



# New City

CLASSICAL  
ACADEMY

Parent Student Handbook

2023-2024

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## **NEW CITY CLASSICAL ACADEMY PURPOSE**

We exist to serve parents as they bring up their children in the nurture and admonition of the Lord.

## **NEW CITY CLASSICAL ACADEMY MISSION**

Our mission is to provide a classical and Christ-centered education in order to graduate students who are equipped to shape culture through wise and victorious Christian living.

## **VISION STATEMENT**

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 them to 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 NCCA. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire that 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 the 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.

## **CORE VALUES**

Gratitude, sacrifice, and excellence are our fundamental beliefs that inform our decisions, actions, and behaviors.

1. Gratitude: Saved people are thankful people. “For by grace you have been saved through faith. And this is not your own doing; it is the gift of God.” Eph 2:8. We know, through the scriptures and through experience, that we are guilty and dead in our sins. God has come to us, saved us, adopted us, and given us life with and in him, and none of it is our doing—it’s all a gift.
2. Sacrifice: One of the central commands given by the one that saved us is to imitate Him. “If anyone would come after me, let him deny himself and take up his cross and follow me.” Matt 16:24. Saved people imitate the one who saved them. Our parents sacrifice to have their children at NCCA. NCCA teachers sacrifice themselves for their students. NCCA students sacrifice themselves each day as they work hard and invest themselves in their studies. When an adult enters the classroom our students stand, this is a small sacrifice of honor, time, energy, and deference. When class is over, the girls are dismissed first and the boys exit second. This is a small way that our gentlemen are learning to put others before themselves.
3. Excellence: Our savior does what he does with excellence. As we imitate him in sacrifice, we also imitate him in excellence. “Whatever you do, work heartily, as for the Lord and not for men” Col. 3:23. Everything we do is an offering to him. What we are seeking to live out at NCCA is grace-powered excellence. Therefore we strive for excellence in teaching. We are grateful for teachers who are masters of their material, who know their students well, and who are excellent at introducing one to the other. We also strive for excellence in our students. Regardless of whether they are putting on a classroom play, taking a spelling test or competing in athletics, our goal is to fulfill the requirement in Colossians of doing the activity with all our hearts, and doing it as unto the Lord.

## **GUIDING PRINCIPLES**

These five principles guide how we do our job:

1. Second Mile Service: We are committed to going above and beyond in extending hospitality. We will go out of our way to provide a warm and welcoming environment in which families and staff are regularly surprised by how well they are loved, listened to, and served (Phil. 2:3).
2. Fight with Grace & Truth: As Christians we are engaged in a spiritual and cultural war. We are committed to fighting with confident meekness, loving God and our neighbor as we serve parents. We will remain confident and gracious as we stand on the truth of God’s word.
3. Continuous Improvement: We are committed to providing better service to our families each year. While we are thankful for what God has done in our midst, we are confident that he is not done with any aspect of NCCA. We are focused on becoming better each year as the Lord sanctifies our institution over time.

4. Beauty of Holiness: We are committed to providing an education that is faithful (rigorous, obedient, respectful, self-controlled, intentional, etc.) and that is also beautiful (delightful, surprising, interesting, exciting, etc.). We want families who are amazed at how much their children are learning and at how much their children enjoy the process.
5. Joy in Trials: We are confident that we will face challenges and adversity, and we are committed to bringing those trials (great and small) to the Lord in prayer, thanking him for them, and counting them all joy in light of the fact that we serve a God who is sovereign and good (James 1, Philippians 4). We see these trials as opportunities to glorify God as we advance the NCCA mission.

## **GOAL**

New City Classical Academy's goal is to provide a classical and Christ-centered education.

In all its levels, programs, and teaching, NCCA seeks to:

- Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17).
- Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40).
- Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15).
- Emphasize grammar (the fundamental rules of each subject), logic (the ordered relationship of particulars in each subject), and rhetoric (how the grammar and logic of each subject may be clearly expressed) in all subjects.
- Encourage every student to develop a love for learning and live up to his academic potential.
- Provide an orderly atmosphere conducive to the attainment of the above goals.

## **STATEMENT OF FAITH**

The following is the foundation of beliefs on which New City Classical Academy is based. They are also the key elements of Protestant Christianity that will be unapologetically taught in various ways through all grade levels.

We believe the Bible alone to be the Word of God, the ultimate and infallible authority for faith and practice.

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.

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.

