criteria for promotion to each successive grade:

- ▶ Earn final grades of at least a 70% average for the year (at least 70% avg. for the year) in reading, math, and English grammar.
- ▶ Earn final grades of at least a 70% average for the year in at least three of the other six academic subjects (Latin, Bible, science, writing, spelling, and history).

Logic School (6th – 8th Grade) and Rhetoric School (9th – 12th Grade)

Students who achieve passing credit in all subject areas are eligible for promotion to the next grade level. Students who fail to achieve passing credit in one or more subjects may be subject to retention, or required to attend a summer session (and/or tutoring) with a teacher for remedial work before the next school year.

Standardized Test Administration

GCA will utilize various nationally standardized academic ability and achievement tests, the PSAT/NMSQT, CLT 10, and CLT.

Academic achievement tests will be administered to students in third through ninth grades. Academic ability tests will be administered in third, fifth, seventh, and ninth grades. The PSAT/NMSQT, used for students in tenth and eleventh grades, prepares students to take college entrance exams and is the qualifying test for the National Merit Scholarship and other scholarships.

Honors and Awards Program

Accomplishments and correlating honors and awards are to be given to full-time students in the first grade and above.

ACADEMIC POLICIES

Homework Philosophy

GCA defines homework as important written, drill, or project-based work assigned by teachers. It is an integral extension of a classroom lesson designed to provide students with an opportunity for review, for independent application and practice, and for successful implementation of their teachers' direct instruction.

As a classical, Christian school, GCA recognizes the value of homework while respecting the importance of family, church, and outside interests as well as the need to provide a rigorous education both inside and outside the classroom. As families plan schedules, they may expect fewer major grades on Mondays, Thursdays, and school days that immediately follow holidays.

Teachers have been instructed to design homework so that a typical student can complete it in a reasonable amount of time (recognizing that the actual time frame is dependent on each student's ability, aptitude, attitude, and attention) and so that the completed homework will academically strengthen the student and contribute to the student's overall learning and retention.

Reading Philosophy

C.S. Lewis wrote in *The Discarded Image* that "Literature exists to teach what is useful, to honor what deserves honor, to appreciate what is delightful." Lewis's words should remind us that words have meaning and importance and are the basis of the education that we provide our students. It is GCA's belief that students properly taught will grow in their love for great literature.

A classical education is an opportunity to instill a love of great literature in students, but this opportunity should be cautiously addressed. GCA asks its faculty to approach reading from two perspectives: to instill a lifelong love of reading and to present great examples of literature. Parents and students are encouraged to choose and to read quality literature throughout the school year.

Drop/Add Policy

Courses may only be added or dropped with the permission of the parent, teacher, and the GCA Administration. The last day to add or drop a class will be communicated at the beginning of each school year. Any course dropped after the drop/add date will be recorded as WP (**Withdraw Passing**) or WF (**Withdraw Failing**) at the discretion of the GCA Administration. Parents remain responsible for tuition payments for a class dropped after the drop/add date.

Learning Differences and Accommodations

- ▶ Students diagnosed by a state-certified psychologist or physician with a specific learning disorder, processing deficit, or ADHD may qualify to receive certain classroom accommodations. The GCA Administration may limit the number of accommodated students to no more than 10 percent of each classroom's population.
- ▶ Any interventions are designed to address the underlying causes of a student's learning challenges and are designed to help the student to become an independent learner within two to three years. It is our expectation that student accommodations may continue through the end of Logic School. Any extension of classroom accommodations into the Rhetoric school will be determined by the GCA Administration on a case-by-case basis.
- ▶ The process for requesting accommodations begins with a classroom teacher or faculty member, parent, and division principal.
- ▶ Students are expected to fully participate in their classes.
- ▶ All accommodation plans will be reviewed annually.

Contact the GCA Administration for further information regarding learning differences and accommodations.

Inclement Weather Policy

- ▶ Parents (or their designated representatives) are responsible for students' transportation. Parents are expected to discern if road conditions during inclement weather or other emergencies allow for safe travel.
- ▶ In the event of inclement weather, even if GCA is officially open for classes, parents who do not believe road conditions in their area permit safe travel should keep their children at home and notify GCA via SchoolPass.
- ▶ During times of inclement weather or other school closing emergencies, GCA may follow the Greenville County public school system regarding delays, early dismissals, and cancellations. Announcements about GCA delays, early dismissals, and cancellations will be emailed from the GCA Office as well as communicated via social media and local news.
- ▶ Announcements regarding changes to school schedules will be made by the following times or earlier if possible:
 - ▶ Delays or Cancellations: 6:00 am
 - ▶ Early dismissal: 11:30 am
- ▶ Decisions regarding delays, cancellations, and early dismissals are subject to change based on changing weather conditions.

Drills Policy

In accordance with the SC Department of Education, GCA will conduct at least two evacuation drills, two active shooter/intruder drills, and two severe weather/earthquake drills, with at least one of each drill conducted each semester.

Holiday Observance Policy

GCA observes Easter, Christmas, and Thanksgiving annually. Additional public holidays observed are listed in the GCA calendar.

Controversial Topics

In the course of education, topics arise that provoke disagreement. Handling controversial topics appropriately is important to GCA. As a classical, Christian school, we seek to teach in the light of a comprehensive Christian worldview. While certain topics are inappropriate for classroom discussion, a wide variety of topics may nevertheless arise over which families and churches disagree.

As a classical school, debate and discussion are essential in forming students who seek, love, and defend truth. Teachers encourage students to respond with charity and respect to those with whom they disagree. Part of the classical tradition students learn at GCA includes the study of pre-Christian cultures. While we do not condone many of the values found in the myths of these cultures, understanding these primary sources of western civilization is essential to a classical education.

If situations arise in which families have difficulties with subject matter, the teacher is always to be the first point of contact. If parents do not believe that they have achieved a satisfactory compromise with their child's teacher, they should contact their student's division principal.

Audio-Visual Policy

As a classical, Christian school, GCA's curriculum focuses on excellent literature designed to produce strong, discerning readers. Audio-visual resources are to be used selectively and require administrative approval before they are used in class or as part of any GCA function, including field trips. Any audio-visual material submitted for approval should be God-glorifying, age-appropriate, and well-crafted.

Field Trips

Field trips enhance the class curriculum or contribute to the broader mission of the school via service opportunities, competitions, and class presentations.

Information regarding field trips will be communicated by email. The teacher will also distribute the Field Trip Participation Request/Parent Volunteer Form. Each volunteer attending the field trip must have a current background check on file (processed by GCA) in order to attend. Any fees associated with the field trip will be billed through FACTS.

All field trip volunteers are expected to adhere to all policies outlined in this handbook. Parent drivers are expected to follow school policies regarding music and videos, and are asked to request prior approval for their use.

Attendance Policy

GCA students are expected to be present, to be on time, and to complete all requirements for each of their enrolled courses. Student attendance records are maintained in FACTS SIS, viewable in the GCA Families App, and are a part of each student's report card.

Communication Regarding Absences

If a student is absent for any reason, parents are to notify the GCA Office via SchoolPass by 9 a.m. the day of the student's absence.

Parents of students arriving late or departing early for any reason are to sign their students both in and out at either the main level (Upper School) or first floor (Grammar School) offices.

Excused Absences

The GCA Administration recognizes that there are unforeseeable absences. Specific examples include illnesses, unscheduled doctor's appointments, or family emergencies. The appropriate division principal will work with individual families in these situations.

Parents are to enter the student's absence in SchoolPass by 9 a.m. the day of the absence.

In the case of an excused absence, school policy is that a student may have one day for each day absent plus one additional class day to turn in the missed work. For example, if a student misses three days unexpectedly, they will have four days to make up the missed assignments.

There are other situations in which a student is absent because of participation in a GCA activity (e.g. playing in or traveling to an athletic event, serving at a school event). In such situations, students should work ahead as much as possible with all make-up work being due the first day the student returns to class.

