

Beacon Hill Classical Academy Policy Manual and Handbook



2011-2012 School Year

Table of Contents

I. General Philosophy and Purpose of BHCA	p. 2
II. Corporate Structure	p. 5
III. School Operational Policies	p. 5
IV. Policies Regarding Educational Programs	p. 15
V. Home-to-School Hybrid Procedures	p. 25
VI. Student Culture	p. 26

I. GENERAL PHILOSOPHY AND PURPOSE OF BHCA

1.1 Introduction

A school will not rise above its philosophy. What follows are the principles we believe to be essential:

1. Christian Education. A Christian school should train children unto Christian maturity. Children should learn “the whole counsel of God,” and a habit of life that honors God, modeled by their teachers. We desired that the Bible be repeatedly, systematically, and comprehensively taught from Kindergarten through twelfth grade, including ALL the stories from the Old Testament, as well as continual doses of Proverbs and Psalms. They should be trained liturgically, because we would expect nothing less than for our children to faithfully continue life in the church after they have been raised.

2. Classical Education. In our day “classical” means many things to many people. What we mean by classical education are those methods and habits that have been effectively employed by teachers for well over a thousand years. The goal was always to develop habits of learning and thoughtfulness. The tools have always been the liberal arts—those disciplines of mind that open up all other fields of knowledge.

3. Parental Involvement. We know from the Scriptures that parents bear the primary responsibility for their children’s education. We also know that effective education grows out of the closest personal bonds. For these reasons, we have developed programs and policies that encourage parents to remain involved at every point of the education process. We are also respectful of family time and priorities. As an institution, we do not seek to become the sole means of a child’s discipleship, but believe that parents are the primary disciplers.

4. Affordability. The above principles have been employed throughout history from time to time, but often to the exclusion of less-wealthy families. We seek to build an institution that, as much as possible, serves a broad representation from the church. This is difficult considering that effective classical and Christian education requires highly-trained professional teachers. It is, however, achievable if parents and students are willing to sacrifice other less-important elements.

For specific curriculum elements, see section 4.6 below.

1.2 Motto, Vision, and Mission Statements

1.2.1 Motto

Our motto is the Latin translation of Psalm 36:9:

In lumine Tuo videbimus lumen

Translated, it reads, “In your light do we see light.” We are reminded by this statement that as Christians we truly know and educate from the perspective of God’s revelation in Jesus Christ, who was called the Light of the World. We recite it in Latin because it reminds us that we belong to a long tradition that has cherished this philosophy.

1.2.2 Vision Statement

Our vision statement—what we hope to have accomplished after many years—is the following:

Beacon Hill Classical Academy seeks to consistently graduate wise and eloquent Christians, impacting Ventura County for the honor of Christ.

1.2.3 Mission Statement

Our mission statement, the day-to-day working principle by which we hope to fulfill our vision, is as follows:

We labor alongside families of the church to train up young disciples in the Christian liberal arts.

1.3 Statement of Faith

The statement of faith adopted by Beacon Hill Classical Academy is limited to primary Christian doctrine, which is considered to be central to all Christian denominations, and which sets Protestant Christianity apart from other faiths. For our purposes, a Christian is one who has heard the word of truth, the Gospel (Col. 1:5), as summarized in the statement below, and who has responded to that message in genuine repentance and faith. He confesses with his mouth and believes in his heart that Jesus is Lord, that He died for his sins, and that God raised Him from the dead (Rom.10:9,10). He takes his place among the body of Christ through baptism, commitment to serve a local church, and continual participation at the Lord's Table.