We believe that the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and during this age to convict men, regenerate the believing sinner, indwell, guide, instruct, comfort, sanctify, seal, reprove and empower the believer for Godly living and service.

We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.

We believe that salvation is by grace alone through faith alone in Christ alone.

We believe that faith without works is dead.

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.

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (Acts 3:19-21; Rom 10:9-10; 1 Cor 6:9-11.)

We believe in the spiritual unity of all believers in our Lord Jesus Christ.

We believe that the family is ordained by God as the basic unit of His plan for His people. The institution of marriage between one man and one woman as created by God provides the foundation and definition for the family. We believe in the preservation and edification of the family to be an act of obedience to God.

We believe in the sanctity of all human life. This life should be protected, nurtured, and helped from the moment of conception (when life begins), until death occurs normally.

We believe that God created heaven and earth, including all life, by a direct, supernatural act, and not by a process of evolution.

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.)

Rejection of one's biological sex is a rejection of the image of God within that person.

We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union as delineated in Scripture. (Gen 2:18-25.) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1 Cor 6:18; 7:2-5; Heb 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (Matt 15:18-20; 1 Cor 6:9-10.)

This statement of faith does not exhaust the extent of our beliefs. We further subscribe to the system of doctrine that is set forth in the Westminster Confession and London Baptist Confession, specifically where they are in agreement. Ultimately, 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 final source of all that we believe.

## **SECONDARY DOCTRINE**

Secondary doctrine: eschatology, baptism (infant vs. adult), and Calvinistic vs. Arminian soteriology. These guidelines apply to all NCCA teachers in their capacity as teachers at NCCA.

- Classroom discussion of secondary doctrine should be on an informative, non-partisan level.
- Teachers must honor and defer to parents if these topics arise.

- Presentation of all sides of an issue is encouraged.
- The teacher should encourage the students to follow up any questions they have with their parents and pastor.

### **SCHOOL GOVERNANCE**

NCCA is governed primarily by the Word of God, as understood and applied by the school's Board of Directors and administration. The Founding Board of Directors is composed of four individuals. In the future, NCCA will add additional board members. The board operates under the school's adopted by-laws, vision and goals statements, and provides policies to the school leadership for implementation in the school.

### **EDUCATIONAL PHILOSOPHY**

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child. Therefore, below are the most important philosophical elements that we at NCCA believe distinguish our approach to education.

We believe that the Bible clearly instructs parents, not the church or state, to "bring children up in the discipline and instruction of the Lord." The church's commission is essentially to spread the Gospel and train believers (Matt.28:18-20). The state has been directed to enforce God's laws and protect the innocent (Romans 13). The church trains parents and the state protects families. The family raises and educates children (Eph.6:1-4). Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.

We believe that God's character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.

God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn, by using the centuries-old, proven classical method, incorporating instruction in Latin.

We want to help parents teach their children that all they do should be done "heartily, as unto the Lord" (Col 3:23). Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This necessarily includes biblical discipline principles.

We are working toward having a full Kindergarten-12 program because we believe that as long as a child is under the parents' authority and undergoing formal education, he should be trained biblically (Deut. 6:6,7; Prov. 22:6).

### **WHAT DO WE MEAN BY CLASSICAL?**

In the 1940s the British author, Dorothy Sayers, wrote an essay entitled "The Lost Tools of Learning." In it she calls for a return to the application of the seven liberal arts of ancient education, the first three being the "Trivium" - grammar, logic, rhetoric. Miss Sayers also applies the three stages of children's development to the Trivium. Specifically, she matches what she calls the "Poll-parrot"

stage with grammar, “Pert” with logic, and “Poetic” with rhetoric. In the 1980s Doug Wilson explained the classical method further in his book, *Recovering the Lost Tools of Learning*.

“The structure of our curriculum is traditional with a strong emphasis on ‘the basics.’ We understand the basics to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will also read from primary sources. Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the fundamental rules of each subject (again, we do not limit grammar to language studies), as well as the basic data that exhibit those rules. In English, a singular noun does not take a plural verb. In logic, A does not equal not A. In history, time is linear, not cyclic. Each subject has its own grammar, which we require the students to learn. This enables the student to learn the subject from the inside out.

The logic of each subject refers to the ordered relationship of that subject’s particulars (grammar). What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and the object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge.

The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the history or science be correct. It must also be expressed well.”