Unexcused Absences

There are situations in which a student misses school or a class without permission (i.e. skipping or cutting class). If the Administration determines that an absence is unexcused, the student's grades for the classes missed may be dropped one letter grade, and students will not be able to make up the work that was missed. Additionally, parents will be asked to meet with the appropriate division principal.

Planned Absences

Planned absences are any foreseeable absences resulting from a parent's decision to excuse a child from school. Examples include absences due to family events, medical or dental appointments, etc. A student must receive approval from the appropriate division principal at least one week in advance.

Upper School Only

To receive approval for a partial day Planned Absence (NOTE: a partial day is a day in which the student will be present for at least one class):

- ▶ A parent should email the appropriate division principal at least one week (seven days) in advance providing the following information:
- ▶ Date and times of absence
- ▶ Reason for absence
- ▶ If the principal approves the absence, the principal will communicate the approval to the parent and will also communicate the absence to the teachers affected.
- ▶ The teachers will then communicate with the student and/or parent to arrange makeup work.

To receive approval for a full day or multiple day Planned Absence:

- ▶ The student should request a Planned Absence Form from the office.
- ▶ A parent should fill out the form before the Administration will give approval.
- ▶ The student should then have each of their teachers sign the form.
- ▶ By signing the form, the teacher acknowledges being aware of the absence and having made arrangements with the student for the work that will be missed.

GCA reserves the right to deny a Planned Absence request and treat any absence as unexcused. Any truancy situation will be considered an Unexcused Absence.

GCA students may use up to five Planned Absences per semester. Any Planned Absences beyond those five will be considered Unexcused Absences. In the Upper School, students are allowed five Planned Absences *per class period* per semester.

Early dismissals for Planned Absences must be completed before the last half-hour of the school day; we ask that parents plan to go through car line instead of signing a student out when fewer than 30 minutes of the school day remain.

All make up work will be due the first day the student returns following a Planned Absence. We recommend that prior to any Planned Absence, the student work ahead as much as possible, eliminating both the need to work during the absence or the need to complete a significant amount of make-up work. It is the student's responsibility to complete any work as outlined or prescribed by the teacher. Parents should not expect

teachers to pre-plan or prepare handouts, tests, or worksheets prior to any extended absences unless they have already been in communication with the Administration and extenuating circumstances exist.

Punctuality

Students arriving after the start of class will be considered tardy. The fifth tardy (for any reason) in any given semester will result in an unexcused absence. Each subsequent tardy within the same semester will also be considered an unexcused absence. Parents will be notified via email that the fifth tardy will result in an absence applied to a student’s record and will need to schedule a conference with the appropriate division principal.

Other Attendance Matters

Parents of students arriving late or departing early for any reason are to sign their students both in and out at either the Main or Grammar School Office.

A student who is absent from school more than one half-day may not participate in extracurricular activities that day, including practices or games, unless given permission by the division principal. Any student leaving for a medical appointment and returning within a reasonable time will be eligible for practices or games.

A Logic or Rhetoric student missing more than half a class due to a late arrival or early departure will be counted absent from class. Such cases will be excused or unexcused based on the circumstances and at the discretion of the Administration.

K4-5th grade students must be in attendance by or until 11 a.m. to be considered present for the school day. Students in grades 6-12 must be in attendance at least 50 percent of the day to be considered present for the school day.

Division principles may waive requirements set by the Attendance Policy. In doing so, the principal will take into account the following: student’s mastery of all subjects, attitude toward school, work ethic, and quality of work, alongside their disciplinary record.

Graduation Requirements

English	4 credits	Must include American Literature and British Literature
Mathematics	4 credits	Must include Algebra I, Geometry, Algebra II
Science	3 credits	Must include Biology and Chemistry
History/Social Studies	3 credits	Must include American History, and Government and Economics
Foreign Language*	2 credits	Must include Latin I, II
Bible	4 credits*	Hermeneutics, Systematic Theology, Philosophy and Christian Worldview, and Apologetics
Logic & Rhetoric	3 credits	Rhetoric – Composition (.5) Rhetoric – Public Speaking (.5), and Senior Capstone
Electives*	2 credits	Must include PE and Computer. Courses may include Fine Arts.
Total Credits	25 credits	

Other Requirements

In order to graduate from GCA, a student must complete 25 hours of community service each year from 9th-12th grades for a total of 100 community service hours.

NOTE: In addition to what is listed above, some colleges require 3 credits of Foreign Language, and/or 1 credit of Fine Arts for admission.

*Transfer students must satisfy SC residency requirements.

Athletic Policy

Athletics is a part of a GCA education. We want our student athletes to strive for success in the classroom as well as on the playing field. Participation on an athletic team does not lessen a student's academic responsibility. Part of being an athlete at GCA is learning to balance the load between academics and athletics. Students must learn to budget their time, plan ahead, and fulfill responsibilities to their team as well as academic responsibilities.

The following eligibility requirements also apply to all students:

- ▶ Any student on academic probation is ineligible to participate in GCA's competitive athletic programs.
- ▶ Logic and Rhetoric students must have at least a 2.0 cumulative grade point average (GPA) to be eligible to play sports on a GCA team.
- ▶ If a student has at least a 2.0 GPA, but has a failing grade (below 60) in one course, the Athletic Director and the Upper School Principal will determine the eligibility of that student.
- ▶ Any student having a cumulative GPA below a 2.0, or failing more than one class at the end of a quarter, will be considered ineligible.
- ▶ Any student on academic probation is permitted to practice with the team (with the Athletic Director's approval) but is not allowed to dress out or participate at games or rallies.
- ▶ Any student under disciplinary action will be eligible to participate in athletic events at the discretion of the Upper School Principal.
- ▶ Occasionally athletic teams are required to miss academic time due to out-of-town tournaments.
- ▶ The Athletic Director and Upper School Principal reserve the right to exclude any student who is experiencing academic difficulties in any class from GCA Athletics.

Music Policy

Music is a means of communication. At Greenville Classical Academy, every effort will be made to be sensitive to the varying convictions of the families who choose to partner with the school in the education of their children. As a result, GCA will allow only Christian or classical music to be played during activities, events, assemblies, rallies, athletic practices/competitions, or any school-sponsored function. Other music may be approved by GCA Administration as a special theme to an event.

UNIFORM POLICY

Our uniform policy is so much more than another rule to enforce or a standalone policy. Instead, GCA's uniform policy works in conjunction with our desire to help students to pursue what is good, beautiful, and true. It is a means of cultivating unity, purpose, and modesty. Our goal is to create an environment that fosters spiritual growth and life-long learning, in addition to intentionally developing in our students the standards set before us by our Lord.

***See Appendix A for Q & A's as well as uniform example pictures.**

Grammar Uniform Policy (K4-5th Grade)

K4 – 5th Grade Girls	K4 – 5th Grade Boys
Daily Uniform	Daily Uniform
Jumpers, dresses, pants, skirts, skorts, shorts, and capris in solid colors of navy, khaki, or classic navy/white plaid *See Q&A	Pants or shorts in solid colors of navy or khaki
White dress shirts or polos in solid colors of white, navy, burgundy, or gray	White dress shirts or polos in solid colors of white, navy, burgundy, or gray
Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts	Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts
Knee, crew, bobby socks, or tights should be navy, white, or black; white or navy leggings may be worn under skirts	Crew, quarter, or ankle socks should be navy, white, gray, or black
Athletic shoes (white, gray, navy blue, tan, brown, or black) or dress shoes (black, brown, or navy blue)	Athletic shoes (white, gray, navy blue, tan, brown, or black.) or dress shoes (black or brown).
Dress Uniform for K4 & K5 Girls	Dress Uniform for K4 & K5 Boys
Navy jumper	Navy flat front or pleated pants with a brown or black leather belt
Short sleeve white polo	Short sleeve white polo
Black, brown, or navy dress shoes with white knee socks or white tights	Black or brown dress shoes with dark dress socks
Dress Uniform for 1st – 5th Grade Girls	Dress Uniform for 1st – 5th Grade Boys
Natural khaki pleated skirt	Natural Khaki flat front or pleated pants with a brown or black leather belt
Oxford white dress shirt, any sleeve length	Oxford white dress shirt, any sleeve length
White knee socks or white tights	Black or brown dress shoes with dark dress socks
Black, brown, or navy dress shoes (two-inch heel or lower)	Navy blue bow tie (purchased from GCA office) *See Q&A for additional instructions
Round neck, fine-gauge cardigan in classic navy	
PE Uniform (not applicable)	PE Uniform (not applicable)
Activity Uniform	Activity Uniform
An official short-sleeve or long-sleeve GCA T-shirt	An official short-sleeve or long-sleeve GCA T-shirt
Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts	Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts
Blue or black jeans or shorts	Blue or black jeans or shorts
Athletic shoes (white, gray, navy blue, tan, brown, or black)	Athletic shoes (white, gray, navy blue, tan, brown, or black)

