



**2017-2018**  
Parent/Student Handbook

*"Cultivating Christian Leaders in Scholarship, Virtue, and Faith"*

Member of the Association of Classical & Christian Schools

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[WWW.GENEVACLASSICAL.ORG](http://WWW.GENEVACLASSICAL.ORG)

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## **I. Mission and Vision of Geneva Academy** (added 7/15)

### Mission

Geneva Academy, as a Christian ministry to families, provides a classical and Christian education that nurtures and trains students to know and to live in the world as the people of the Triune God and equips students to be virtuous, mature, and wise as they serve Him.

## Vision

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be unswayed towards evil by the former.

We aim to find them well-prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at Geneva. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand classical education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

## Aesthetic Vision

The apostle Paul instructs us to set our minds on that which is true, noble, just, pure, lovely; we are to meditate on those things which are of good report, virtuous, or praiseworthy. As a classical and Christian school, we have particular duties in this regard; we have been entrusted by our school parents with the responsibility to help train and discipline the minds of their children. We understand that the loveliness and nobility enjoined by the apostle involve more than just “spiritual” truths, and that our duty as a school includes the discipline of aesthetic education.

We therefore affirm that the triune God contains within Himself all ultimate loveliness and beauty. As His creatures, therefore, we are to serve and worship Him in all that we do in the beauty of holiness. He has created us in His own image, and requires us to strive to imitate Him in all that we do, and this includes the duty of understanding our responsibilities of appreciating and creating objects of loveliness.

In the education we provide, we therefore deny all forms of aesthetic relativism. At the same time, we affirm our limitations as creatures. This means that in any work of art containing true beauty, only God knows exhaustively all that is beautiful about the work, while we see the beauty only partially. Because different human observers see different “partialities,” this creates an illusion of subjectivity. Because our vision of the beautiful must necessarily be partial, we seek to instruct our students to make all aesthetic judgments in humility. At the same time, we want to train them on their responsibility to make grounded and informed aesthetic judgments, rejecting all forms of principled ugliness or aesthetic nihilism.

We seek to teach the importance of aesthetic standards in all activities associated with the school, striving for that form of excellence suitable to each activity. This obviously includes a strong emphasis throughout our curriculum on the fine arts -- music, painting, sculpture, drama, poetry -- with the attendant responsibilities of the students including study, meditation, and memorization. But our emphasis on aesthetics also extends to more mundane matters -- the cleanliness and decoration of classrooms, student dress, athletic competition, handwriting, etc. In all this, we aim to teach our students the reasons for what we require, and not just impose the bare requirement. As a Christian school we want to particularly avoid all forms of pious or traditional kitsch -- aesthetic frauds which can evoke a sentimental and superficial aesthetic response.

The standards we use in determining what we consider to be aesthetically valuable include, but are not limited to, conformity to the standards of Scripture, historical durability and the approval of many minds over generations, a balance of complexity and simplicity, dignity, metaphorical strength, harmony, subtlety, the power to evoke love of truth and goodness, the art of concealing art, acuity or craftsmanship, an ability to work against standards while honoring and employing them, avoidance of formulaic cliches and wisdom.

## II. Statement of Faith

### Purpose

A statement of faith provides a foundation from which to teach. At Geneva Academy we teach out of the biblical worldview as expressed in the Westminster Standards, the Three Forms of Unity (Belgic Confession, Heidelberg Catechism, and the Canons of Dort), and the Ecumenical historic creeds (Apostles', Nicene, and the definition of Chalcedon – see 1.2), which we believe represent the historic, orthodox catholic faith. More definition can be provided upon request.

### Creeds

#### The Apostles' Creed (AD 2nd century)

I believe in God the Father Almighty; Maker of heaven and earth, and in Jesus Christ, his only begotten Son, our Lord. He was conceived by the Holy Ghost, and born of the virgin, Mary. He suffered under Pontius Pilate, was crucified, died, and was buried. He descended into Hades. On the third day He rose again, ascended into Heaven, and sits at the right hand of God the Father; from thence He will come to judge the living and the dead. I believe in the Holy Ghost, the holy catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and the life everlasting. Amen.

#### Nicene Creed Constantinople (AD 381)

I believe in one God, the Father Almighty, Maker of heaven and earth, and of all things visible and invisible; and in one Lord Jesus Christ, the only begotten Son of God, begotten of His Father before all worlds, God of God, Light of Light, very God of very God, begotten, not made, being of one substance with the Father; by whom all things were made; who, for us men and for our salvation, came down from Heaven, and was incarnate by the Holy Ghost of the virgin, Mary, and was made man; and was crucified also for us under Pontius Pilate; He suffered and was buried; and the third day He rose again, according to the Scriptures, and ascended into Heaven, and sits on the right hand of the Father; and He shall come again, with glory, to judge both the quick and the dead; whose kingdom shall have no end. And I believe in the Holy Ghost, the Lord, and Giver of Life, who proceeds from the Father and the Son; who with the Father and the Son together is worshiped and glorified; who spoke by the Prophets. And I believe in one holy, catholic and apostolic Church; acknowledge one baptism for the remission of sins; and I look for the resurrection of the dead, and the life of the world to come. Amen.

#### Definition of Chalcedon (AD 451)

Following, then, the holy fathers, we unite in teaching all men to confess the one and same Son, our Lord Jesus Christ. This selfsame one is perfect both in deity and in humanity; truly God and truly man, with a rational soul and a body; consubstantial with the Father according to His deity, and consubstantial with us according to the humanity; like us in all respects, sin only excepted. Before the ages He was begotten of the Father, according to the deity, and in these last days, for us and for our salvation, He was born of Mary the virgin, who is Godbearer according to His humanity; one and the same Christ, Son, Lord, only-begotten, to be acknowledged in two natures; without confusing them, without interchanging them, without dividing them, and without separating them; the distinction of natures by no means taken away by the union, but the properties of each nature being preserved, and concurring in one Person and one subsistence; not parted or divided into two persons, but one and the same only-begotten Son, the Lord Jesus Christ, as from the beginning the prophets have declared concerning Him, and the Lord Jesus Christ Himself has taught us, and the symbol of the fathers has handed down to us.

## Statement of Faith (revised 8/15)

The statement of faith adopted by Geneva Academy is limited to primary Christian doctrine, which is considered to be central to all Christian denominations, and which sets orthodox Christianity apart from other faiths.