### **ADMISSIONS**

NCCA does not discriminate on the basis of race, color, or ethnic origin. Upon completion of the application, an interview with the founding leaders will be arranged. Entrance exams may be administered to new students. The founding leaders will make the admissions decision.

**Student Requirements:** A child must be six-years-old by September 1 to enter first grade. On occasion, transfer students may be admitted to a lower grade than was anticipated. Our goal is the long-term success of the student as opposed to automatic promotion based on age.

**Parent Requirements:** At least one parent of the applicant must profess faith in the Lord Jesus Christ, express belief in and agreement to the New City Classical Academy statement of faith, and consistently attend a local Christian church. In addition to this, parents should have a clear understanding of the Biblical philosophy and purpose of NCCA. This understanding includes a willingness to have their child exposed to the clear Protestant teaching (not forced indoctrination) of the school's Statement of Faith in various and frequent ways within the school's program. The parents should be willing to cooperate with all the written policies of NCCA.

### **LEARNING DISABILITIES**

Children with a severe learning disability may not be admitted to NCCA due to the lack of adequate staff, funding, and facilities. All students will be required to meet the same academic standards in



their grade level, regardless of diagnosis, and will be given as much individual instruction and encouragement as their classmates.

### **SEX EDUCATION**

Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic will be limited to human reproduction in biology, and biblical principles and references, as they arise in appropriate class contexts. All other instruction on this topic will take place at home.

### **PARENT INVOLVEMENT**

NCCA considers the family to be of first importance to a child. It is the family's responsibility to raise their children in the nurture and admonition of the Lord. The staff at NCCA is here to help with this monumental task, serving parents under their delegated authority. Therefore, we are continually seeking ways to actively involve parents in the school. Parents are welcome to visit the school at any time. Simply call ahead out of courtesy to the teacher. Parents can assist in the classroom, act as chaperones on field trips, and help with recess and/or lunch duty.

### **CURRICULUM GOALS**

BIBLE - We seek to:

1. Have the students read the scriptures in context for themselves vs. only prescribed verses.
2. Let the Scriptures speak for themselves with clarifications and illustrations by the teacher.
3. Teach the biblical pattern of salvation: Law before grace.
4. Encourage each student to come to the Father, through the Son, and to grow in their knowledge and love of Him.
5. Equip our students with a Christian worldview that will serve as a lens through which they see every other subject and all of life.
6. Equip our students to graciously and wisely defend their faith as they refute unbelief in its various forms.

ENGLISH - We seek to:

1. Equip every student with the skills necessary for good writing, including correct spelling and grammar, pleasing style, clarity of focus, proof-reading, and self-correcting.
2. Emphasize good writing by requiring the students to write often and correctly in each subject area.
3. Encourage clear thinking by the students through requiring clear, focused, well-argued writing.
4. Teach students how to research and write on a set topic.
5. Require students to speak in formal settings on a regular basis.

READING/LITERATURE - We seek to:

1. Use phonics as the primary building blocks for teaching students to read.
2. Introduce the students to high-quality literature.
3. Carefully monitor the student's reading abilities to ensure he is comprehending adequately, and is reading fluently, both orally and silently.
4. Wherever possible, integrate subjects like history and science into reading.
5. Foster a life-long love of reading as our students are acquainted with great western literature.
6. Teach our students to understand and analyze both the form and content of literature.
7. Enable/encourage students to form critical judgments of literature based on careful attention to the text.
8. Encourage students to read literature that stretches their comprehension skills.

LATIN - We seek to:

1. Instruct the students in vocabulary and grammar to increase their fundamental understanding of English, the history and writings of Western Civilization, and the Romance languages.
2. Reinforce the students' understanding of English grammar.
3. Cultivate study and logical thinking through the study of Latin.
4. Encourage delight, curiosity, and attentiveness in students by teaching them to see the world through the eyes of another language.
5. Provide students with the tools necessary to access original texts of our classical and Christian heritage.

MATHEMATICS - We seek to:

1. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
2. Put an emphasis on conceptual, as well as practical, understanding through the frequent use of multistep story problems and applications to other disciplines, especially science.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

HISTORY/GEOGRAPHY - We seek to:

1. Teach the students that God is in control of history and He will determine its ultimate outcome (gospel prevails, great commission is fulfilled).
2. Enable students to see God's hand in history by observing the effect His people have on history.
3. Employ a variety of informational sources and experiences (e.g. research, biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.) to engage students in the study of history.