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, a Spirit eternally existent in three persons: Father, Son, and Holy Spirit. He is infinite, eternal, and unchangeable in his being, wisdom, power, holiness, justice, goodness and truth.
3. We believe in the deity of our Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His personal return in power and glory.
4. We believe that, for the salvation of lost and sinful men, the enlivening work of the Holy Spirit upon the soul is absolutely necessary.
5. We believe that salvation is a gift of God received through faith apart from the merit of our actions.
6. We believe a faith that does not manifest itself in good deeds is no true faith.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a life more and more pleasing to God.
8. We believe in the resurrection of both the saved and the lost; those who are saved to the resurrection of life and those who are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

Summarily, we embrace and adopt both the essential truths of orthodox Christianity, as articulated in the ecumenical councils of Nicea, Constantinople and Chalcedon, and the system of doctrine expressed in the creeds of the Protestant Reformation, including the Belgic Confession, the Heidelberg Catechism, the Second London Confession of 1689, the Thirty-nine Articles of the Church of England and the Westminster Confession of Faith.

1.4 Approach to Christian Discipleship

Christian schools generally use one of two approaches to student spirituality: discipleship or evangelism. That is, some schools approach the students as if they were Christians, while some schools approach the students as if they were non-Christian. We definitely fall into the discipleship camp, however, it would probably be more accurate to say that we are an evangelistic-discipleship school. In other words, the gospel must always be front and center *in* the discipleship process itself. The problem with the evangelistic approach, however, is that the goals of student spirituality are often limited to matters of conversion, to the neglect of so many important matters. The end of Christian spirituality, however, is not to be converted, but to live for the glory of God. Put another way, we should aim for our students to love God with all their heart, soul, mind and strength.

Another important matter often neglected in student discipleship is liturgical formation. Whatever one's tradition, baptism should be assumed to be part of the discipleship process. Students should be trained to appreciate the Lord's Table. They should be taught to pray, to participate in corporate worship, carefully hear the reading of the Word of God as their very bread. They should know how to honor the Lord's Day. Giving to the poor and the ministry of the gospel should be constantly emphasized. Learning to sing psalms, hymns, and spiritual songs unto the Lord is especially to be emphasized. Children are worshippers, and neglecting liturgical formation by churches, schools, and parents only creates a vacuum of values that the world will gladly fill.

Finally, we believe that a fundamental component of discipleship too often ignored by Christian schools is the systematic teaching of Bible stories, Biblical symbolism, and Biblical typology. Stories from both testaments are told, for certain, but not every story. And those that are told are often reduced to moralistic tales. We believe that children should grow up knowing all the stories of their Bible, recognizing clear symbolic language and typology, and should be able to see how each story contributes to the story of redemption as a whole. Moreover, the Bible should be the fundamental shaping influence in their worldview, determining how they think of everything from moms to stars to seas and birds.

1.5 Secondary Doctrine Policy

Doctrinal issues not addressed in the Statement of Faith are dealt with in the following manner:

1. Teachers must strive to present all classroom discussions of non-essential issues and doctrines in an informative, non-partisan fashion. Teachers must strive not to speak to the students in a manner causing offense to their Christian brothers and sisters.
2. Teachers must strive to portray fairly various perspectives on a given controversial issue. Teachers may communicate personal beliefs but should take care in playing the role of their advocate.
3. Teachers should encourage students to seek counsel on such issues from their parents and pastor.

Regarding other controversial issues, see section 4.15 below.

II. CORPORATE STRUCTURE

2.1 Non-Profit Distinction

Beacon Hill Classical Academy, Inc., is a private, non profit (501[c][3]) organization registered as such with the federal government and the State of California.

2.2. Board of Directors

Beacon Hill Classical Academy is a board-directed school. Board members are appointed by the existing board by unanimous vote. Detailed operational guidelines and responsibilities of the Board may be found in the school's By-Laws.

2.3. Headmaster

The Board hires and appoints the headmaster to oversee the administration, faculty and staff; to promote Beacon Hill Classical Academy in the community; and to provide timely information to the Board.