Logic and Rhetoric Uniform Policy (6th-12th Grade)

6th – 12th Grade Girls	6th – 12th Grade Boys
Daily Uniform	Daily Uniform
Jumpers, dresses, pants, skirts, skorts, shorts, and capris in solid colors of navy, khaki, or classic navy/white plaid *See Q&A	Pants or shorts in solid colors of navy or khaki
White dress shirts or polos in solid colors of white, navy, burgundy, or gray	White dress shirts or polos in solid colors of white, navy, burgundy, or gray
Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts	Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts
Knee, crew, bobby socks, or tights should be navy, white, or black; white or navy leggings may be worn under skirts	Crew, quarter, or ankle socks should be navy, white, gray, or black
Athletic (white, gray, navy blue, tan, brown, or black.) or dress shoes (black, brown, or navy blue)	Athletic (white, gray, navy blue, tan, brown, or black.) or dress shoes (black or brown).
Dress Uniform	Dress Uniform
Natural khaki pleated skirt	Natural Khaki flat front or pleated pants with a brown or black leather belt
Oxford white dress shirt, any sleeve length	Oxford white dress shirt, any sleeve length
Flesh-colored nylons, no-show socks, white ankle socks, white knee socks, or white tights	Black or brown dress shoes with dark dress socks
Black, brown, or navy dress shoes (two-inch heel or lower)	Navy striped tie (purchased from GCA office) *See Q&A for additional instructions
Round neck, fine-gauge cardigan in classic navy	9th-12th Grade only: navy hopsack blazer (see Lands' End and Tommy Hilfiger links below)
PE Uniform	PE Uniform
Gray GCA T-shirt (see Land's End link below)	Gray GCA T-shirt (see Land's End link below)
Navy GCA PE shorts (see Land's End link below)	Navy GCA PE shorts (see Land's End link below)
Athletic shoes (white, gray, navy blue, tan, brown, or black.)	Athletic shoes (white, gray, navy blue, tan, brown, or black.)
Activity Uniform	Activity Uniform
An official short-sleeve or long-sleeve GCA T-shirt	An official short-sleeve or long-sleeve GCA T-shirt
Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts	Sweaters, sweatshirts, and fleece in solid colors of white, navy, burgundy, or gray; official GCA sweatshirts
Blue or black jeans or shorts	Blue or black jeans or shorts
Athletic shoes (white, gray, navy blue, tan, brown, or black)	Athletic shoes (white, gray, navy blue, tan, brown, or black)

General Uniform Guidelines

- ▶ No visible logos or brand labels other than those representing GCA are acceptable, except for shoes.
- ▶ A neutral belt is to be worn with looped items of clothing for students in 3rd grade and above.
- ▶ A simple watch may be worn. Smartwatches or any other form of wearable tech are not acceptable.
- ▶ Sweatshirts, sweaters, dresses, and jumpers without a collar are to be worn with a collared shirt underneath.
- ▶ Shirts are to be tucked in at all times, with two exceptions: young ladies wearing skirts may leave a straight-hemmed shirt or blouse untucked on daily uniform days, and t-shirts worn on activity uniform days and during PE may be untucked.
- ▶ All pants, shorts, and capris should be worn at or near the waist. Fabric is to be twill, corduroy, or chino, and may not be riveted, knit, cargo-style, or have patch pockets.
- ▶ Skirts, skorts, jumpers, and dresses are to be worn no shorter than the top of the knee.
- ▶ All shorts, for both men and women students, are to have at least a 7" inseam
- ▶ Clothing should fit appropriately and be clean, without holes, tears, or frays.
- ▶ A camisole, tank top, undershirt, or turtleneck worn under a white shirt or blouse should be white or flesh colored. Long-sleeve undershirts may be worn in solid colors of white, navy, or gray.
- ▶ All shoes, including athletic shoes, are to be closed-toe, closed-heel, and predominantly white, gray, navy blue, tan, brown, or black. Low-heeled ankle booties are appropriate for daily dress wear only. Shoes should not light up. Rain or snow boots may be worn if inclement weather is expected. Parents may wish to consider self-fastening shoes for students in early Grammar School.
- ▶ Jackets, raincoats, or winter coats may be worn outside but should not be worn in classrooms. Outerwear items should follow the general dress code policy regarding logos, branding, licensed characters, etc.
- ▶ Upper School Students: on dress uniform days, navy blazers and sweaters are to be worn in between classes but may be removed once seated for class.
- ▶ School gear and supplies should not display any offensive pictures/cartoons, commercial characters, or advertisements.
- ▶ Hair should be neat and clean. The student's eyes and face are to be visible at all times. If hair is dyed, it should be a natural color.
- ▶ Girls: hair bows and accessories are to be metallic or in school colors of navy, white, burgundy, gray, or khaki.
- ▶ Boys: Hair should be kept neat and clean and be out of the eyes, clearly off the collar, not below the ears, and not pulled back into a ponytail or bun.
- ▶ Boys are to be clean-shaven.
- ▶ Any jewelry worn should be discreet, simple, and minimal. Jewelry should be metallic (gold or silver) or in school colors of navy blue, white, or burgundy. Male students may wear necklaces, bracelets, and rings. Female students may wear small earrings, rings, bracelets, and necklaces.
- ▶ The Principal or Head of School is the final arbiter of uniform policy. GCA Faculty and Staff will communicate uniform expectations for specific days in advance.
- ▶ Students in attendance (and not performing) in GCA concerts are to wear dress uniforms and will be expected to serve in some capacity at the concert.

Suppliers

- ▶ GCA Online Store located in the GCA App.
- ▶ Tommy Hilfiger (www.globalschoolwear.com) Partner School Code GREE02 or search by school name and location. Select your student's grade, gender, and program type: i.e., Daily Uniform or Dress Uniform.
- ▶ Lands' End Uniforms (www.landsend.com/school). GCA's school ID number is 900097809.
- ▶ Unless specified, uniforms may be purchased from other suppliers provided they meet all uniform expectations.

Dress Code Corrective Action

Should a student's clothing fall outside of the parameters of the GCA dress expectations, GCA will contact the student's parents, note the issue in FACTS, and expect the student to rectify the issue. If a student displays a pattern of disregard for GCA's uniform expectations, that student will not be able to attend class until their appearance is consistent with GCA's dress expectations, and the student and parents will be asked to meet with the Administration.

STUDENT HEALTH AND MEDICATION POLICY

All students attending GCA must have on file with the school office all medical reporting forms required by South Carolina state law. A South Carolina Certificate of Immunization (DHEC form 1148) or the Religious Exemption (DHEC form 1126) must be on file with the GCA Office before a student will be allowed to attend class.

It is expected that students will be sent to school healthy, well-rested, and ready for class. Students with fevers over 100oF, upset stomachs (vomiting or diarrhea), contagious viruses, severe colds, and the like will be sent home to avoid infecting others. Please keep your child home until symptom-free for a minimum of 24 hours and at least 24 hours after the first dose of antibiotics.