4. Equip students to understand the various types of historical causation, including (but not limited to) environmental, cultural, ethical, and technological.
5. Encourage students to draw meaningful comparisons across different historical contexts.
6. Encourage students to display empathy for historical characters, understanding their actions and experiences in context.
7. Equip students to retrieve and evaluate information from a variety of sources.
8. Provide students with a working knowledge of the flow of history, especially the rise and fall of various civilizations, so that they can place new information in the appropriate context.

SCIENCE - We seek to:

1. Teach that a literal six-day interpretation of the creation account in Genesis is true and that the theory of evolution is false.
2. Teach the students the basic elements of both accounts and that both systems are based on either sound or unsound faith.
3. Show the students that, because God made the universe "ex nihilo", it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method), as well as to identify, classify, and categorize elements of creation.
4. Treat the study of science as a part of the study of history. That is, show the students the natural integration between the advances, individuals, and applications of science, with the development of historical events within the cultures studied.
5. Use many forms of instruction to teach science, particularly identifying, classifying, categorizing, experimenting, demonstrating, collecting, integrating with history and math, and experiencing guest lectures and field trips.

ART - We seek to:

1. Teach all our students the basic fundamentals of drawing to enable them to create adequate renderings.
2. Encourage the students to appreciate and imitate the beauty of the creation in their own works.
3. Introduce the students to masters' works of the Western culture.
4. Equip the students to knowledgeably use a variety of art media.
5. Enable our students to refine their artistic abilities and become more proficient.

MUSIC - We seek to:

1. Train the students to sing joyfully, skillfully, and with understanding to the Lord.
2. Instruct the students in the fundamentals of music listening, reading, writing and performing.
3. Expose students to, and equip them with, a broad range of musical genres and styles including western folk music, classical music, psalms, and hymns.

PHYSICAL EDUCATION - We seek to:

1. Systematically work with the students to teach them basic exercises and game skills.
2. Challenge and encourage our students to love God with all of their strength as they exercise and compete.
3. Teach cooperation, teamwork, and good sportsmanship.

## **LATIN**

Latin was regularly taught even in American high schools as late as the 1940s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages. We teach Latin for two major reasons. First, Latin is not a "dead language" but rather a language that lives on in almost all major western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages (French, Spanish, Portuguese, Italian and Romanian). Second, learning Latin grammar reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English class work (nouns, verbs, prepositions, direct objects, etc.)

## **HOMEWORK**

Students often need some amount of extra practice in new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.

- Normally homework will not be assigned over the weekend or over holidays and vacations.
- For each day an assignment is late, the grade is reduced by 10%. Assignments may not be turned in for credit more than two days past the due date unless the student was absent (9-12th gr).
- Seniors are required to turn all assignments in on time regardless of absence or illness.
- Should a student (11th grade and below) be absent on the day an assignment is assigned or due, the teacher may give a reasonable extension for the assignment to be completed. It is the student's responsibility to find out what work was assigned. For an extended illness, parents should contact the teachers directly.
- If a student misses part of a day due to a planned event (away game, dentist appointment, etc.) all homework is due that day and should be turned into his teacher before departure.
- Students who are catching up may need to invest more time as they transition into the school.

<u>Grade</u>	<u>Approximate Homework Average Per Night</u>
1st-2nd	20 min
3rd-6th	30 min
7th-8th	45 min
9th-12th	60 min

7th-12th grade Homework Guidelines: We desire our students to learn to use leisure time productively and have time to engage deeply with family, church community, extracurricular

activities, and hobbies. Most students should complete their assignments in class and study hall. Math, English, Literature and Rhetoric will be moderate homework classes. Studying for tests or quizzes, writing or typing papers, and reading will make up the normal nightly homework. Special projects may occasionally increase this amount.

**GRADING GUIDELINES**

Up to date grades are available upon request from the student's teacher. Report cards are sent home with all students at the end of each quarter. All academic grading at NCCA uses a criterion-referenced base for evaluation. The students' work will be evaluated against an objective standard in each class. The grade point average (GPA) is computed at the end of each quarter for secondary students. Only semester grades appear on the student's high-school transcript. The following percentages, grades, and grade points are used school-wide. (Note: Grades are rounded to the nearest percent.)