1. We believe the Bible alone to be the word of God, the ultimate and infallible authority for faith and practice.
2. We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit. He is omnipotent; that is, He can do all things. He is omnipresent; that is, He is present to all creation, and has under His immediate authority all things which are in Heaven, in the earth, and under the earth. He is omniscient; that is, He knows all things. He readily exercises His power which is present everywhere, and to Him there is nothing that is impossible or unknown, that is, He knows what has been from eternity, what now takes place everywhere, and what will be to all eternity.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is by grace through faith alone.
6. We believe that faith without works is dead.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
8. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life and they that are lost to the resurrection of damnation.
9. We believe in the unity of all believers in our Lord Jesus Christ.
10. We believe the Bible teaches that God created all things (the entire cosmos and all things therein visible and invisible) from no preexistent matter, by the word of His power, in the space of six ordinary days and all very good.
11. We believe the Bible teaches that God created man from the dust of the ground (non-living matter) after his own image and therefore man did not evolve from lower life forms.
12. We believe the Bible teaches that God created man, male and female, after His own image and commissioned them to be fruitful and multiply, to fill the earth and subdue it, taking dominion over the earth and bringing it to mature fruitfulness for His glory. To this end, God ordained marriage to exist between one man and one woman. All sexual relationships between men and women are unlawful outside the bounds of the marriage covenant. All sexual relationships between members of the same sex are contrary to God's created order and an abomination in His sight.
13. We believe the Bible teaches that no man is intentionally to take the life of another, unless as an authorized representative of God as a magistrate in the administration of justice or in defense of himself or his neighbor (as a private citizen or as a member of the armed forces of his country). Otherwise, a man's life is to be protected from the moment of conception till the day of death.

As a member of the Association of Classical, Christian Schools (ACCS), Geneva Academy also subscribes to the ACCS statement of faith, which is found in that association's by-laws (essentially the first two chapters of the Westminster Confession of Faith).

## III Board and Staff (added 7/15, revised 8/16, revised 7/17)

### **Board Members**

Steve Wilkins, President  
Dan Nash, Vice President  
Josh Cross, Secretary  
Tom Hammond, Treasurer  
Dr. Daven Spires  
Scott Bonner  
Will Merritt  
Chris Ramsey  
Cindy Murray  
(Parent-elected board member to be added after fall election)

### **Staff**

Headmaster	Edwin Lang
Academic Dean	Joseph Bailey
Development Director	Troy Bart Lizenby
Office Manager	Hollie Amos
Secretary / Bookkeeping	Jackie Peacock
Secretary	Sandra McBroom

### **Faculty**

#### **Elementary: Pre-K - 6**

Pre-K	Heidi Lang
Kindergarten	Rachel Nash
Kindergarten Assistant	Emily Hilleke
First	Sarah Freeland
Second	Elizabeth Brown
Third	Robin Amos
Fourth	Carol Walters
Fifth	Lolo Long
Sixth	Joseph Bailey
Latin	Hannah Nash
Music	Jarrod Richey
Art	Emily Gautreaux

#### **Secondary: 7-12**

Rhetoric / Logic	Edwin Lang
Humanities / Languages / Rhetoric	Remy Wilkins
Math	Hollie Amos
Art	Bethany Wilkins
Bible / Hebrew	Steve Wilkins
Music	Jarrod Richey
Humanities / Bible	Joseph Bailey
Science	Connor Evans
French	Lolo Long
Math / Logic	Stetson Bosecker
Humanities	Hannah Nash
Home Economics	Melissa Cross



## IV. Philosophy of Education

### General Philosophy (revised, 8/06; 7/08; 7/10 )

The chief end of man is to worship and glorify God, and in doing this, enjoy Him forever. We worship, glorify and enjoy him by hearing and keeping the great commandments: “Love the Lord your God with all your heart, soul, mind and strength and love your neighbor as yourself.” Because all education is religious, and all education is training for the worship of ultimate loves: i.e. money, status, worldly success, selfish liberty, or Christ; Geneva Academy seeks to self-consciously educate students toward the love and worship of the Triune God, Father, Son, and Holy Spirit.

As John Milton wrote “The end then of Learning is to repair the ruines of our first Parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him, as we may the nearest by possessing our souls of true vertue, which being united to the heavenly grace of faith makes up the highest perfection.”

Geneva Academy desires to assist parents and the church in the nurture and maturation of true lovers and worshippers of God. Rightly directed love and worship will bring about, through the blessing of God and the work of His Spirit, the sure growth of Christ’s Kingdom according to His promises to His children and their children. The particular means used to accomplish this goal of teaching “worshipping man”(homo adorans) is historically rooted in Reformational classicism.

The Reformers studied language, philosophy, theology, natural philosophy, literature and history of the ancients and medievals seeking after the wisdom of God wherever it may be found. They understood that all truth is God’s truth. They also knew their contemporaries and interacted faithfully and prophetically – speaking God’s truth with God’s love into every situation. They began with a solid biblical foundation in order to engage the world rightly. Likewise, we begin with God’s Word and His way of thinking in order to rightly engage the ideas of all the ages, learn from them, contend with falsehood, and then live differently in the present.

We train young men and women in how to think and we feed them God’s truth. We wish to cultivate tough minds and soft hearts. Our highest goal that our students live the truth: a cruciform life of service to God and to others.

We believe that the classical *trivium* is the best methodology for schooling as it reflects the Triune nature of God and treats students according to the image of God in which they are created. As first formulated by Cassiodorus, and as later revived and explained by Dorothy Sayers, the *trivium* seeks to teach toward the natural strengths of the child. The grammar, logic, and rhetoric of the *trivium* are the “three ways” in which the student is taught, as well as the closely corresponding subjects of Latin, Logic, and Rhetoric. The grammar stage (K-6) emphasizes the facts to be known. The logic stage (7-9) concentrates on the way those facts relate to one another. The rhetoric stage (10-12) develops the winsome presentation of those facts (see *Trivium* chart below) Scripture speaks of knowledge, understanding, and wisdom when addressing the same concept as the *trivium*. The *trivium* also follows the maturation process seen in the pages of the Bible and in history from the priestly stage, to the kingly stage and then to the prophetic stage.

**We believe in continual reformation toward the image of the Triune God and are always seeking new insights into biblical methods of teaching.**

### **Objectives and Standards of Geneva Academy (added 7/12)**

In the programs and teaching at all levels, as well as through extracurricular activities and examples set by faculty and staff, Geneva Academy strives to:

1. Teach all subjects in the curriculum as parts of an integrated whole with the Scripture at the center (II Timothy 3:16 17).
2. Provide a clear model of biblical Christian life through the school staff and board (Matthew 22:37-40).
3. Nurture every student to begin or grow in their relationship with God the Father through Jesus Christ (Matthew 28:18 20).
4. Emphasize grammar, logic, and rhetoric in all subjects. (Grammar is to be understood as the fundamental rules and data of each subject. Logic is to be understood as the ordered relationship of particulars in each subject. Rhetoric is to be understood as the means by which the grammar and logic of each subject may be expressed clearly.)
5. Encourage every student to develop a love for learning and to achieve maximum academic potential.
6. Encourage every student to develop a strong work ethic.
7. Provide an orderly and secure atmosphere conducive to maintaining these standards.