Students who are lethargic, tired, and unable to do their schoolwork will be sent home for needed rest and recuperation.

Parents are to provide the school with emergency numbers of friends and/or family who can pick up their child from school if the child becomes ill.

Medication Distribution

All medication (prescription and over the counter) taken by students must be administered by one of the following:

- ▶ A GCA staff member, designated by the Administration, in the school office who will record in FACTS SIS.
- ▶ Parent(s) of the student

No student will be permitted to administer any form (prescription or over the counter) to themselves or any other student, except as indicated below:

Students who require medication on an as needed basis through the use of an inhaler, Epi-pen, insulin, and/or diabetic testing supplies will be permitted to self-medicate if the following conditions have been met:

- ▶ A physician has determined that the student should carry the medication/supplies on his or her person and self-administer the medication. Physician's orders need to be on file with the school office.

- ▶ Parents must complete the prescription medication administration form and indicate that: “the student is able to self-administer and carry the inhaler/Epi-pen/insulin and diabetic testing supplies and has been trained in its use.”
- ▶ Rescue and Emergency medications to remain in the GCA office such as Epi-pens, inhalers, seizure medications, diabetic medications, and/or testing supplies require a physician’s order AND an emergency action plan provided by the physician.
- ▶ All controlled medications such as ADD/ADHD medications and seizure medications require a physician’s order and will be kept locked in the office.
- ▶ Prescription and over-the-counter medications, including cough drops, will be administered to students only at the written request of the parent in one of the following ways:

Parents must give permission through FACTS before over-the-counter medications kept in stock at GCA (such as Tylenol, Ibuprofen, etc.) will be administered to the student. The specific strength of the medication (such as Children’s vs. Adults) AND the dose must be indicated by the parent. No over-the-counter medications can be given in an off-label manner without a physician’s order.

- ▶ Parents may choose to bring in other non-controlled, non-emergency prescription or over-the-counter medications and fill out the Medication Administration Form for them to be given. Any request for administration of medicine must include the student’s name, description/type of medication, dosage of medication, and the time(s) it is to be given. All prescription medications must be in the original pharmaceutical container labeled with the student’s name and pharmacy printed dosage directions. All over-the-counter medications must also be in the original pharmaceutical container (unopened) and labeled with the student’s name and dosage directions.
- ▶ Parents are responsible for making sure medications left in the GCA office are up-to-date and not expired.

Student Accident Insurance

GCA provides student accident insurance to cover all school sponsored and supervised activities, including athletics. This insurance is a secondary carrier for families who have other insurance policies and a primary carrier for families without insurance.

ADMISSIONS PROCEDURES

Admissions Expectations for Parents

- ▶ As a classical, Christian school, GCA asks that all parents read, understand, and agree with understand GCA’s Statement of Faith, acknowledge that it constitutes the doctrinal beliefs of the school, and accept that its truths will be purposefully and clearly taught to all enrolled GCA students.
- ▶ As a part of the family partnership meeting, at least one parent will be asked to clearly articulate his/her beliefs and relationship with Jesus Christ.
- ▶ Parents are to understand that GCA exists to support them in their children’s education and will not assume a primary role.
- ▶ Parents are asked to cooperate with all policies in this handbook.
- ▶ Parents are expected to attend all scheduled meetings throughout the school year.
- ▶ Parents are expected to be active members of a local, Bible-believing church.

Admissions Expectations for Students

- ▶ Students applying for K4 are to be four years old in September of the applied year.
- ▶ Students applying for kindergarten are to be five years old in September of the applied year.
- ▶ Students applying for first grade who have not completed kindergarten at GCA are to be 6 years old in September of the applied year.

Admissions Procedures for New Students

- ▶ Contact the GCA Enrollment Office to arrange a campus visit.
- ▶ Complete and submit the online Application for Admission and pay the non-refundable application fee. If applicable, also complete and submit an Application for Tuition Assistance through FACTS.
- ▶ Contact the Enrollment Office to schedule benchmark assessments. These assessments are offered at no charge to applied students and assist the administration in determining appropriate placement.
- ▶ Upon receipt of all Application for Admission documents, including pastor and teacher referrals, previous school records, achievement test scores, South Carolina Certificate of Immunization (DHEC Form 1126) or exemption form, birth certificate, and any other documents necessary, the GCA Enrollment Office will schedule a family partnership meeting.
- ▶ At the family partnership meeting, GCA Administration will discuss the school's philosophy and expectations, as well as answer any of the family's remaining questions.
- ▶ Each parent and each student applying should be present for the family partnership meeting.
- ▶ Following the family partnership meeting, GCA will contact the family regarding an offer of enrollment. If GCA extends an offer of enrollment, the family will have ten days to complete and submit each applied student's online enrollment form.
- ▶ If applicable, GCA will notify the family of any tuition assistance award.

Reenrollment Procedures for Current Students

- ▶ Reenrollment information for each current student is sent in the fall of each year.
- ▶ Submission of the online enrollment information and non-refundable enrollment fee will reserve a student's place in class, subject to GCA's promotion policy.
- ▶ GCA evaluates family church attendance as part of the reenrollment process.
- ▶ GCA reserves the right to refuse reenrollment to any current student.

Transfer Credit Policy

- ▶ All transfer credit requests will be evaluated in terms of level, content, quality, comparability, and program relevance.
- ▶ Proof of course completion may be a transcript from an institution and/or samples of completed work.
- ▶ Students will be expected to demonstrate competence in the subject matter transferred by either testing or performance in other enrolled classes to validate credit grants.
- ▶ Courses will be listed as transfer credit on a GCA Transcript.

Part-Time Student Policy

GCA accepts part-time students in the Rhetoric School, grades 9-12. We ask the following of part-time students:

Students enroll in a minimum of two core classes:

- ▶ Bible
- ▶ English/Literature
- ▶ History/Social Studies
- ▶ Mathematics
- ▶ Science
- ▶ Logic and Rhetoric
- ▶ Latin

Students may enroll in a maximum of four total classes that may also include:

- ▶ Fine Arts
- ▶ Physical Education
- ▶ Keyboarding/Computer Applications
- ▶ Mock Trial

Students enrolled in a minimum of two core classes and meeting academic expectations will be eligible to participate in athletics (as GCA maintains membership in SCACS) and extracurriculars as space is available, including:

- ▶ GCA Athletics
- ▶ GCA House System
- ▶ GCA Dramatic Productions

To graduate with a GCA diploma, students must be full time students from their sophomore through senior years, meaning that they are taking all credits necessary for high school graduation, as available, at GCA. Students transferring from other schools who would like to graduate from GCA may be enrolled at the discretion of the Administration. Beginning with GCA's Class of 2027, only students graduating with a GCA diploma will be eligible to participate in GCA's commencement ceremony.

Tuition and Fee Information

- ▶ All tuition and fees are non-refundable and all parties should clearly understand the financial arrangements between the school and parents before enrollment is complete.
- ▶ GCA has partnered with FACTS Tuition Management to collect tuition from families. During the enrollment/reenrollment process families are to register with FACTS Tuition Management and choose either the 5th, 15th, or 25th of each month (of the 10-month billing cycle) as their billing due date; late tuition and fees are those not paid by each family's chosen monthly due date.
- ▶ In the event that tuition and/or fees are not paid by a family's chosen due date, FACTS will send a payment reminder via e-mail and will assess a \$25 late payment fee.
- ▶ If payment is not received within 60 days, GCA may choose to suspend enrollment and withhold grades until the account is in good standing.
- ▶ The GCA Board retains the responsibility of and authority to monitor and modify any discounts or discount policy at its sole discretion.

Withdrawal Policy

Enrollment at GCA is for the duration of the school year and is a commitment to pay the entire year's tuition. If extenuating circumstances make withdrawal necessary, complete the withdrawal process below to formally withdraw a student.