III. SCHOOL OPERATIONAL POLICIES

3.1 Admissions

All parents wishing to enroll their children at Beacon Hill Classical Academy are required to submit an application. *The application must be complete and submitted with a \$50 non-refundable application fee.*

Within two weeks of receiving the application, the family will be contacted to schedule an interview. Any other necessary paperwork will be completed and collected at that time.

If a child is accepted, enrollment will consist of signing the Student Enrollment Agreement and paying a tuition deposit of \$200. The tuition deposit is non-refundable.

Testing will occur at a scheduled date in late spring to determine the best placements for grammar, reading/literature, composition, and mathematics.

If the child is accepted, but there is no space in the classroom, the student will be placed on a waiting list.

Enrollment takes place in several batches according to eligibility and the date an application was received:

January 1—Enrollment is open.

January 31—Re-enrollment applications postmarked by this time will have the application fee waived and will also be given priority placement.

February 28—Applications postmarked by this time are dubbed **early enrollment**. The application fee is waived, and they are given priority placement before **regular and late enrollees**.

March 31—Applications postmarked by this date are dubbed **regular enrollment**. They are given priority placement before **late enrollees**.

April 1—Applications postmarked after this date are dubbed **late enrollment**. They are processed on a case-by-case basis.

Non-Discrimination Policy—Beacon Hill Classical Academy does not discriminate on the basis of race, color, national or ethnic origin, or sex in the administration of its policies, admissions, financial aid, and other school-directed programs.

3.2 Placement Policy

In general, a child should reach the age of five years by December 31st of the year in which he would be entering Kindergarten, six years by December 31st for entrance into first grade, and so on. BHCA will consider accepting a child whose birthday falls outside of this recommendation if the child demonstrates the academic and social maturity for early entrance.

In grammar school, students are placed in their grade according to age. Their ability, however, will determine their composition, grammar, reading/literature, and math class. In composition, grammar, reading/literature, and math, students will not pass to secondary school without having mastered certain benchmarks deemed necessary for the mode of instruction in secondary school.

In secondary school, students are required to score a B or above on prerequisite classes in order to pass on to the next class. They will still receive credit for any class they do not fail, but students may not move on to subsequent classes without a B or above. This applies to mathematics, sciences, classical skills (logic and rhetoric), and classical languages.

3.3 Grammar School Benchmarks

Beacon Hill Classical Academy is a mastery program. In the following areas of grammar school instruction, students are required to pass a benchmark assessment in order to matriculate to the next level within that subject. Our school day is set up so that students may remain in their grade level for certain subjects, but move about to whatever level they are at. Therefore, when a student has to repeat a level within a subject, this does not mean they have failed their grade. Students needing to repeat more than one subject level may need to repeat the entire grade upon recommendation of the teacher and headmaster.

3.4 Campus Visits

Visitors to Beacon Hill must sign the visitors' book. Any visitor other than a parent must be pre-approved by the parents of a child being visited, and confirmed through the administration. Only people approved by the parents or guardians will be allowed on the campus unaccompanied. If the school is unable to get approval from a parent then a staff member will accompany the visitor.

Beacon Hill Classical Academy welcomes parental involvement in the classroom and school office – parents should coordinate with their child's teacher and/or the headmaster.

Visits from parents who wish to sit in and observe a class are always welcome. However, all visits must be arranged with the teacher and/or headmaster in advance.

3.7 School Hours

Kindergarten: 8:30 am – 12:30 pm
Grades 1-7: 8:30 am – 3:00 pm

Please note that classes begin promptly at these times. An early arrival allows your child time to prepare for the day.

Elementary Early Dismissal Schedule

Grades K-7: 8:30 am – 12:00 noon

Please note that on Early Dismissal Days, there will be no lunch break.

3.8 Drop-off and Pick-up Schedule

In order to ensure the safe and efficient arrival and departure of students both to and from the school, this schedule is to be followed by all parents or guardians:

Drop-off

Kindergarten and elementary students should not arrive earlier than 8:15 am. Those who arrive before 8:20 am will wait outside under the supervision of the parents or carpool, at which time they may enter the building.