### **In *Loco Parentis* (revised 8/06, 9/09, 8/10)**

Our role as educators is in *loco parentis*. That is, we believe that fathers are responsible for the education of their children in the Lord (Eph 6, Deut 6) and that *some training* can be delegated to another. However, primary responsibility cannot be delegated and we encourage parents to take every opportunity to teach their children. Our half- day grammar school program affords time for parents to be involved daily in their child's education. Without regular parental involvement, a child's success at school is limited. We are here to serve and assist parents only in this particular academic way.

### **Biblical Discipline**

Biblical discipline is central to education. Obedience needs to be encouraged, and disobedience discouraged. If a child does not have discipline, he needs to be disciplined. This is all part of an education, yet no student will be allowed to continually disrupt the education of other students. (see discipline policy at 3.2)

## Grievances (Matthew 18, James 3) (revised 7/12)

When parents have a particular problem with an individual at the school, it should be resolved quickly, simply, and confidentially. Concerns and grievances should first be addressed directly to the party involved. If the individual will not listen, the problem should be taken to the Headmaster. If no resolution can be gained, it should then go to the School Board. All parties are subject to the authority of their church elders.

Guideline for Grievances:

*Discussing a "concern" is usually gossip when the hearer is neither part of the problem nor part of the solution. Ask the question: "Is the conversation with someone who can fix the problem?"*

General:

*Students/parents to teachers:*

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate principal. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision to the administrator.
4. If there still is no resolution, the parents should request a hearing from the Geneva Academy Board.

*Parents/patrons to administrator:*

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the appropriate principal.
2. If the situation is not resolved, they should present their concerns to the Administrator.
3. If there is still no resolution, they should request a hearing from the Geneva Academy Board.
4. This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

The Lost Tools of Learning Chart (added, 8/10)

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

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

### III Admissions

#### Admission Procedures:

- A. Upon return of a completed application, if an interview with the family has not already been held, one will be arranged with the headmaster.
- B. After the interview, and after reviewing all other required materials (as stated on the application form), the headmaster will make the decision whether or not to admit the student(s). Entrance exams are administered to new students in 1st - 6th grades.
- C. The headmaster will then notify the parents in writing with the decision regarding acceptance. If accepted, the parents will receive an Acceptance Letter and a Transfer of Records form, if the student attended another school previously.
- D. All financial arrangements between the family and the school must be understood before an admission is considered final.

#### Admission Requirements for the Student:

- A. A child must have reached the age of five years by June 30 of the fall in which he would be entering kindergarten.
- B. A child entering first grade must have reached the age of six years by June 30 of the fall in which he would enter Geneva (seven years old for admission to second grade).
- C. If a child has successfully completed the previous school year and his school work and behavior compare favorably to the comparable grade at Geneva, the child will likely be placed in the grade for which he is applying. However, if through the administration of the entrance exam or other evidence, it is determined that the child may not be adequately prepared for the next sequential grade level, it may be necessary that he repeat the previous grade.
- D. In general practice, if the student and parents comply with the requirements outlined here, Geneva Academy will admit students of any race to all rights, privileges, programs, and activities generally made available to all students. Geneva Academy does not unbiblically discriminate on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletic, and other school-directed programs.

#### Admission Requirements for the Parents:

- A. Though not required to be Christians, the parents of students in Geneva should have a clear understanding of the biblical philosophy and purpose of Geneva Academy. This understanding includes a willingness to have their child exposed to the clear teaching (not forced indoctrination) of the school's Statement of Faith in various and frequent ways within the school's program.
- B. The parents should be willing to cooperate with all the written policies of Geneva Academy. This is most important in the area of discipline (see Discipline Guidelines and School Rules) and school work standards, as well as active communication with the respective teacher(s) and administration.

## IV. Operations

### Student Conduct (revised 7/08, 8/10, 7/14)

- i. Students are expected to:
  - Abide by basic Christian standards of behavior and conversation
  - Conduct themselves with respect and decorum at all times when at school
  - Avoid crass joking in words or actions
  - Address their elders with respect and their peers with courtesy
  - Minimize noise
  - Avoid running or horseplay indoors
  - Take care of their belongings and the school/church property
  - Use “sir” and “ma’am” when addressing adults
  - Respond courteously when greeted
  - (Boys) Open doors for and offer chairs to ladies
  - Shake hands when introduced to an adult
  - Make eye contact when speaking
  - Address adults by title and name, e.g. “Hi, Mr. Jones.”
- ii. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected and required of all students. Requests from teachers should not have to be repeated. Students are to honor and obey the teachers *immediately, completely and joyfully*.

#### MOTTO

“Obey right away, all the way, with a good attitude every day”

- iii. No gum, music devices, medication (see 3.6), guns or knives are allowed on the school grounds. Coats, sunglasses, and hats are not to be worn indoors. Bicycles, rip-sticks, and skateboards are not be brought to school. (Riding *to* school is, of course, an exception, but they are not to be used at school.)  
  
(added, 7/14)
- iv. Cell Phones: Students are allowed to have cell phones at school for the purpose of after school oral parental communication. These devices must be powered OFF during the school day (7:45 a.m.-3:00 p.m. and stored in the student’s locker. If the need arises for a phone call during these school hours, the office phone is the only option. Cell phones may not be used on school grounds (before, during, or after school hours) for texting or accessing games, music, videos, images, or any form of web use or entertainment. If a student uses his/her cell phone for unauthorized usage at school, or uses his/her cell phone during school hours:
  - For the first occurrence of the current academic year, the student’s phone will be confiscated and returned the following day.
  - For a second occurrence of the current academic year, the student’s phone will be confiscated for one full week (7 days).
  - For a third occurrence and subsequent occurrences, the student’s phone will be confiscated for one full month and will include an office visit.
- v. Students are expected to be aware of and avoid the off-limits areas of the building. A staff member must know the location of the students during school hours.
- vi. No food except during the lunch period (7-12). No food allowed except during snack time (K-6). Students should bring a sack lunch.

- A microwave will be available for 7-12, but no stove-top or oven meals
  - We encourage each student to eat a healthy breakfast before coming to class
  - Refrigeration is available for 7-12
  - No food or drinks are allowed in class except water unless express permission is given (Students can bring a water bottle for this purpose)
  - Treats from parents are allowed during breaks or with the teacher's permission
- vii. K-6 Snacks – Please reference individual classroom snack guidelines

viii. Boy-Girl Relationships (revised 8/10)

We believe that our culture encourages boy-girl relationships at a much too early age and independent of parental oversight. Geneva Academy, in order to assist all the families of the school by creating an environment free of “relationship issues” offers the following guidelines:

- Dating at school functions is not allowed.
- Flirting is not allowed while students are at school or school-related functions.
- There should be no public displays of affection (e.g. holding hands, frontal hugs) at school
- “Couples” will not be allowed. This excludes talk of “who likes whom,” notes passed, etc.