<u>Percentage</u>	<u>Grade</u>	<u>GPA</u>
100-94	A	4.0
93-90	A-	3.7
89-87	B+	3.3
86-84	B	3.0
83-80	B-	2.7
79-77	C+	2.3
76-74	C	2.0
73-70	C-	1.7
69-0	F	0

**PROMOTION**

Grammar students must meet the following basic criteria for promotion to the next grade:

1. Pass at least three quarters of reading, math, grammar (1st - 6th grades), and composition (3rd -6th grades), and have at least a 70% average for the entire year.
2. Pass at least three quarters each of history (geography) and science.
3. Failure to pass at least two quarters each of Latin, Bible, spelling, art, music, or PE will necessitate some make-up work over the summer, at the recommendation of the teacher.
4. 1st grade students must demonstrate behavioral maturity and reading readiness to be promoted.

7th and 8th grade students must meet the following basic criteria for promotion to the next grade:

1. Pass both semesters of English and math.
2. Pass at least one semester of each of the following classes: Bible, Latin, history, and science.

**ACADEMIC PROBATION (7th-12th Grade)**

This policy is intended to provide motivation to students whose academic achievements are not up to their capability. Secondary students are required to maintain at least a 2.0 grade-point average during any two, consecutive quarters. Exceptions will be made for students who have a grade point average of less than 2.0 but have not failed any courses during the quarter in question.

- If a student's GPA is below 2.0 (i.e. a "C" average), he will be placed on academic probation during the following quarter. His parents will be informed in writing of the details of the probation.
- If at the end of the next quarter the student's quarter GPA has not risen to at least a 2.0, he will be considered for expulsion.

### **BASIC SCHOOL RULES**

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected.
3. Distracting toys/tools, chewing gum, airpods, and headphones are not allowed on school grounds. Cell phones and smart watches may not be used during the school day or at lunch. If a student brings one of these devices to class, he will lose it for the day and receive an office visit. (If a parent needs to reach their student during school hours, they may contact the teacher directly.)
4. Smoking is prohibited. Guns, knives, and other harmful weapons are not allowed on school grounds.
5. NCCA is not the place in which romantic relationships between students should be initiated or cultivated. Public displays of romantic affection are unacceptable.
6. Cheating is widespread today, and is considered theft. We believe that teaching students to do their own work and keep their eyes on their own papers should begin in the grammar years. Cheating is unacceptable at NCCA and is defined as the following:
  - plagiarism or copying an answer
  - working together on an assignment that was intended to be completed individually
  - looking on another student's paper during a test

### **DISCIPLINE POLICY**

The kind and amount of discipline will be determined by the teachers, and if necessary, school leadership. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline will be handled at the classroom level via communication with the parents. Love and forgiveness will be an integral part of the discipline of a student.

**Office Visits:** There are five basic behaviors that will automatically necessitate discipline from the school leader.

- Disrespect shown to an adult (staff member, parent, etc.).
- Dishonesty in any situation, including lying, cheating, and stealing.
- Rebellion, i.e. outright disobedience in response to instructions.
- Fighting, i.e. striking or kicking in anger or with the intention to harm.
- Obscene, vulgar, or profane language, as well as taking the name of the Lord in vain.

The school leader will determine the nature of the discipline. If a student receives an office visit, the following accounting will be observed within the school year:

- The first two times a student has an office visit the student's parents will be contacted afterward and given the details. Their assistance and support in averting further problems will be sought. The school leader may decide to incorporate manual labor before/after school or during as a form of restitution.
- The third office visit will be followed by a meeting with the parents and school leader.
- Should the student require a fourth office visit, he will be suspended for two days.
- If a fifth office visit is required, the student will be considered for expulsion from the school.

**Serious Misconduct:** If the school leader deems it necessary, the office-visit process may be by-passed and suspension imposed immediately.

- Examples of such misconduct include, but are not limited to: acts endangering the lives of others, gross violence, theft, vandalism, violations of civil law, or drug abuse, whether it happens on campus or off, during school hours or outside of the school day.
- If the school leader desires to pursue expulsion, he will meet with the founding board and they will make the final decision.

**School Culture:** If a student has a significant negative influence on other students, the school leader has the right to seek to expel the student, apart from the process of office visits.

- Examples of such behavior would include, but not be limited to: student romances, disobedience to parents, love of worldliness, a surly attitude, and any other ongoing attitudes reflecting a clear disregard of scriptural standards.
- If the school leader exercises this option, he will meet with the founding board and then the parents. The founding board will make the final decision. The parents will then have the option to withdraw their student to prevent expulsion.