- ▶ Contact the Enrollment Office.
- ▶ Complete and submit the *Greenville Classical Academy Withdrawal Form*.
- ▶ Attend an exit interview.
- ▶ Return all school-owned materials.
- ▶ Pay all charges through the calendar month in which the withdrawal is made.
- ▶ Student records may be transferred to another school upon completion of the withdrawal process.

Tuition Assistance

Tuition Assistance Program Mission

Our purpose is to facilitate the continued growth of GCA by enabling families from all income levels to have the opportunity to enroll their children.

Financial Aid Committee

The Financial Aid Committee members are appointed annually by the GCA Board of Directors and will remain anonymous.

Qualifications for Assistance

Any student whose family demonstrates a need and applies for tuition assistance will be considered. Tuition assistance will be offered on the assumption and assurance that the family is allocating the maximum amount of resources within its capacity to the educational costs of its children, and it is expected that each family has prioritized educational costs after necessary living expenses.

If a family qualifies for financial aid from other scholarship sources or financial aid funds (other than GCA), these funds should be used to reduce the amount of aid taken directly from GCA and will not necessarily reduce the family's tuition obligation to the school.

Tuition Assistance Timetable

- ▶ GCA uses the services of FACTS in assessing a family's eligibility for tuition assistance. **The fee for this service is \$40.** Refer to the tuition schedule for tuition assistance dates and deadlines.
- ▶ Families will be notified via email of their tuition assistance offer, and must accept or decline it within 10 days of receipt.
- ▶ Acceptance of new Financial Aid applications may be closed without prior notice for individual classes or for all applications at the discretion of the Financial Aid Committee. .

Tuition Assistance Policies

- ▶ Tuition assistance will not exceed fifty percent of a family's total yearly tuition. Any exceptions are subject to GCA Board approval.
- ▶ Each family receiving tuition assistance will be required to pay the remaining portion of their educational expenses; all additional fees may be found on the tuition schedule.
- ▶ Families are to refrain from discussing their tuition assistance offer with others. Choosing to discuss the offer may terminate their tuition assistance agreement.
- ▶ Students receiving tuition assistance are expected to maintain a good academic record, consistent with their abilities, and to demonstrate commendable behavior, effort, and citizenship, which will be considered as factors in the award of future tuition assistance.
- ▶ Families are expected to demonstrate Christian values in their behavior in all school-related functions and activities, and to be positive in communications about school-related activities at all times.
- ▶ Students who are placed on disciplinary probation risk their tuition assistance for the current year and future school years.

- ▶ All families are encouraged to participate in the various fundraising activities to benefit the school; those receiving assistance are especially encouraged to do so.
- ▶ Financial aid applicants must pay the enrollment fee when submitting an enrollment or re-enrollment application. This fee is refunded upon request if the financial aid award is insufficient to meet the family’s need, and if the family submits a formal request to withdraw the student from the school within two weeks of notification of the financial aid decision.
- ▶ Families may appeal a financial aid decision or award amount in writing if they can provide supplemental information pertinent to the award computation.

Hardship Contingency

If a family experiences an extenuating circumstance resulting in an unexpected need for tuition assistance, even after the application deadline has passed, the GCA Board of Directors has the authority to address such extenuating circumstances. Examples may include a death in the immediate family, unexpected loss of employment, or serious or sudden illness. The hardship contingency may consist of either tuition assistance or deferred tuition payments.

GENERAL INFORMATION

Parent Involvement Philosophy

GCA considers the family to be of first importance to a child. GCA strives to support and respect parental authority and responsibility in all that it does. Our educational philosophy recognizes parents as the ultimate authority and responsible party for the education of their children. Therefore, GCA encourages and welcomes familial involvement.

The success of the programs and events at GCA depend largely on the time and talents of our volunteers, many of whom serve tirelessly year after year. GCA has developed committees for all of our different events. There are many opportunities at various commitment levels, from one-time tasks to ongoing commitments. Communication regarding the various committees and how to sign up for those committees will be communicated during the start of each school year.

Our goal is for each family to volunteer approximately 30 hours annually (or 15 hours for full time GCA faculty and staff). This includes our Fall Festival and Holiday Market in November. A sign up for that event will be sent closer to the event.

School Hours

The GCA Office is open from 7:45 am – 3:30 pm Monday through Friday, and summer hours will be communicated. Office hours will vary over school breaks, i.e. Thanksgiving and Christmas, so call the office before stopping by.

Grammar School Hours (Grades K4 – 5)

Part-Time K4:

- ▶ Tuesday and Thursday – 8:30 am – 12:00 pm
- ▶ Monday, Wednesday, and Friday – 8:30 am – 12:00 pm

Full-Time K4 (Monday-Friday):

- ▶ Half Day – 8:30 am – 12:00 pm

Kindergarten (Monday-Friday):

- ▶ Half Day – 8:30 am – 12:00 pm

Afternoon Enrichment (available as an additional program for K4 and K5 students)

- ▶ Tuesday and Thursday – 12:00 – 3:05 pm
- ▶ Monday, Wednesday, and Friday – 12:00 – 3:05 pm
- ▶ Monday-Friday - 12:00-3:05 pm

Grades 1-5 – 8:30 am – 3:05 pm

Logic School (Grades 6 – 8) & Rhetoric School Hours (Grades 9 – 12) - Monday – Friday – 8:15 am – 3:15 pm

Visitation Policy

GCA encourages parent visits. Follow the procedure below for general or lunch visits:

- ▶ Make prior arrangements with your child’s teacher and the GCA Office
- ▶ Visit the office first and sign in using SchoolPass.
- ▶ Let the receptionist know your intended destination.
- ▶ Sign out at the office before you leave.

Lunches

Parents should utilize Boonli, found in the GCA Families App, to order lunch for their students. Parents who choose not to order lunches through Boonli should send lunches to school with their children.

- ▶ Refrigerators are not available to any students.
- ▶ Microwaves are available to Upper School students.
- ▶ Parents should provide students with their own eating utensils, if necessary, including silverware, napkins, and plates.

Car Line Procedures

Each family has been assigned a unique car line number and will be given three cards with the printed number during Meet-the-Teacher. Each family is responsible to keep those numbers secure. Parents, or their designated representatives, should display the number in car line to pick up students. Parents needing additional numbers should request them through the GCA Office.

The safety of every student is a priority for the GCA faculty and staff, and we ask that all members of the GCA community follow the procedures below to ensure a safe and efficient car line.

- ▶ Students may be dropped off through car line beginning at 7:55 am for Logic & Rhetoric School and 8:10 am for Grammar School. Please do not drop off your children before these times.
- ▶ Parents should stay in their cars when dropping off; if it is necessary for a parent to get out, the parent should first park in the parking lot.
- ▶ Parents arriving after 8:15 am for Upper School or 8:30 am for Grammar School are to park and come to the school office (either the main level for Upper School students or the lower level for Grammar School students) with their students to sign the student in and to enable the student to attain a tardy slip.
- ▶ Be prompt in picking up your student(s) from school. Students left longer than 15 minutes will be taken to the office, and parents will need to come to the office to pick them up. A fee will be charged for every minute a students are not picked up.
- ▶ If anyone other than a parent or legal guardian is to pick up a child from school, a parent or legal guardian must enter the appropriate information into SchoolPass and is responsible to make sure that the individual picking up has the student’s car line number.