## Discipline

The teacher will determine discipline for minor offenses. Each teacher will work within the following guidelines and principles:

i. All discipline will be based on biblical principles, e.g., repentance, restitution, apologies, (public and private), swift punishment, restoration of fellowship, no lingering attitudes, etc.

ii. Verbal Instruction - Verbal instruction is the main means of discipline in the classroom. The teacher must set clear and reinforced boundaries in his classroom. He must instruct the students in proper behavior, have them practice proper behavior, verbally affirm correct behavior, and verbally rebuke, with kindness and firmness, that which is sinful.

iii. Infraction - Any continual behavior problems should be sent to the headmaster. The parents of the student will then be informed of the situation. This type of behavior will require an infraction. Three infractions will require a demerit. Infractions are a report of behavior, not the correction or discipline themselves. For instance, writing may be assigned as discipline. The infraction will record the offense and the discipline assigned. Further discipline from the parents is encouraged.

iv. Demerit – (Visit to the headmaster) A demerit will be given for continual low-level sins in the classroom when it equals three infractions (see above). Two demerits will earn a two-day suspension from class. No credit will be given to the student for work missed on these days. Demerits will be given for greater offenses also. Those offenses would include but are not limited to the following:

- Disrespect shown to any staff member.
- Dishonesty in any situation while at school, including lying, cheating, and stealing.
- Rebellion, i.e. outright disobedience in response to instructions.
- Fighting, i.e. striking in anger with the intention to harm others.
- Obscene, vulgar or profane language, as well as taking the name of the Lord in vain.
- Failure to respond to the repeated admonitions of a teacher.

The following will be the result of demerits:

- 2 Demerits - A two-day suspension with zeros on all work for those days
- 3 Demerits - A three-day suspension with zeros on all work for those days.
- 4 Demerits - Expulsion from the academy.

During the visit with the headmaster, the headmaster will determine the nature of the discipline. The headmaster may require restitution, spanking, janitorial work, parental attendance during the school day with their student, or other measures consistent with biblical guidelines which may be appropriate.

If for any of the above, or other reasons, a student receives discipline from the Principal, the following accounting will be observed within the school year:

a. The first two times a student is sent to the Principal for discipline the student's parents will be contacted and given the details of the visit. The principal will make a note of each occasion when the parents are contacted after an office visit, and enter that record in the students file. The parents' assistance and support in averting further problems will be sought.

b. The third office visit will be followed by a meeting with the student's parents, Principal, and Administrator.

c. If a fourth office visit is required, the student will be expelled from the school.

If a student commits an act with such serious consequences that the headmaster deems it necessary, the office visit process may be by passed and expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence, vandalism of school property, violations of civil law, or any act in clear contradiction to scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

At the discretion of the appropriate principal or administrator, a student may be refused re-enrollment for the following school year. Such refusal to re-enroll is not considered a direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to re-enroll is not the equivalent of suspension or expulsion.

Should an expelled or non-re-enrolled student desire to be readmitted to Geneva Academy at a later date, the Geneva Academy Board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

The overarching principle to be followed is one of admonition, forgiveness, restitution and restoration. All discipline is for the good of the students. Each case should be decided individually to suit the situation. If a child is expelled he may be reconsidered for the next year. This is left to the discretion of the school.



## Homework Guidelines & Incompletes (revised 9/09, 7/17)

### General Philosophy

Hard work is central to our curriculum. Without hours of labor no profit or joy can be expected. At the same time, being busy has no innate value. Geneva will try to maintain a balance in the workload. The average student should feel great pressure, yet be able to bear up under it.

Study times during the school day should be used wisely in order to create free time for family responsibilities. Reading times must be used well. These times are part of the workday and not "free time." Complete silence and minimal movement is expected during these times.

### Secondary (7-12)

All work must be done on time and completely to receive credit. Anything incomplete is worthy of a zero and an IA (Incomplete Assignment) form will be issued. Two incomplete assignments in a semester will equal an infraction. Learning to do our duties promptly, thoroughly, and with a good attitude is one of the most important lessons we hope to teach Geneva's students.

### Primary (K-6)

Given our shorter school days, homework times will exceed full-day school expectations. Students in the primary school will receive a written communication for incomplete homework, late homework, any grade under 70%, or lack of diligence. Parents need to sign and then return the forms the next school day.

Homework at Geneva is assigned for one or more of these reasons:

1. **Mastering and retaining facts** – In certain subjects (e.g. math or Latin), there is not enough time in a school day to do the amount of practice that may be necessary for mastery. Therefore, after reasonable in-class time is spent on material, the teacher may assign homework to allow for the necessary practice.
2. **Reviewing and honing skills** – Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study. For example, translating Greek or doing Algebra problems provides the opportunity for consistent reinforcement and refinement.
3. **Performing the necessities of the curriculum for which in-school class time is insufficient** – There are some assignments that cannot be completed in class, but are essential to the progression of the curriculum. For example, writing a paper or reading the next canto in *The Divine Comedy*.
4. **Providing individualized or group culminating activities** – There are some projects that require time outside of class, such as students preparing for an assigned group presentation or debate.
5. **Extending learning** – This is investigating what the curriculum brought forward but could not afford sufficient satisfaction to a particular student curiosity; e.g., reading more about the battle of Agincourt.

Students are not assigned homework over the weekend. However, elementary students may have a limited amount to finish in the early afternoon on Fridays. Secondary students may have long-term assignments that are due the following week, some time past Monday.

Homework is not assigned for the purpose of extending curriculum that could not be completed in class by the teacher. Nor is homework assigned for the sake of simply doing more, or work given on the assumption that significant quantities of work is equivalent to academic rigor. Additionally, Geneva recognizes that parental involvement is critical to a child's education. Homework can be used as an opportunity for parents to actively assist their child in his or her studies. This will also keep the parents informed as to the current topics of study in the class and the child's engagement level.

## Homework Guidelines

Kindergarten	15 min.
First	20 min
Second	30 min
Third	40 min
Fourth	45 min
Fifth	50 min
Sixth	55 min
Seventh - Ninth	90 min
Tenth - Twelfth	90- 120 min

These times are averages and take into account that some students are very fast and some are very slow in completing their homework.

## Student Promotion / Probation (revised 8/06)

A student will pass each year based upon performance and attitude. Any student who does not maintain a 2.0 GPA will be on **probation** until he meets that standard. Staying on probation for **2** consecutive semesters can be cause for expulsion from the academy. Diplomas will be awarded only to students who attain a 2.0 GPA.