**Re-enrollment:** At the discretion of the school leader, in consultation with the founding board, a student may be refused re-enrollment. 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.

**Re-admittance:** Should a student who was expelled, or who withdrew to prevent expulsion, desire to be readmitted to NCCA at a later date, the school leadership will make a decision based on the student's attitude and circumstances.

#### **STAFF/STUDENT INTERACTION**

- Employees may not initiate friend requests or initiate following students on social media.
- Employees may not accept friend requests from students in grades below high school (i.e. grades K-8).
- Employees may not initiate or facilitate any private or isolated types of communication with students that might be interpreted as unprofessional.
- NCCA has zero tolerance for inappropriate interactions between staff and students.

## **STUDENT ETIQUETTE**

There are numerous ways that students are encouraged and expected to show kindness to one another, and to their teachers, during their hours at New City Classical Academy. Periodically, students will receive teaching and reminders about these expectations. It is our hope that these actions will become part of the daily culture of NCCA.

We train our older students to look out for, assist, and set the example for younger students, especially between our secondary and grammar schools.

We train our young men to show consideration and respect for the ladies in the school. We want to train our young ladies to accept the sacrifice of the young men with humility and thankfulness. As some applications of this truth, we want the young men to do the following:

- Open doors for all ladies - whether parents, teachers, or students. Always allow the ladies to exit first.
- In the hallways, men are courteous and defer to the ladies by giving them space.
- In all events where food is served, the women are to be served and seated first.

We want to train our students to show proper respect to their teachers and administrators.

- Students should address their teachers by Mr., Miss, or Mrs.
- Students should respond by saying “yes” or “no”, not “yeah”. “Sir” and “Ma’am” are always welcome.
- Students should stand when a teacher or administrator enters the room.
- Students should give deference to teachers, administrators, or other adults when transiting between classes and in hallways.

We expect our students to be good stewards of our resources at New City Classical Academy. This will include:

- Care for school property (books, desks, and lockers) which should be kept clean and in good order.
- Textbooks should be returned to NCCA in the same condition in which they were received. If they desire, textbooks may be covered by the student at issue and remain so throughout the year.
- Keeping classrooms clean and in good order, assisting teachers weekly in preparing classrooms and shared spaces for the Sunday service.
- Generally looking for opportunities to beautify the campus by picking up trash or taking the initiative to clean up a mess.

We would like NCCA to be a place where visitors sense the aroma of Christian love. “But thanks be to God, who always leads us in triumphal procession in Christ and through us spreads everywhere the fragrance of the knowledge of him. For we are to God the aroma of Christ among those who are being saved and those who are perishing. To the one we are the smell of death, to the other, the fragrance of life” (II Corinthians 2:14-15).



**LOCKERS** (not applicable in 2023-2024)

Lockers may be decorated by students as long as those decorations are in keeping with the values of the school. All lockers must remain unlocked and are subject to random inspection by teachers and administrators. On the last day of the quarter all lockers will be inspected by the secondary teachers to ensure they are clean and orderly.

**STUDENT DRIVERS**

Students who drive to school are expected to do so responsibly. Special attention should be paid to grammar students in the parking lot before and after school. Driving to school is a privilege which may be revoked if necessary. Students will be assigned a designated parking area before the school year begins.

**LUNCH**

All students are to bring lunch to school each day. There is no access to a refrigerator, so plan and pack lunches accordingly. Our days are rigorous at NCCA, please provide nutritious lunches and snacks for your children.

**SCHOOL UNIFORM RATIONALE**

Our development of a uniform policy is driven by a desire to create and promote an environment of learning where dress is not a distraction to the educational process based on the following principles:

- All human actions, including outward manifestations such as clothing, reveal and communicate the disposition of the heart at some level. It is our desire to address these heart issues in one uniform policy rather than seeking to anticipate and curb the numerous manifestations of it that surface throughout the year with a looser dress code.
- Clothing represents the vocational calling of a person, and inherent in the uniform policy is a desire to create an environment where undue attention is not drawn to specific students. The neat appearance created by a uniform enhances a ready-to-learn atmosphere.
- Uniforms help engender a cohesive presentation of the students in our school. When our students are in uniform, it communicates, aesthetically, that they are part of the same team, working toward the same goals. The student is part of a group identity that strives for excellence, and the code establishes a tradition toward that end.
- The uniform code should save parents money. The uniform code de-emphasizes the social impact of dress and helps focus the students on character and academic issues.
- The uniform code addresses security. On field trips, students in uniform aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify students from outsiders.