- ▶ The campus speed limit is no more than 10 miles per hour.
- ▶ Please drive forward as far as possible when stopped in the pick-up/drop-off zones; do not leave open spaces between vehicles.
- ▶ A GCA staff member will help Grammar School student(s) exit your vehicle and will accompany them to your vehicle. Please remind your Grammar School student(s) to wait for the staff member's assistance before exiting the vehicle.
- ▶ Remain in line until the vehicle in front of yours has pulled forward or a staff member allows you to pull out; pulling around other vehicles is unsafe.
- ▶ Upon arrival, be sure to wait until your children have cleared the vehicle and check to ensure there are no other students in proximity before you begin to drive away.
- ▶ Please do not begin conversations with staff while in car line.
- ▶ Please hang the car line number card from your rearview mirror for faster identification, and do not laminate the card. Cards placed on dashboards or in windows are not visible to all those working car lines; please keep the number on the rearview mirror until your students are in your vehicle.
- ▶ Please do not park and walk in the car line entrance with your child; if you need to walk in with your child, please walk in through either the level one or main level office entrances.
- ▶ If you or your designated pick-up representative does not have your car line number, please park and wait in your vehicle until 3:30 pm, then walk up to the Main Entrance (Level 2) with a form of photo identification. Once your identification has been verified, your student(s) will be called.
- ▶ All early dismissals are to be before 2:45 pm; following 2:45, and barring an emergency, all dismissals are to be through car line.
- ▶ Families with students in both Grammar and Upper Schools are to use the Upper School car line, even if the upper school sibling is absent.

Student Drivers and Part-Time Students

Driving a vehicle to and parking at Greenville Classical Academy is both a responsibility and a privilege granted to licensed drivers. All student drivers and part-time students who arrive after first period are to sign in at the Office on Level 2 (Main Entrance). Part-time students leaving before dismissal should sign out there as well. Student drivers should use the parking spots indicated on the map in Appendix 2, exiting through the Upper School car line exit (Brookfield Blvd). All student drivers will agree to the following expectations:

- ▶ will have a current Student Driver Form on file in the office, and a student driver parking pass provided by the front office. A new form must be completed annually.
- ▶ Student drivers arriving late or leaving early will sign in and out in the office and have parental permission if they arrive or leave campus at some time other than their scheduled arrival or departure time.
- ▶ will obey the traffic directions of any teacher or staff member.
- ▶ will obey the 10mph campus speed limit.
- ▶ will drive cautiously and carefully on GCA's campus. It is at the discretion of the Head of School whether or not a driving behavior is considered a violation.
- ▶ will come on campus, immediately park, and come immediately into the school building upon arrival, without loitering in the car or in the parking lot must
- ▶ will understand that GCA has the right to request the removal of any license plates, bumper stickers, decals, emblems, and/or items affixed to the car that reflect an inappropriate message.
- ▶ will acknowledge that GCA reserves the right to conduct routine searches of students' vehicles.

In order for other students to ride with student drivers they must do the following:

- ▶ The student driver must have written parental notification in the office verifying that he/she has permission to have the student passengers.
- ▶ The student passenger must have written parental notification in the office verifying that he/she has permission to ride with that particular student driver.

Violations of any of the above may, at the discretion of the Head of School, result in the revocation of driving privileges.

Device Policy

Educational Computer Use

GCA desires that students learn to use technology appropriately; at school, technology is meant to assist in a student's education, not to master it, and should be used primarily as a tool to improve the student's study and research skills. At GCA, laptop computer use is a privilege; laptops may be used in typing and computer classes and in additional Logic and Rhetoric school classes at the discretion of the teacher. Access to the internet is also a privilege; access is permitted only through the GCA network and should be used only for academic purposes directly related to school assignments. Students may only use their own devices, and GCA reserves the right to inspect any device and its contents.

Rhetoric and Logic School students are expected to have access to a computer with word-processing and presentation software, along with the internet. Additionally, GCA teachers may use Google Classroom to communicate with students and to enable students to submit assignments electronically.

Cell phone and Electronic Devices

Students are not to use or carry electronic devices (excluding laptop computers used for academic purposes) including but not limited to cell phones, cameras, tablets, or any wearable tech. Cell phones may be brought to school but are to remain off and stored in a student's locker from the time of the student's arrival through departure unless the student has received special permission from a GCA staff member.

If a student chooses to carry or use a device, or a device sounds in class, GCA will follow the procedure outlined below.

- ▶ The device will be turned in to the office, and the student will be able to retrieve it at the end of the school day.
- ▶ In subsequent instances, the students account will be assessed a \$5 fine and GCA will require a parent to pick up the device from the office.
- ▶ The student may lose device privileges for the remainder of the school year.

Printer Policy

All students should have access to a non-school printer/copier. GCA printers are not available for student use.

Locker Policy

- ▶ Each full-time student will be assigned a locker.
- ▶ Each locker is to remain closed and locked when not being used.
- ▶ Students may not share lockers with other students.
- ▶ Students may not share their locker combination with other students.
- ▶ Students may not access another student's locker.
- ▶ Students may affix items to the inside of their locker using Command hooks/Command strips. (Students may not use magnets, sticky tack, tape, or other adhesives to affix items to the inside of their locker.)
- ▶ Items affixed to the inside of student lockers need to comply with the biblical, wholesome, and edifying culture that Greenville Classical Academy promotes.
- ▶ All student belongings need to fit inside the locker. (NOTE: Students may want to consider temporary shelving in order to make the space more usable. Also, students taking a Logic School PE class will keep their PE bags in the classrooms designated as changing rooms.)
- ▶ Students may not keep open containers of food or drink in their lockers.
- ▶ When on the premises of Greenville Classical Academy, students have no expectation of privacy. Greenville Classical Academy reserves the right to search lockers, book bags/purses, and/or automobiles when there is a reasonable suspicion of wrongdoing.

Instructions for using your GCA locker:

- ▶ Setting the combination
 1. Close the door
 2. Make sure the knob is pointing up to unlock
 3. Turn the dials to set a 4-digit code
 4. Turn knob to lock
 5. Your combination is set
- ▶ Unlocking the locker
 1. Turn the dials to your 4-digit code
 2. Turn the knob up to unlock
 3. Open the door
- ▶ Locking the locker
 1. Close the door
 2. Make sure the dials are turned to your 4-digit code
 3. Turn knob to lock
 4. Scramble the dials

House System

GCA's Upper School operates a House System. The mission of the House System is to further enhance the mission of the school by producing students who glorify God in their thoughts, words, and deeds, thereby strengthening the school community.

All full-time students in 6th – 12th grades are inducted into one of four houses. Students will remain in their assigned houses for the extent of their time at GCA.

All part-time students in 6th-12th grades will be invited to participate in the House System and be inducted into a House upon completion of a participation agreement form.

The House System is one of the ways GCA cultivates student leaders. Each house is governed by a faculty member and two student leaders. The student leaders will bear the responsibility of leading their houses while receiving oversight and mentoring from the house governor.

Community Service Hours

It is GCA's goal to provide students with an education that promotes spiritual growth through academics and citizenship. As part of this mission, GCA celebrates opportunities to serve in our community. Each full-time 9th-12th grade student is required to complete 25 community service hours each school year. Types of service that qualify as community service: service for non-profit organizations (Humane Society, etc.), GCA service (GCA service days such as GCA's Fall Festival & Holiday Market, Grammar School help days, etc.) and/or church service (nursery, VBS, etc.). Students are also allowed to count hours from the summer toward the required service hours.

- ▶ The hours should be recorded on the Community Service Log.
- ▶ The Community Service Log should be turned into the GCA office by the last day of the school year.

Communication and Grievances Guidelines

We consider it a great privilege to partner with families in the education of their children and are committed to upholding and supporting each family's authority. Our partnership, to work well, requires clear Biblical communication. We do not possess the ability to communicate clearly or resolve conflicts biblically outside of Scripture and our Lord Jesus Christ.

We have outlined the proper lines of communication regarding grievances and conflict below and adhere to the biblical process of resolution found in Matthew 18 and James 3. We believe God's Word teaches us that all conflicts should be handled discreetly and carefully, with respect and concern for our brothers and sisters in Christ. While believing we should always assume the best and speak highly of our brothers and sisters in Christ, even in conflict, GCA holds to the principle that we are people of truth and should speak the truth in love, even in difficult situations.