Appeals to have this requirement waived may be submitted to the headmaster, whose decision will be subject to review by the Board.

## Grading

Grades take second place to learning at Geneva. Yet, grades do help us to determine the progress of a student.

- i. Semester Grades will be expressed in the following terms:

MARK	LATIN	PERCENTAGE	GPA	ELEMENTARY
<b>SCL</b>	Summa cum laude	94.0-100	4.0	A+
<b>CL</b>	Cum laude	90.0-93.9	3.6	A
<b>SCH</b>	Summo cum honore	87.0-89.9	3.3	B+
<b>CH</b>	Cum honore	84.0-86.9	3.0	B
<b>MCH</b>	Minimo cum honore	80.0-83.9	2.6	B-
<b>SCS</b>	Summa cum sufficientia	77.0-79.9	2.3	C+
<b>CS</b>	Cum sufficientia	74.0-76.9	2.0	C
<b>MCS</b>	Minima cum sufficientia	70.0-73.9	1.6	C-
<b>M</b>	Minime (Failing)	00.0-69.9	0.0	F

- ii. Daily Grades may be expressed verbally, (superb, excellent, great, good, fair, etc.).  
iii. Daily homework, participation, completion of readings, quizzes, attitude, and tests will be graded.

Paragraphs should frequently accompany number and letter grades. These paragraphs should be considered part of the grade and will include suggestions for improvement, and encouragement for that which is well done.

Grades will be compiled at the end of each semester. A mid-term report is also given. These grades should all include descriptive paragraphs of the students' work and behavior.

Upon a student's transfer or graduation grades will be converted to an outside grading system intelligible to other institutions. (E.g. Omnibus will be listed as two courses: History and Literature and converted from a CL to an A.)

**Kindergarten & First** grade students will receive the following marks: (revised 8/15)

Excellent

Good

Satisfactory

Needs Improvement

Unsatisfactory (revised, 9/09)

**Honors and Awards (added, 8/06, revised 7/11)**

God recognizes good work and encourages it by blessing us. Therefore, we seek to recognize those students who maintain high standards in conduct and academic work.

Elementary Honors

“A” Honor Roll - all As in a quarter.

“B” Honor Roll - all Bs and As in a quarter

Secondary Honors

The Summa Cum Laude Student 4.0

The Magna Laude Student 3.8-3.9

The Cum Laude Student 3.5-3.7

## Attendance / Tardiness (revised 8/10, 7/12)

A student enrolled in Geneva Academy is expected to be present and on time in school every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered. Attendance records for the elementary students are kept by the individual classroom teachers and reported on the student's report card each quarter.

### ATTENDANCE REQUIREMENTS

**I. Short-Term Absences:** If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by *note or phone* as soon as possible.

**II. Long-Term Absences:** If a student needs to be absent for three or more consecutive days, the parents should *notify the school in writing* explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.

**III. Extended Absences:** We will gladly cooperate with families taking their children from school for vacations, hunting trips, etc. *However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed prior to the absence.*

**IV. Maximum Absences:** In the event the total number of *planned (that is, parent-approved) absences* for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student will not receive credit for that time period.

In the event a student is absent from a class, or from school, for more than ten days during one quarter (*for any reason*), the student's parents will meet with the principal (and teacher/s if necessary) to determine whether the student will receive a letter grade or a grade of P (pass) or F (fail) on his report card. In the event the total number of absences, whether *planned or unplanned*, is equal to or exceeds fifteen days in one semester, the student will not receive credit for that semester.

**V. Beginning of Day Tardies:** Students are expected to be at school at 7:50 in order to prepare for the day and to be at chapel at 8:00. Students not in homeroom at 7:55 will be considered tardy. *Three tardies will be counted as one absence.*

Tardies: Whenever a student is late to the beginning of a class, he should check into the office to receive an Admit slip. At that time the lateness will be considered either Unexcused (i.e. if the tardy is due to negligence or otherwise poor planning), or Excused (doctor or dental visit, etc.).

## **ATTENDANCE GUIDELINES/ TARDIES: SECONDARY SCHOOL**

### **1. Definitions:**

- a. Full-day absence: Any school day during which a secondary student is absent for four or more periods.
- b. Half-day absence: Any school day during which a secondary student misses three periods.
- c. Tardies: Whenever a student is late to the beginning of a class, he should check into the office to receive an Admit slip. At that time the lateness will be considered either Unexcused (i.e. if the tardy is due to negligence or otherwise poor planning), or Excused (doctor or dental visit, etc.). If Excused, the student will be recorded as Late, with the reason stated. If Unexcused, the student will be recorded as Tardy, with the reason stated.

### **2. Calculation of Absences:**

- a. Teachers will take attendance at the beginning of each class period and turn in the list of absentee names to the office. The number of periods missed by each student will be recorded.
- b. At the end of each academic quarter, the total number of periods missed will be calculated compared to the definition numbers in 1.a and 1.b. above. For example, if a high school student missed a total of fifteen periods (for any reason) over the quarter, the total absences recorded on his quarterly report card would equal three and one half-day absences.

### **3. Tardies:**

Students who earn four tardies within one semester will receive one office visit for disobedience. No discipline will be administered for the first three tardies. For every three additional tardies students earn in one semester, students will receive an additional office visit. After each office visit, the parents will be notified. Latenesses and Tardies will also be recorded in the quarterly report cards.

## **MISSED SCHOOL WORK: SECONDARY SCHOOL**

(See Attendance Policy.)

### **1. Unplanned absences:**

a. Should a student be deprived of adequate time to complete an assignment or be absent on the day an assignment is due because of an unplanned absence, the teacher may give a reasonable extension for the assignment to be completed. ("Reasonable" defined as no more or less the amount of time that the other students were given to complete the assignment.) The extension will not exceed the number of school days missed during the absence.

b. Students must complete all work assigned during their absence. However, in the event of an illness lasting three days or more, the teachers may, at their discretion, excuse the students from up to fifty percent of the assignments missed.

c. If the work is completed in the extended amount of time, students will receive full credit for submitting assigned work.

Note: It is the student's responsibility to find out what work was assigned. In the case of extended illness, it is recommended that the parents contact the teachers directly in order to find out what assignments were missed.

### **2. Planned absences (One to two days):**

a. Generally, no extension of due dates will be given. The student should contact all his teachers ahead of time to arrange the best means of meeting assignment due dates.

b. One additional day may be given for absences resulting from attendance at school-related events. (Extended field trips, etc.)

- c. Students must complete all work assigned during their absence.
- d. Grades on completed assignments will be reduced ten percent for each day that assignments are submitted past the assigned due date.

3. Planned absences (Three days or more):

4.