Pick-up

Kindergarten: Pick up between 12:30 and 12:45 pm
Grades 1-7: Pick up between 3:00 and 3:15 pm

3.10 School Calendar

The school calendar for 2011-2012 will be posted on the school website. It will include all official, major Beacon Hill activities and will be updated as necessary.

3.11 Required Forms / Records

To ensure that the school complies with all necessary state regulations and to maintain pertinent information about all students entrusted to its care, the following guidelines must be observed:

1. The following forms are required to be on file for all students:

- a. Application for Admission (or re-admission)
- b. Enrollment Agreement (one for each year)
- c. Immunization Record or Waiver
- d. Student records (See #2 below)
- e. Emergency Medical Release (updated each year)
- f. Signed family/school covenant
- g. Authorization for Pick-Up
- h. Mediation Agreement
- i. Photo/Video Release

2. The school will coordinate the transfer of student records from schools attended previously by newly enrolled students. Should parental permission be required, the parents will be contacted to sign a release.

3. The records will be kept confidential.

3.12 Health Services

1. A designated health station will serve as the on-campus health clinic and will be properly outfitted with a basic first aid kit.
2. It is the expectation that families keep ill children at home so that infectious conditions are not spread to classmates, faculty, and staff. This includes not sending children to school if they have had any of the following within the previous 24 hours:
 - a. Fever >100.0
 - b. Vomiting
 - c. Diarrhea
 - d. Excessive coughing
 - e. Excessive nasal drainage
3. Should a child become ill or injured during the school day, the staff will make every effort to care for them so that they may return to class. If necessary, students will be allowed to rest 15-20 minutes before deciding if they will return to class or if a parent will be contacted in order for the child to be taken home.
4. A student whose temperature is 100.0°F or higher, who experiences vomiting or diarrhea at school, or whom the teacher feels has excessive coughing or nasal drainage will be asked to go home and should not return to school until he/she has not experienced these symptoms for 24 hours.
5. When parents are notified of the need to pick up their child, the child should be picked up within 30 minutes of being called. If this is not possible, we ask that arrangements be made to have the child picked up by someone other than the parent, as health care space is limited.
6. It is required that each student return a signed Emergency Medical Release Form before the start of each school year. No student is allowed to begin classes until his/her completed form is on file. Please keep the school updated of any changes in relevant health history, or any changes regarding medication. When you choose your local emergency contact, make sure that person is aware of your choice, and consider providing him/her with copies of your medical insurance information/card and a Power of Attorney that legally authorizes him/her to seek medical care for your child in the event that you are unavailable.

3.13 Medication Policy

The policies regulating the administration of medication during school hours are for the students' safety and are mandated by the state. School personnel will only be able to administer medication after the Medication Administration Form is properly completed and signed by the parent for all medication and by the physician for prescription medication.

1. It is recommended that the first dose of any new medication be administered at home. If changes occur, the Medication Authorization Form must be updated as well.
2. Over-the-counter medication must be in the original manufacturer's container and must be brought to the designated health station by the parent.
3. Prescription medications must be brought to the teacher by the parent in the current, original, properly-labeled container, as dispensed by the pharmacist or physician. Under no condition will children, including siblings, be allowed to share prescription medications.

4. The parent must deliver all medication (over-the-counter and prescription) to the teacher. All medication must be picked up by the parent at the end of the school year or upon discontinuation of use. Any medication not picked up by the end of the school year will be discarded.
5. Medication labels must contain the student's name, name of medication, directions for use, and date. Physician's order and medication label must be the same.
6. If a child is known to experience severe allergic reactions, parents must complete a Severe Allergic Reaction Treatment Form. This form must be signed by both the physician and the parent. Regarding emergency medication, (eg. Epi-pen), two sets of emergency medications are to be supplied by the parent – one to remain in the classroom with the teacher and one in the designated health station.
7. NO medication of any kind may be carried on a student's person, with the exception of cough drops, Chap Stick, inhalers for asthma or emergency medications for allergies and diabetes. If your child has asthma and carries an inhaler to be self-administered, state law requires that an Authorization for Asthma Medication Administration at School Form be completed and signed by the parent AND the physician. Routine medications are to be administered through the Front Office or by a teacher if specific arrangements have been made.