- ▶ If a parent has a concern about a classroom matter, or with the teacher, the parents should make an appointment, either in person or telephone, to speak with the teacher about their concern. Please respect the teacher's class preparation time, and do not raise issues at times that could detract from whole-class instructional time.
- ▶ If the issue is not resolved satisfactorily, following a parent/teacher meeting, the parent should email the division principal and schedule a meeting with the principal as well as the teacher. Should it be necessary, the division principal will escalate the concern to the head of school.
- ▶ If an issue arises regarding policy, procedure, curriculum, program, or disciplinary measure, concerns about the issue should be brought to the appropriate division principal.
- ▶ If an issue regarding policy, procedure, curriculum, program, or disciplinary measure has not been resolved with a meeting with the division principal followed by a meeting with the head of school, parents may submit their concerns in writing to the GCA Board of Directors (through the head of school.) The GCA Board will review and, if necessary, address the concerns.

Administration Contact List

- ▶ Head of School – Dr. Craig Bouvier - headofschool@greenvilleclassical.com
- ▶ Grammar School Principal – Mr. Jeremy Smith - jsmith@greenvilleclassical.com
- ▶ Upper School Principal – Mr. Michael Murphy - mmurphy@greenvilleclassical.com
- ▶ Dean of Curriculum and Instruction – Dr. Russell Freeman - rfreeman@greenvilleclassical.com
- ▶ Director of Enrollment – Mrs. Abigail Murphy - admissions@greenvilleclassical.com
- ▶ Director of Operations – Mrs. Ana Fuller - afuller@greenvilleclassical.com
- ▶ Director of Advancement – Mr. Jeffrey Lansner - advancement@greenvilleclassical.com

Staff Contact List

- ▶ Upper School (Level 2) Reception (Grades 6-12) - upperoffice@greenvilleclassical.com
- ▶ Grammar School (Level 1) Reception (Grades K4-5) - grammaroffice@greenvilleclassical.com
- ▶ Athletic Director – Mrs. Lisa Peach - gcaathletics@greenvilleclassical.com
- ▶ Parent Volunteer Coordinator – Mrs. Courtni Laps - claps@greenvilleclassical.com
- ▶ College Counseling – Mrs. Melanie Stiksma - mstiksma@greenvilleclassical.com
- ▶ Librarian – Mrs. Michelle Roberts - mroberts@greenvilleclassical.com
- ▶ House System Coordinator – Mr. David Pendergrass - dpendergrass@greenvilleclassical.com

Discipline Guidelines

All school discipline is based on Biblical principles and aimed at the heart of each student. Misbehavior will be viewed as the manifestation of the heart and interpreted from the perspective of Scripture, with the goal being to shepherd the child's heart towards a God-honoring life. As a school, we recognize that it is ultimately the parents who are responsible for their child's behavior, even when the child is at school.

We seek to have our teachers handle most classroom discipline issues. We encourage all of our teachers to have in place a classroom discipline system that is simple, loving, and consistent. The administration works with each teacher to ensure that each classroom discipline system is an extension of the vision and mission of the school.

Both order and structure contribute to academic success. At the same time, we want to provide our students with some freedom, enabling them to own aspects of their education. GCA provides an honor code which outlines the expectations for behavior of those who are part of GCA. We seek to clearly communicate our expectations and the consequences for failing to meet those expectations in order to provide students with the means of success here at GCA.

As a school we strive to meet the following expectations:

- ▶ **Honesty:** We ask everyone to be rooted in the truth of the Scriptures and to always speak truth in love
- ▶ **Diligence:** We ask that everyone do all to the glory of God by doing their work heartily and for the Lord.
- ▶ **Respect:** We ask each member of the GCA community to treat him-or herself, as well as every other member of the community, including GCA leadership., faculty, staff, and fellow students, with respect.
- ▶ **Worship:** We ask that everyone seek to glorify God in action, word, and deed in the context of a Christ-centered, Bible-believing local church weekly and through offering ourselves to God daily. Whenever the need for correction arises - as it will, since we are sinners - we, as a school, are committed to following the discipline system as presented below:

- ▶ The first indiscretion will result in correction rooted in grace that outlines the proper response for the issue and the situation. The issue will be addressed by the teacher in the classroom.
- ▶ The second indiscretion will result in the prescribed consequence for the indiscretion as documented by the classroom teacher, according to the teacher’s own classroom discipline system.
- ▶ Should a third incident arise, the student will be directed by the teacher to the office to meet with the relevant principal. The principal, along with the teacher, will go over the indiscretion with the student and prescribe a consequence in addition to the classroom consequence. The student’s parents will be informed of the issue, the consequences for the issue, and of all future consequences should the issue arise again.
- ▶ Should a fourth incident arise, the student, the student’s parents, and the relevant principal will meet to discuss the incident. The student will be suspended for one day, and the student will be required to make up all missed work during the one-day suspension. The student may be placed on a behavior contract.
- ▶ Should a fifth incident arise, the student may be subject to expulsion from GCA due to a pattern of disobedience. The Head of School, along with the relevant Principal, will meet with the student and the student’s parents to determine the consequences to the student’s actions. The consequences will range from a multiple day suspension to expulsion.

There are indiscretions that warrant more severe consequences. These indiscretions include, but are not limited to, fighting, threats, drug use, inappropriate internet use, stealing, and destruction of property. In each case, the Head of School reserves the right, in conjunction with the Board of Directors, to suspend, expel, or charge restitution if the situation warrants.

Anti-Harassment Policy

GCA will endeavor to provide an academic environment where individuals treat one another with the dignity and respect befitting a fellow image-bearer of God. This environment should be free from harassment, intimidation, exploitation, or bullying of any kind, including actions or statements based on sex (gender), race, color, national or ethnic origin, age, or disability, and includes, but is not limited to, physical, sexual, verbal, and electronic means.

Harassment of any type, including bullying, will not be tolerated at GCA. Bullying is defined as intentional hurtful behavior, perpetuated over a period of time, in a relationship characterized by an imbalance of power. This applies to the actions of campus guests, coaches, faculty, parents, staff, students, and volunteers. Those who choose to violate this policy are subject to discipline, up to and including termination, expulsion, or banishment from GCA facilities.

Anyone who believes that he or she has been harassed, intimidated, exploited, or bullied is encouraged to report the matter to a teacher or to the GCA Administration. All complaints will be promptly investigated and every effort will be made to reasonably protect the dignity and privacy of all involved; however, GCA reserves the right to notify a student’s parent or guardian, whether the student is the actor or receiver, and the appropriate authorities, and to determine appropriate disciplinary consequences.

Academic Dishonesty Policy

Academic dishonesty is defined as the following, and is not permitted at GCA.

Cheating	<p>Gaining answers for an assignment or test in a dishonest way.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">▶ Copying another student’s homework, quiz, test, or project▶ Allowing another student to copy homework, quiz or test answers, or a project▶ Obtaining or providing test, quiz, or homework questions, or answer key▶ Obtaining or providing answers from answer keys or online sources such as SparkNotes, Schmoop, etc.▶ Posting or copying homework, test, or quiz answers on Quizlet▶ Using unauthorized materials during a quiz or test, such as using notes or looking up information on a phone▶ Altering answers while grading your own or another student’s paper
Intentional Plagiarism	<p>Knowingly submitting work as yours when in actuality it was either fully or partially produced by another source, including individuals, the Internet, books, or any verbal or printed word, and failing to reference that work appropriately.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">▶ Copying the entirety or portions of a paper found on the Internet▶ Copying the entirety or portions of another student’s paper▶ Copying information from a website, book, or other source without proper documentation▶ Changing a few words from a source but not fully paraphrasing it, whether or not that source is documented▶ Reusing a paper or portions of a paper for more than one assignment when expected to do new work
Unintentional Plagiarism	<p>Failing to give proper credit to sources, even though the intention was not to present them as your own. Even if your intent was not to plagiarize, it still qualifies as plagiarism.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">▶ Documenting sources incorrectly▶ Paraphrasing a source incompletely▶ Providing documentation for quotes, but not for paraphrases

Consequences

- ▶ Because cheating and plagiarism are both behavioral and academic problems, both academic and behavioral penalties apply. If a student has cheated or intentionally plagiarized, he or she should receive a zero on the assignment, in addition to any other consequences. A teacher may also require a replacement assignment for no credit.
- ▶ Because cheating and intentional plagiarism qualify as blatant misbehavior, the Misconduct and Discipline policy applies.
- ▶ All instances of intentional plagiarism will be documented in FACTS SIS, as with all other behavior issues.
- ▶ If a teacher deems an instance of plagiarism as unintentional, then only academic penalties should apply. Academic penalties should depend on the student's age and level of experience with correct citations. For example, a middle school student who is just learning how to paraphrase may be asked to rewrite a paper to correct unintentional plagiarism for full or partial credit rather than receiving an automatic zero.