- a. The student should contact all his teachers ahead of time to arrange the best means of meeting assignment due dates.
- b. Teachers may, at their discretion, excuse the student from up to fifty percent of the assignments missed. Otherwise, all missed work is to be completed.
- c. If the work is completed in the extended amount of time, students will receive full credit for submitting assigned work.

**Student Pick-up and drop-off (added 8/06; revised 9/09, revised 7/11, revised 7/12, revised 8/13)**

In order to keep our teachers free to begin office time or teach other classes, we ask that parents would be prompt in picking up their students after school.

Pick-up

- 1. Students are to be picked up within 10 minutes after the school day has ended. (Pick-up times: Elementary, 12:50; Secondary, 3:05)
- 2. Special arrangements should be made ahead of time if it is not possible to pick up a child within 10 minutes.
- 3. Please call the school if there is an emergency.
- 4. Secondary students are the parents' responsibility after 3:15 pm. Any damage, accidents, or any other activities of the students after that time will be the responsibility of the parents.
- 5. Students will automatically be enrolled in the after-school program at 1:05 pm. Parents will be responsible to pay the after school care provider.
- 6. Secondary students have occasional end-of-day cleaning duties. Most duties, if promptly done, should last no longer than 10 minutes. When students have cleaning duties, pick-up time will ordinarily be 3:10.

Drop-off

- 1. Students should be dropped off between 7:35-7:50.
- 2. Students must go directly to their classrooms and quietly prepare for the day.
- 3. Parents should enter the parking on the north end and exit on the railroad side.

# Uniform Policy 2017-2018

(revised 7/07; 9/09, 8/10, 7/13, 7/14, 3/15, 6/17)

*Lands' End info: Ph 1-800-469-2222: Landsend.com/school / Geneva Academy ID # 9001-1444-8*

*Rebekah Landry will place Geneva logos on polo shirts for \$5 per shirt. (These orders should be handed in to the school office with payment and picked up there as well.)*

## *Changes for 2017-2018*

Because we want the uniform to serve the work of all the students, and not to be a distraction to them, we will be diligent to be consistent in the regulation of the uniform.

All changes can be found below, but here is a list of the *significant* changes.

1. Every Friday is a Dress Uniform Day.
2. Dress Uniform for grades 1-6 is changing to a white oxford with tie for boys. (See dress uniform chart)
3. Heather Gray will be added in numerous places. All students may now wear heather gray sweaters. These are the “light” heather gray, not the “coal heather” gray
4. Boys polos in Pre-K - 6 may now be heather gray
5. Students will be given *uniform violations* for minor offenses; i.e. no belt, shirt untucked, wrinkled clothes, etc. They will be given a uniform violation for major offenses and be sent to the office for major offenses: immodest dress, dirty /smelly clothes, wrong shoes, etc. Students will wait in the office until a parent is able to fix the uniform violation. Five (5) violations will equal a \$25 fine.
6. Our desire in maintaining a high standard with consistency is to train the students in the joyful wearing of the proper uniform. Our hope is that this remains a minimal issue and that it serves the whole community well.

## General Uniform Regulations

1. Uniforms must be worn to all classes, and from arrival to departure.
2. Uniforms must be neat and clean.
3. Shirts must be tucked in completely and shoes must be tied (boys and girls).
4. All forms of sloppiness are to be avoided.
5. Girls jumpers and skirts must be knee-length. *No more than two inches above.*
6. All boys must wear a brown or black belt (except w/pull-up pants in K)
7. Shoes are to be closed toe and closed heel. No platform shoes, no heels, no boots
8. Girls must wear shorts under jumpers / skirts
9. Please label all uniform items with your last name

10. No character backpacks
11. 7th -12th grade boys are to wear a navy blue blazer during test weeks and other dress occasions
12. Boys may not wear earrings or any jewelry except a watch
13. Girls may not wear multiple sets of earrings. Must be tasteful, small, not distracting
14. Girls may wear only metal necklaces and bracelets. (no leather, “hemp” style, plastic)
15. Students will be given *uniform violations* for minor offenses; i.e. no belt, shirt untucked, wrinkled clothes, etc. They will be sent to the office to record the offense. They will also be given a *uniform violation* for major offenses and be sent to the office for major offenses: immodest dress, dirty /smelly clothes, wrong shoes, etc. Students will wait in the office until a parent is able to fix the uniform violation. Five (5) violations will result in a \$25 fine.
16. Our desire in maintaining a high standard with consistency is to train the students in the joyful wearing of the proper uniform. Our hope is that this remains a minimal issue and that it serves the whole community well.
17. Wisdom, discretion, and a love of others are the guides by which we dress.
18. Uniforms must be worn in such a way as to make *others* comfortable. (The “golden rule” of clothing.)

### Girls – Grades PK-6 (4-6 grade girls may use skirts)

**Jumpers** – White Plaid (Lands’ End, White Plaid)

- \*Plaid jumper, Item [#065010BP6](#) or Item [#065009BP3](#)
- \*Plaid A-line jumper, Item [#458372BP6](#) or Item [#458371BP1](#)

**Skirts -- allowed in the 4th - 6th grades**

LANDS’ END White Plaid

- \*Plaid pleated skirt (below the knee), Item [#430819BP3](#)
- \*Plaid A-line skirt (below the knee), Item [#430831BP4](#)
- \*Plaid kilt (below the knee), Item [#430823BPX](#)
- \*Solid navy skirts are allowed, but the plaid is required for formal events.

*The a-line skirts are not as modest for sitting on the floor in music and story-time*

**Pants** - khaki or navy

- no extreme flair
- no shorts
- no cargo styles

(allowed only from Thanksgiving to Spring Break, but NOT on dress uniform days)

**Shirts** – white collared shirts under jumpers

- navy or white polos may be worn in 4th-6th grades with skirt
- polos are NOT allowed for dress uniform (see “dress uniform” below)

**Sweaters** - solid navy, white, or heather gray (no other coats or sweatshirts are allowed in class)

**Socks, Tights, Leggings** - white, navy, or gray (heather) – solid colors only

- no leggings with dress uniform
- no leggings with lace, ruffles, etc



**Shoes** - brown or black casual dress shoe or a solid white, navy, or black sneaker (canvas or leather)

- no multi-colored athletic shoes
- no boots
- no open toes or heels
- must be clean

**Hair** – clean and neat, not in the face (pulled back, if necessary)

- may not be unnaturally colored

## Boys – Grades PK-6

**Pants** – khaki or navy

- no flair legs
- no cargo styles

**Shirts** – white, navy or heather gray polo

- long-sleeve or short
- Long-sleeve oxford, white or light blue (dress uniform: Fridays and special events)

**Tie** - White plaid tie from school office or Lands’ End (dress uniform)

**Sweater** - navy or heather gray

**Shorts** – khaki or navy

(allowed only before Thanksgiving and after Spring Break, but NOT on dress uniform days)