Students are expected to be in uniform while on campus unless specified otherwise by the administration. The administration is responsible for the interpretation of the policy, and the enforcement of the policy is the responsibility of parents, administration, and staff. If a student comes to school out of uniform five times in a year, it will result in an office visit.

	<b>Men</b>	<b>Ladies</b>
Pants/Shorts Skirt/ Jumper	gray	gray
Shirts	white or hunter green polo / white oxford	white or hunter green polo / white oxford
Sweaters	hunter green: vest, pullover, cardigan	hunter green: vest, pullover, cardigan
Shoes	conservative & neutral athletic or dress	conservative & neutral athletic or dress (closed toe)
Ties	grammar: hunter green secondary: Lands End evergreen and navy stripe	hunter green cross

Note: We want to allow parents to be good stewards of their finances and to “shop around” for deals on school uniforms. In order to accommodate this, students may wear clothing from different suppliers that conform to the NCCA uniform requirements. The only brand specific item is the secondary boys Lands End tie. For the sake of consistency, NCCA recommends the brand “French Toast”.

**Clarifications**

- Shorts may be worn September–October and April–May. Shorts must reach the middle of the thigh (no short shorts, please).
- Skirts must be at least knee-length. All skirt styles are permitted, but no prints are appropriate. Skirts should not be worn tight. Stockings, tights, and nylons are acceptable leggings for girls. Tights must be conservative, plain, solid white, solid black, or skin colored in a nylon.
- Shirts may be short sleeve or long sleeve and must be tucked in for all grammar students and secondary men. Secondary ladies are not required to tuck in shirts.
- Students may wear conservative athletic or dress shoes (conservative means no superman-light-up shoes, please).
- Ties only need to be worn on “dress days.” Students will wear a white oxford shirt and tie. Ties must be visible and not completely covered by a sweater. Secondary men should wear belts.
- Jackets, non-uniform sweaters, sweatshirts, and “hoodies” may not be worn indoors during school hours.
- Exclusions: embroidery, sandals, capris, cargo pants/shorts, leggings, jeggings, hooded sweaters/sweatshirts, hats, scarves, bandanas, lace, ruffles or distracting styles, torn or soiled clothes, overdone makeup or jewelry, tattoos, immodesty, visible undergarments or camisoles, over or undersized clothing, long hair or facial hair for boys.

### **Accessories & Miscellaneous**

- Hair should be tidy. If a young man's hair is below the middle of his collar, hanging down in his face, covering the sides of his ears, or in a bun it will be considered too long.
- Ladies hair accessories must match the outfit and not be distracting, ladies are not limited to green/white for hair accessories.
- Ladies may wear earrings. Small earrings on the lobe are fine. Earrings up around the top of the ear or anywhere else are inappropriate.
- Necklaces/bracelets/rings/nails are all acceptable for ladies, but should not be distracting. Fake nails are inappropriate.
- For secondary men are required to wear dress socks of a standard length when wearing pants, but they may choose to wear printed/patterned dress socks.
- Non-smart watches are permitted.

### **Spirit Day Attire**

- New City Classical Academy spirit wear will be available for purchase.
- On designated "spirit days", students are allowed to wear nice blue jeans (no holes, tears, etc.) and their spirit t-shirts.
- Shirts do not need to be tucked in, belts are not required, sweatshirts under the t-shirt are fine.
- Students are allowed to wear their regular uniform on these days.

### **ATTENDANCE**

Students are expected to be present and on time to school every day school is in session. Please attempt to schedule appointments for your students outside of school hours. If you know your student will be absent from school please inform his teacher, via email or note, in advance.

### **Definitions**

Full-day absence: the student is absent from school for 3.5 hours or more.

Half-day absence: the student is absent from school between 1 and 3.5 hours

Tardies: 1st-6th grade-the student is not seated at his desk at 8:15 am. 7th-12th grade- the student is not at his desk at the beginning of class .

### **Attendance Guidelines**

- Missing class without parental permission results in an office visit.
- Unless otherwise discussed and a plan made with school leadership, more than five full-day absences per quarter will result in no credit for that quarter.

### **Tardy Guidelines**

- Grammar- All tardies in the elementary are recorded alike and reported on the quarterly report card. Excessive tardiness is disruptive to the liturgy of the classroom and may be grounds for refused re-enrollment. Parents/guardians should make every effort to arrive at the school timely.
- Secondary- 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, snow day, car

accident, etc.). For every five unexcused tardies per quarter, students will receive an office visit.