Collaboration Defined

Working together, with a teacher's permission to create something. To qualify as collaboration, all students must contribute equally.

Examples:

- ▶ A group project assigned by the teacher.
- ▶ Explaining to another student how to do something.

Physical Contact Policy

Students will handle themselves with dignity, grace, and kindness, reflecting the biblical principles of purity and holiness, and should interact with their peers in the same manner. Public displays of affection (e.g., holding hands, kissing, extended hugging, etc.) are not permitted on campus or at any school-sponsored events.

Serious Misconduct Policy

If a student commits an act with such serious consequences that the school deems it necessary, the usual disciplinary process may be bypassed, and suspension or expulsion imposed immediately. Examples of such serious misconduct could include acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any flagrant act in clear contradiction of scriptural commands, including fornication or viewing of pornography. Students will be subject to school discipline for serious misconduct which occurs after school hours or when school is not in session, per the GCA Honor Code.

Threat Policy

Step 1: If a student makes a threat (oral or written, including electronic communications) to inflict physical harm on someone or someone's property involved at the school, that student will immediately be suspended for the remaining portion of the school day. (GCA will contact the student's parents to arrange to have the student picked up/removed from the school campus.)

Step 2: GCA Administration will investigate the seriousness and credibility of the threat and determine what further action needs to take place. Possible actions include:

- ▶ Administration may suspend the student for a set period of time and may require counseling prior to a return to school and set other conditions for school attendance.

- ▶ Administration may expel the student from school for the rest of the school year and may require a satisfactory report from a Biblical or licensed counselor prior to readmission. This action will require the student and the guardian to waive privacy rights so that the report can be issued.
- ▶ Law enforcement may be called at the discretion of the Administration.
- ▶ Any threat will require a conference with the student’s parents, after which the student may be allowed to return to class as soon as the day after the incident, but not before the Administration is satisfied it has had adequate time to evaluate the situation.

Expulsion Policy

The GCA Board realizes that expelling a student from school is a very serious matter and should be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate the behavioral problems the student is having, the Head of School is empowered to expel the student. The procedure will be as follows:

- ▶ Parents will be notified immediately after the decision for expulsion.
- ▶ The student will turn in all school texts/materials, clear out his/her desk and locker, and be picked up by his/her parents the same day.
- ▶ Transfer of school records will be arranged within a week following expulsion, provided all financial stipulations are met.
- ▶ Appeals may be made first to the Head of School (headofschool@greenvilleclassical.com), and then to the GCA Board (board@greenvilleclassical.com), as noted in the Communication and Grievance Guidelines in this handbook.

Should the expelled student desire to be readmitted to GCA at a later date, the GCA Board will make a decision based on the student’s attitude and circumstances at the time of reapplication.

ORGANIZATIONAL STRUCTURE

GCA Board of Directors

The Board of Directors is responsible for casting vision and making policy in accordance with Scripture, GCA’s bylaws, foundational documents, Statement of Faith, and Mission. The Board of Directors has one employee, the Head of School.

Administration

The Head of School reports directly to the GCA Board of Directors and is responsible for overseeing the affairs and operation of the school in accordance with the Board of Directors’ Vision, Mission, and policies.

Academic Affiliations

Greenville Classical Academy is fully accredited by the Association of Christian School International (ACSI) K-12; Christian Schools International (CSI), K-12; and by Cognia (AdvancEd) K-12, the public accreditation agencies for colleges and schools.

GCA is a member of the Association of Classical and Christian Schools (ACCS). ACCS is an association of Christian schools whose primary mission is to “promote, establish, and equip schools committed to a classical approach to education in the light of a Christian worldview grounded in the Old and New Testament Scriptures. The mission of the association is both to promote the classical approach, and to provide accountability for member schools to ensure that our cultural heritage is not lost again. The ACCS seeks to set an educational standard for a unified and directed approach to classical and Christian learning”.

GCA is also a member of SCACS- South Carolina Association of Christian Schools and follows protocol as prescribed for its athletic programs.

GCA is a member of the National Honor Society as governed by the National Association of Secondary School Principals.

APPENDIX

Appendix A - Uniforms

Please see the following uniform Questions & Answers:

- ▶ **Can students wear plaid uniform items 2023-2024?** While the current GCA plaid is no longer required, students are welcome to wear plaid items as part of their *daily* uniforms.
- ▶ **Do I need to purchase a new tie for 2023-2024?** Only if you need to! Male students in grades 1-12 will need a tie for dress uniform days, fall picture day, concerts, etc. For this year, they may purchase a new tie through the GCA office before the start of Fall semester, 2023. Due to supply changes, plaid ties are no longer available for purchase.
- ▶ **What will the PE Uniform be?** PE uniforms will still be expected for Logic and Rhetoric students. Students will have the option to purchase the updated branding for GCA shorts or joggers and GCA PE t-shirts, or they may continue to wear the current PE uniform. Students will need to wear either the old or new PE uniforms; other workout wear is not appropriate.
- ▶ **When will the new GCA plaid be implemented?** The goal is for the new plaid to be chosen and available for purchase by Spring 2024, but not required until Fall 2024.
- ▶ **Will our colors change?** Yes! New colors will become available for purchase by Spring 2024, but will not be required until Fall 2024. While navy blue will continue to be a part of GCA's color palette, this year will be the last year for any burgundy clothing.
- ▶ **Will I be able to wear items with the current logo after the re-brand?** Yes! "Vintage" GCA spirit wear will be appropriate for the next several years!
- ▶ **Where do I purchase uniform items?** Items that are not specifically noted may be purchased anywhere, provided they meet GCA's dress expectations.

Below you will also find uniform *examples* that are referenced in the uniform policy on page 18 of this handbook:

K4 & K5 Dress Uniform – Girls

- ▶ Navy jumper
- ▶ Short-sleeve white polo
- ▶ Black, brown or navy dress shoes with white knee socks or white tights



K4 & K5 Dress Uniform – Boys

- ▶ Navy flat front or pleated pants w/brown or black leather belt
- ▶ Short sleeve white polo
- ▶ Black or brown dress shoes with dark dress socks



1st-12th Grade Dress Uniform – Girls

- ▶ Natural khaki pleated skirt
- ▶ Oxford white dress shirt, any sleeve length
- ▶ Round neck, fine-gauge cardigan in classic navy
- ▶ Black, brown, or navy dress shoes (two-inch heel or lower)
- ▶ White knee socks or white tights (grades 1-5)
- ▶ White ankle socks, skin-color nylons, or no-show socks (grades 6-12)



1st-12th Grade Dress Uniform – Boys

- ▶ Natural khaki flat front or pleated pants with a brown or black leather belt
- ▶ Oxford white dress shirt, any sleeve length
 - With navy blue bow tie for Grades 1-5 (Purchased from GCA office)
 - With navy striped tie for Grades 6-12 (Purchased from GCA office)
- ▶ Black or brown dress shoes with dark dress socks
- ▶ Navy hopsack blazer (Grades 9-12 only)



Appendix B – Car Line Map