3.14 Serious Disease Policy

This policy applies to all students, employees and volunteers of the school.

Serious diseases are communicable diseases that are potentially life-threatening or that can cause permanent bodily damage. Meningitis, AIDS (Acquired Immune-Deficiency Syndrome) and pneumonia are examples. Common colds, acute influenza, chicken pox, strep throat and the like, though unpleasant and contagious, are not considered serious diseases.

1. The administration will take all appropriate precautions (including isolating the student(s) who may have contracted or been exposed to the disease) to reduce the risk of infection of any student, employee or volunteer by any known serious diseases.
2. The school will not be held responsible for the communication of any serious disease that was introduced to the school without the knowledge of the administration.
3. Upon receiving reliable information that a student, employee or volunteer has contracted or been exposed to a serious disease, the administration will immediately contact the parents of any involved student, the Board and (at the discretion of the administration) local health officials and the Center for Disease Control in Atlanta, Georgia, to obtain pertinent information.
4. Based upon all available information, the administration will determine what actions are necessary. The administration will then contact the parents of the affected student(s) and relay to them the information it has received as well as the decisions it has made.
5. The administration may require a student to remain home for either a specific or indefinite period of time.
6. The Board and administration may close the school in extreme cases.

3.15 Telephone Usage / Parent Messages

1. Students may use a school phone only to make necessary local phone calls (i.e. to inform a parent that after-school practice is cancelled or that they left their lunch at home).
2. Beacon Hill Classical Academy requires that grammar school students not use cell phones.

3.16 Lost and Found

1. As a courtesy to parents and students, the school has a Lost and Found bin located in a designated area. Periodically this bin will be emptied. Labeled items will be returned to students. Unidentifiable uniform items will be laundered and added to the school's stock of used uniform items that are available for needy families. Unidentifiable non-uniform items will be taken to a thrift store.
2. A notice will be sent home whenever the lost and found bin is scheduled to be emptied.
3. It is very important that all students' clothing be marked with a complete and legible name. Please do not use the student's initials or the student's first name to mark clothing. The purpose of the marking is not only for the student to recognize their clothing, but so that a staff member will know who to return it to. The use of iron-on or sew-in name labels is highly recommended. In addition, please do not forget to clearly mark your student's lunch box and backpack or portfolio

3.17 Textbooks - Damaged or Lost

1. In the case of lost or damaged textbooks, parents will be billed for the total replacement cost. Textbooks are considered damaged if the wear to the textbook is greater than that considered acceptable for a year's worth of use. The school will make all determinations in the matter.
2. Report cards may be held until books are returned or replacement fines paid.

3.18 Transportation Policy

1. Only parents and those designated on the Authorization to Pick-Up Form have permission to drop and pick-up students from school. It is the responsibility of the parents to notify the school and update the authorization form if there is a change in custody.
2. Faculty, staff and parents may drive students to and from field trips provided they carry a valid California driver's license and liability insurance with legal/prudent limits.

3.19 Tuition Collection Policy

Tuition pays toward the entire cost of instruction at Beacon Hill Classical Academy. This includes instructional costs, field trips, and textbooks. Tuition does not include costs such as lunch, school supplies, portraits, uniforms, yearbook, and other activities that are related to choices and options during the school year (ex. non-mandatory Saturday field trip).

There is a 5% tuition discount for annual tuition paid in full by July 31st. Tuition may also be billed in a 10-month cycle (August through May).