### **WEATHER GUIDELINES**

With the utmost concern for the safety of our faculty and students, we will handle inclement weather on a case-by-case basis. In the event of severe thunderstorm or tornado watches and warnings, we will have procedures in place to keep the faculty and children in a safe and secure area. To ensure the safety of all, we ask that you do not attempt to pick up your child from the school during active warnings from the National Weather Service.

In severe winter weather, we will communicate any cancellations or delays by 6:30 AM via text message to one or both parent(s)/guardian(s). If we deem an early dismissal to be necessary, the same will be communicated via text message.

Outdoor recess will be handled as follows (please ensure that your student has appropriate winter gear- hat, snow pants, jacket, gloves, boots, etc):

- 32 degrees and above: Recess is held without a time limit or restrictions.
- 20 degrees and above: Outdoor activity limited to 20 minutes.
- 15-20 degrees temperature or windchill: Outdoor activity limited to 10 minutes.
- Under 15 degrees temperature or windchill: Activities are indoors.

### **GUIDELINES FOR KEEPING SICK CHILDREN HOME**

Please keep your child at home if he has a temperature of or over 100 degrees, has diarrhea, is vomiting, or is experiencing discomfort that would interfere with his ability to perform in school (i.e. uncontrollable coughing, severe lack of energy). The child can return to school after he is fever free (without fever-reducing medicine such as Tylenol or Motrin) and parents are confident they are nearly fully recovered. The teacher may exercise the discretion to contact the parents/guardians to pick up a student that has the appearance or symptoms of being sick.

### **SCHOOL IMPROVEMENT/ GRIEVANCE**

These guidelines are to be followed whenever there is a school improvement idea, dispute or grievance concerning any aspect of New City Classical Academy's operations, between any two parties connected to the school. The principles of Matthew 18 and James 3 will be followed during the attempted resolution of concerns. Contacting other students, parents, teachers, or administrators to air concerns or accusations is not appropriate -gossip weakens our school and is not part of resolving conflict in a biblical manner.

#### **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.
2. If the problem is not resolved, the parents or student may bring the concern to the head of either grammar or secondary school. 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 may appeal the decision to the school board President.

**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 may bring their concerns to the appropriate school leader.
2. If there is no resolution, they may request a hearing from the Board.

**Volunteers to Staff/Administration:**

1. If any volunteer has a concern about the volunteer work, he may present that concern to the staff member responsible for his oversight (teacher, head of school, development director, etc.).
2. If the problem is not resolved, then the concern may be presented in writing to the school leader, followed by a meeting with him to discuss the concern.
3. If the problem is still not resolved, the volunteer may request a hearing from the board in writing. The request will be passed through the school leader. The school leader is required to pass the request on to the board.

\* This handbook does not contractually bind the school in any way.

**EXTRACURRICULAR ACTIVITIES**

**General Philosophy**

New City Classical Academy desires to provide an extra curricular activities program in order to supplement the academic program of our 7th-12th grade. We recognize that God has gifted students in a variety of ways, including abilities in athletics, drama, music, academic study and in other areas. We seek to provide an opportunity for these students to develop and use their God-given ability. We believe that participation in extracurricular activities provides a good opportunity to encourage Christian students to mature in their faith and obedience to the Lord Jesus Christ. We believe that an extra curricular activities program enhances the atmosphere of the NCCA student body, providing students and parents with an opportunity to express positive school spirit. We also recognize that extracurricular activities provide an opportunity to make the programs established at NCCA known to the broader community. All extracurricular activities will conform to established NCCA philosophy and standards. Extracurricular activities will not take priority over the academic program at NCCA.

**2023-2024**

For our inaugural school year, 2023-2024, New City Classical Academy will not offer athletic teams for the 7th-12th grade. Students of NCCA can dual enroll with their public school district to participate in athletics or other extracurricular activities. NCCA will offer leadership and guidance to the students participating in these activities at the public schools. We desire to create support and encouragement amongst the students and families.

In the future, as NCCA grows, we look forward to adding a variety of sports, drama, and music activities.

**Iowa Form A**

If you wish your student to participate in extracurricular activities at your local district, Form A must be filled out and returned to NCCA by August 20th. A current immunization record or an exemption statement according to Iowa code is required with this form.