**Socks** – black, brown, white, navy

**Belts** – brown or black casual or dress

**Shoes** – brown or black casual dress shoe or a solid colored sneaker (white, black, brown, navy)

- no boots
- no open toes or heels
- no multi-colored athletic shoes; only solids

**Hair** – must be:

- above collar
- above eyebrows
- and combed
- not spiked, unnaturally colored, or distracting style

## Girls – Grades 7-12

**Skirt** -Lands’ End: White Plaid

- plaid pleated skirt (below the knee), Item [#430819BP3](#)
- plaid A-line skirt (below the knee), Item [#430831BP4](#)
- plaid kilt (below the knee), Item [#430823BPX](#)
- solid navy skirts are allowed, *but the plaid is required for dress uniform.*

**Pants** – Khaki or navy in flat front or pleated

- no extreme flair
- no cargo
- pants are only allowed from Thanksgiving to Spring Break.
- no shorts

**Shirts** – Long-sleeve (dress uniform) or short-sleeve Oxford, Peter Pan, or pinpoint style from Lands’ End, white or light blue, *not Fr. blue* )

- shirts must be worn fully buttoned, except very top button
- no low cut blouses

**Sweaters** – navy, white or heather gray; full or vests

**Socks, Tights, Leggings** - white, navy, or gray (heather) – solid colors only

- no leggings with dress uniform
- no leggings with lace, ruffles, etc
- older girls may wear hose in neutral or navy

**Shoes** - brown or black dress shoes

- no tennis shoes
- no boots

**Hair** – clean and neat, not in the face (pulled back, if necessary)

- may not be an unnatural color

**Jewelry** - may not wear multiple sets of earrings.

- Must be tasteful, small, not distracting
- Girls may wear only metal necklaces and bracelets. (no leather, “hemp” style, plastic)

## Boys – Grades 7-12

**Pants** – khaki or navy

- no cargo
- no flair
- no skinny

**Shirts** – oxfords - light blue or white (no French blue)

- short or long sleeve
- must be pressed
- solid white undershirts only

**Blazer** – navy, required for dress days (Midterms, finals, performances)

**Sweaters** - navy or heather gray, v-neck or vest (solids only), must show tie.

**Socks** – khaki, navy, brown or black

- no white socks

**Ties** – White plaid tie from office or Lands’ End (solid navy tie may be worn for non-dress uniform for the 2017-2018 school year)

- may not be tattered or dirty

**Shoes** – brown or black dress shoe

- no tennis shoes
- no boots

**Belts** – brown or black casual or dress

**Hair** – must be:

- above collar
- above eyebrows
- clean and combed
- not spiked, colored, or distracting

**Jewelry**

- Boys may not wear earrings or any jewelry except a watch

**Dress Uniform Requirements** (added 7/14, revised 7/15, 6/17)

Below, please find the requirements for Geneva Academy dress uniforms. All students will be expected to dress according to these specifications on dress uniform days throughout the school year. Here is a partial list of occasions where participating students will be required to wear this uniform selection:

- Fridays
- Field trips (unless otherwise noted, like work days, or outdoor activities)
- School competitions (Geography Bee, Speech Meet)
- School programs, recitations, open house (Discover Geneva), thesis presentations

<b><u>Girls K4-6</u></b>	<b><u>Boys K4-6</u></b>
<ul style="list-style-type: none"> <li>-Collared white dress shirt with jumper - no polos</li> <li>-Brown or black dress shoes only</li> <li>- White socks or tights (no leggings)</li> </ul> <p>(4th-6th may follow the 7-12 uniform below)</p>	<ul style="list-style-type: none"> <li>-White short or long-sleeve oxford</li> <li>- Plaid tie</li> <li>- Khaki pants</li> <li>- Brown or black dress shoes</li> <li>- Dark socks</li> <li>- Brown or black belt</li> </ul>
<b><u>Girls 7-12</u></b>	<b><u>Boys 7-12</u></b>
<ul style="list-style-type: none"> <li>-White long-sleeve fitted blouse with white plaid skirt, tucked in.</li> <li>-Brown or black dress shoes only (no leggings)</li> </ul>	<ul style="list-style-type: none"> <li>-White long sleeve oxford (pressed)</li> <li>- Uniform plaid tie (white plaid)</li> <li>- Khaki pants</li> <li>- Brown or Black dress shoe (no deck shoes)</li> <li>- Navy blazer</li> <li>- Dark socks</li> <li>- Brown or black belt</li> </ul>

## Learning Disabilities (revised 7/14)

### Definitions:

Severe Learning Disabilities: Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the education services desired by the parents; Down's syndrome, deaf, mute, blind, etc.

Learning Disability (i.e. difficulty): Any condition in a potential student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents; Hyperactivity, Attention Deficit Syndrome, dyslexia, etc. For the purpose of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

### Guidelines:

1. Children with a severe learning disability will not be admitted to Geneva Academy due to the lack of staff, specialization and facilities.
2. Children who have been diagnosed as having a learning disability (difficulty) will be required to meet the same academic standards as all the other students in their class.
3. Children who have been diagnosed as having a learning disability (difficulty) will be given as much individual instruction and encouragement as their classmates.
4. We prefer to distinguish between *disabilities and difficulties*. To be *disabled* is to be unable. Being able, but have difficulty, means that a student will need to work harder to overcome the *difficulty*. One cannot overcome an actual *disability* however.
5. Geneva's program is both suitable and helpful to those with learning disabilities (difficulties) that are not severe.

## **Medication**

No medication is allowed without the written consent of a parent (this includes pain relievers). No medication may be given to the students by other students or by teachers.

## **Sickness / Immunizations**

1. Children must be up to date on immunizations before the first day of school.
2. Students who show symptoms of communicable disease, e.g. rashes, pink eye, conjunctivitis, must remain absent until the condition has cleared.
3. Students with a fever of 100 degrees or higher will be sent home and remain until they are free of fever for 24 hours. Students who are vomiting or have diarrhea should not come to school until all symptoms are gone.

## **Tuition (revised 8/10, revised 7/11, revised 8/17)**

When enrolling a student at Geneva Academy full tuition for the school year is to be paid regardless of that student's suspension, expulsion or withdrawal. Tuition is to be paid in ten-month increments, due on the first of each month, August through May. A \$20.00 late fee will be assessed after the 5<sup>th</sup> of each month that a payment is late.