To ensure that tuition and other accounts payable are collected in a timely manner, and to establish policies whereby unpaid/late bills and fees are collected as quickly as possible, Beacon Hill Classical Academy has adopted the following collection policy. The headmaster shall follow this process unless the Board of Directors reaches a specific agreement to depart from the written policy.

Definitions

Overdue Account: An account of any family who has not paid their dues within 10 days of the due date.

Late Fees: A \$25 penalty assessed to all overdue accounts.

Financial Probation: The status of an account which is more than 30 days past due.

1. In the event tuition is not paid (due to insufficient funds) within 10 days of the scheduled withdrawal, the school will send a notification of delinquency no later than 15 days after the original due date.

2. Any family who becomes concerned about their ability to meet their financial obligation to the school should immediately contact the headmaster before their account becomes past due.

3. If at any time a family's account with the school becomes more than 30 days past due, they will immediately be placed on "Financial Probation." The headmaster will be responsible to see that the family is advised of their status and the consequences of financial probation. None of the students of this family may participate in any field trips costing \$50 or more and may not participate in optional extracurricular activities.

4. If at any time during the school year a family's account with the school becomes more than 60 days past due, the headmaster will be responsible to see that the family is advised in writing and by phone call that their child's education at the school is subject to immediate discontinuance. Continued failure to pay past due accounts will result in the withholding of a child's progress reports, transcripts and ultimately the suspension and/or permanent dismissal of a child. Board members will be advised of all accounts more than 60 days past due and of the headmaster's proposed course of action.

5. If at the end of the school year a family's account is not paid in full, the child's final report card will be withheld. If a child is transferring to another school, records and transcripts will not be sent until a family's account is paid in full.

3.20 Tuition Responsibility Policy

This policy defines a family's responsibility for tuition payments upon withdrawal of a student. It reflects the fact that when a child is enrolled at BHCA, the school must make substantial financial commitments (facilities, texts, faculty, etc.) which normally cannot be terminated in the event a child is withdrawn. This policy applies to a family who initiates the withdrawal of a child from the school anytime after an Enrollment Agreement has been signed. For this reason parents must understand that by signing the Enrollment Agreement they are entering into a contractual agreement with the school.

A student is considered enrolled once the relevant forms have been submitted and the tuition deposit paid. The tuition deposit is non-refundable. The following is the specific wording taken from the Enrollment Agreement, which carries the signature of the parent(s):

I agree that my obligation for the full year's tuition and fees will not be reduced by withdrawal, dismissal or absence for any cause other than those outlined in the handbook. I recognize and acknowledge that such withdrawal, dismissal or absence would not materially reduce the school's costs for operation during the year, and that, therefore, payment of the full year's tuition is the fair and reasonable measure of the liquidated damages which the school would otherwise suffer in such an event.

Arbitration/Mediation

The Bible commands Christians to make every effort to live at peace and to resolve disputes with each other in private or within the Christian church (see Matthew 18:15-20; 1 Corinthians 6:1-8). Therefore, any claim or dispute arising from or related to this policy shall be settled by biblically based mediation and, if necessary, legally-binding arbitration in accordance with the *Rules of Procedure for Christian Conciliation* of the Institute for Christian Conciliation, a division of Peacemaker® Ministries (complete text of the Rules is available at www.Peacemaker.net). Judgment upon an arbitration decision may be entered in any court otherwise having jurisdiction. These methods shall be the sole remedy for any controversy or claim arising out of this policy. By signing Beacon Hill Classical Academy Enrollment Agreement, the parties expressly waive their right to file a lawsuit in any civil court against one another for such disputes, except to enforce an arbitration decision.

3.21 Withdrawal Policy

A withdrawal of a student is one that takes place after an Enrollment Agreement has been signed for the *current or upcoming* school year. If a family chooses to withdraw their child(ren), the parents should:

1. Notify the headmaster of their intent.
2. Set up an exit interview with the headmaster, or, if the headmaster is unavailable for some reason, another member of the Board of Directors.
3. Sign a Request for Withdrawal form, acknowledging their understanding of their financial obligation to the full year's tuition.
4. Turn in all textbooks and any other items belonging to the school.