*The following process is to be followed in the collection of late fees:*

1. In the event fees are not paid within the first five working days of the month due, a late fee will be assessed and a reminder statement will be sent to all applicable families. This will be done no later than the tenth of the month and will indicate any assessment of late payment fees and all balances due.
2. If fees are still not paid, or written arrangements are not made within 60 days of the date due, the administrator or his delegate will personally contact the students' parents or responsible party. The essential elements or agreements made at that time will be signed, recorded, and filed.
3. Should payment of fees still not be received within 90 days of the due date, a designated board member or board designated representative will contact the students' parents or responsible party.
4. If after all the efforts noted above have been exercised and a period of 90 days has elapsed from the due date, without payment or other written arrangements, the designated board representative is to execute the Delinquent Account Contact Policy (from board policy manual) and obtain a Request for Alternate Payment Arrangement signed by the parent(s) or responsible party.
5. Upon failure to obtain a written commitment on the overdue balance, the school administration will inform the family that their student(s) are expelled for non-payment of fees.
6. The student may be refused reenrollment if fees are not current.

Students may not begin a school year with a previous balance. Families may request an exception from the Board of Directors to have this waived and to suggest a payment plan to address the outstanding debt.

Transcripts will not be released for a student whose family is carrying a debt with the school. Permission may be granted from the board if a request is made.

### **Non-discriminatory Statement**

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

### **Inclement Weather Policy (added 8/10)**

1. Because Geneva Academy does not provide transportation services, the responsibility for getting children safely to and from the school rests on parents and their designated representatives. Parents are therefore responsible for discerning if road conditions during inclement weather or other emergencies allow for safe travel.

2. During times of inclement weather (or other school closing emergencies), Geneva will generally follow the Ouachita Parish school system regarding school closures based on inclement weather. All cancellations will be announced on the school voice mail by 6:45 AM.

3. In the event of inclement weather, even if Geneva is officially open for classes, parents who do not believe road conditions to be safe should not attempt to get their children to school. They should keep their children at home and notify the school that they are doing so.

## Athletics Policy

### Philosophy

The athletic program at Geneva Academy (GA) serves to augment and support the GA educational goals. Athletics can play a vital role in a student's education by teaching them the value of self-discipline, commitment, teamwork, self-control, setting and achieving goals, perseverance, fellowship, loyalty, and cooperation. Consistent with the GA Mission Statement, it is the objective of the GA athletic program to teach these lessons as a part of the entire integrated curriculum for those students that choose to participate.

### Guiding Principles

The Geneva Academy Athletic Program is guided by the following scriptural principles:

- "And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him." Colossians 3:17
- "For physical training is of some value, but godliness has value in all things, holding promise for both the present life and the life to come." 1 Timothy 4:8
- ". . . be self-controlled and sober-minded for the sake of your prayers. Above all, keep loving one another earnestly, since love covers a multitude of sins. Show hospitality to one another without grumbling. As each has received a gift, use it to serve one another, as good stewards of God's varied grace: whoever speaks, as one who speaks oracles of God; whoever serves, as one who serves by the strength that God supplies—in order that in everything God may be glorified through Jesus Christ. 1 Peter 4:7 – 11
- "Do nothing from rivalry or conceit, but in humility count others more significant than yourselves. Let each of you look not only to his own interests, but also to the interests of others. Have this mind among yourselves, which is yours in Christ Jesus. . ." Philippians 2: 3-5
- "I was with him forming all things: and was delighted every day, playing before him at all times; playing in the world: and my delights were to be with the children of men." Proverbs 8:30-31 (Douay-Rheims Bible)
- . . . So, whether you eat or drink, or whatever you do, do all to the glory of God" I Corinthians 10:31

*The following guiding principles flow from the scriptural principles and support the GA educational goals:*

- Athletics are for play and fun and not for glory and honor. Christians get their glory and honor from their identity as children of the King, and hence, do all things for His glory not their own.
- Athletics are extra-curricular and will not interfere with the academic curriculum. Students must maintain a 2.5 GPA.
- The athletic program will support GA academic standards by maintaining a balanced lifestyle.
- The athletic program will not be a financial burden on parents, interfere with the operating budget, or eclipse teacher salaries.
- The athletic program should, when possible, include individual and team sports.
- Geneva Academy teams and individual competitors should be known for dedication, great sportsmanship, and excellence in all areas.
- The principle value of athletic competition which lies not in winning but in "overcoming the challenges presented by a worthy opponent," should be instilled in the students.
- The athletic program should help develop a culture of discipline through athletic training.
- The athletic program should encourage school spirit and promote fellowship among the athletes and GA families.
- No sport or athletic program will be undertaken unless;
  1. there are a sufficient number of athletes desiring to participate
  2. there is sufficient funding
  3. there are available qualified coaches
  4. there are appropriate facilities
  5. there is detailed advanced planning

### **School Mascot: The Gryphon**

The Gryphon is half eagle, half lion and its qualities include nobility, gentleness, vigilance, virtue, strength and justice. Gryphons are guardians and protectors of life. While it has been used negatively, Christians took it over in the middle ages and used it to symbolize the dual nature of Christ, King of Heaven and Earth (eagle/wisdom and lion/strength).





## Handbook Agreement for Parents and Students

### PLEASE SIGN AND RETURN TO SCHOOL OFFICE WITHIN ONE WEEK OF BEGINNING OF SCHOOL

**Parents: Please read the following statements carefully and sign below to indicate your agreement.**

I hereby affirm that I have read the Student Handbook and discussed its policies with my children. I certify that I consent to and will submit to all governing policies of the school, including all applicable policies in the Student Handbook.

I understand that the standards of the school do not tolerate profanity, obscenity in word or action, dishonor the Holy Trinity and the Word of God, disrespect to the personnel of the school, or continued disobedience to the established policies of the school.

I understand that the services of the school are engaged by mutual consent, and that either the school or I reserve the right to terminate any or all services at any time, (though financial commitments to the school remain for the current year.) I understand that this Handbook does not contractually bind Geneva Academy and is subject to change without notice by decision of Geneva Academy's school board. Admission to the school is a privilege, not a right, and admission for one school year does not guarantee automatic admission for the future school years.

Signature of Mother: \_\_\_\_\_ date: \_\_\_\_\_

Signature of Father: \_\_\_\_\_ date: \_\_\_\_\_

**Students in Grades 7-12: Please read the following statement carefully and sign below to indicate your agreement.**

I hereby affirm that I have read the Student Handbook. I certify that I consent to and will submit to all governing policies of the school, including all applicable policies in the Student Handbook.

I understand that the standards of the school do not tolerate profanity, obscenity in word or action, dishonor the Holy Trinity and the Word of God, disrespect to the personnel of the school, or continued disobedience to the established policies of the school.

I understand that this Handbook does not contractually bind Geneva Academy and is subject to change without notice by decision of Geneva Academy's school board.

I understand that admission to the school is a privilege, not a right, and that any behavior, either on or off campus, which is not consistent with the school's standards could result in the loss of that privilege.

Signature of Student: \_\_\_\_\_ date: \_\_\_\_\_