Financial Obligations following Withdrawal

If a family notifies the headmaster of their intent to withdraw a student at any time, the family is liable for all tuition except in the following circumstances:

1. The student's family is required by a third-party employer to move beyond a 35-mile radius from the school.
2. The student's primary financially-responsible parent becomes unemployed by a third-party employer.
3. The student is withdrawn before the start of the school year but the classes in the withdrawn student's grade are full on the first day of school, and the school experiences no loss in total tuition income. For a student withdrawn during the academic year, the family is liable for all tuition except that amount paid by a student replacing the withdrawn student.

3.22 Grievance Policy

The purpose of this policy is to establish guidelines for the resolution of disputes and grievances in the operation of Beacon Hill Classical Academy that are in accordance with biblical principles. These guidelines should be followed whenever a dispute or grievance concerning any aspect of the school's operation arises between or among any parties connected in a direct way to the school, including students, parents, volunteers, staff, administration and Board.

Definitions

Dispute: Any disagreement that results in broken fellowship or trust between or among parties, which disrupts the lines of authority in the school, or that (in the judgment of either disputant) threatens the successful implementation of the school's objectives and goals.

Grievance: A concern about any decision made by one in authority, where the concern is substantial enough to warrant an appeal of the decision to the next higher authority

Concern: The substance of a dispute and/or grievance.

Parents to faculty

1. Parents should present their concerns about in-class situations first to the appropriate teacher.
2. If there is no resolution, then parents or students may bring the concern to the headmaster in conference. The headmaster will decide if the respective teacher should attend the conference as well. If a student brings the concern, a parent may also attend. In the case the teacher is also the headmaster, the parent may request a hearing of the Board of Directors.
3. If there be no resolution, then the parents may request of the headmaster a hearing from the Board.

Parents (including volunteers) to administration

1. Parents should bring their grievances or disputes about the general operation of the school (apart from particular in-class situations) to the headmaster.
2. If there be no resolution, the parent may request a hearing from the Board of Directors.
3. This procedure applies also to Board members who are acting in the capacity of parent or patron, not as representatives of the Board.

Additional Guidelines: Should any dispute arise that this policy does not address, the administration will determine a procedure to follow based on parity of reasoning from the procedures established by this policy.

3.23 Student Cumulative Folders

1. Student cumulative folders shall contain permanent and current records showing each child's name, address, parent's name, attendance, relevant physical examinations, evidence of state required immunizations, cumulative academic progress, periodic progress reports to parents, and individual results on standardized tests.
2. The headmaster and other administrators have free access to students' cumulative folders. Parents and teachers may request access to a child's cumulative folders by contacting the headmaster.

3.24 Privacy Policy

For the purposes of this policy, "Beacon Hill Classical Academy" refers to persons who are part of the faculty, staff, and/or members of the governing board of Beacon Hill Classical Academy. "The community of Beacon Hill Classical Academy" refers to persons who are students, other members of a

student's own household, and persons who are part of "Beacon Hill Classical Academy."

The Community of Beacon Hill Classical Academy - Personal Information:

The privacy of the students, parents, faculty, staff, and Board of Beacon Hill Classical Academy is valuable, and is a matter of great importance and trust.

Personal information, (including, but not limited to: names, addresses, phone numbers, and email addresses) may only be distributed among persons belonging to the community of Beacon Hill Classical Academy, and may not be distributed by Beacon Hill Classical Academy to any other parties. Only information from parents who voluntarily release their information to the school community may be distributed.

Friends and Guests – Personal Information: Personal information received by Beacon Hill Classical Academy belonging to persons other than the community of Beacon Hill Classical Academy will be treated with care. Reasonable efforts will be made to ensure that the information is distributed only as needed at Beacon Hill Classical Academy, and will not be distributed to other parties.

Beacon Hill Classical Academy – Internal Communication: Personal information may be distributed among Beacon Hill Classical Academy for purposes of school-related business only. Beacon Hill Classical Academy will endeavor to avoid excessive reproduction of personal information to minimize the possibility of improper distribution of personal information belonging to the community of Beacon Hill Classical Academy, and personal information belonging to friends and guests. For instance, we ask parents to avoid e-mailing groups of other parents. If such a communication needs to be made, please request the headmaster to send the communication.

Beacon Hill Classical Academy – Community Communication: Community communication of personal information shall be governed by the principle of "one document, one recipient." Each document containing personal information will be intended only for the receipt of one person or household.

The following statement shall appear on documents, in any form, that contain personal information belonging to anyone other than the sender or the recipient:

In accordance with the Privacy Policy of Beacon Hill Classical Academy, this document and any associated documents are intended only for the use of the initial recipient and may contain information that is privileged and confidential. Any use of this information for anything other than its intended purpose or by anyone other than the initial recipient constitutes a violation of the privacy policy of Beacon Hill Classical Academy. If you have any questions about this policy, please contact the Headmaster.

3.25 Communication with Divorced and Separated Families

The following policy is intended to clarify a number of issues that are sometimes confusing to both staff at the school and parents in a divorce or separation situation.

- **Enrollment Agreement:** Unless one parent has sole custody of a student enrolling at BHCA, both parents must sign the enrollment agreement.
- **Application for Re-Admission:** Unless one parent has sole custody of a student enrolled at BHCA, both parents must sign the Application for Re-Admission.
- **Primary Parent:** The school will send all correspondence requiring a response to the parent living at the student's primary residence.

- **Non-Primary Parent:** The school will mail all correspondence originating from the administrative offices to both the primary *and* non-primary households.
- **Home-To-School Hybrid:** It is recommended that both parents attend each parent conference. Nevertheless, any parent who carries out lesson plans with the student is required to attend. The school will assume that the weekly lesson plans are downloaded by the primary parent.

IV. POLICIES REGARDING EDUCATIONAL PROGRAMS

4.1 Homework Requirement for Full-Time Students

The amount of time a student needs to complete homework varies from day to day, from grade to grade, and from student to student. In general, the school regularly assigns a moderate amount of homework on Wednesday and Thursday, but reserves the right to assign other assignments as well. Each student, with the help of parents, should plan his/her out-of-school and extracurricular activities wisely so that adequate time is provided for homework. Wise planning allows for timely completion of homework as well as the development of personal responsibility.

Homework Requirement for Home-to-School Hybrid Students

In addition to the homework requirements stated above for full-time students, the home-to-school hybrid students will be required to complete weekly lesson plans in a timely manner as to keep up with the pace of the full-time students. The time required on home-study days is estimated to be about 2 hours for kindergarten, 3-4 hours for Elementary students. This may be more some days and less on other days depending on the lesson.

4.2 Academic Communication

4.2.1 Monthly Newsletter—*The Efficio*

BHCA administration will send a monthly newsletter called the *Efficio*. It will be e-mailed directly to the family, and placed on the school's website for download. The *Efficio* contains important school-wide announcements, notices of upcoming events, and short essays on classical and Christian education.

4.2.2 Website—www.beaconhillclassical.org

The school website is the regular hub of academic information. On the website are various miscellaneous downloads, hybrid program downloads, the live school calendar, teacher pages, and news updates. We ask that parents check the website once per week on Fridays for important updates.

4.3 Grading Scale

Letter grades, percentages and grade point equivalents follow:

Kindergarten and Grammar School Grade Scale:

E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

4.4 Report Cards and Progress Reports

Report cards are sent home at the end of every semester according to the school calendar. During the grading period, a parent will be notified if a student's grade begins a significant decline or if a pattern begins to develop in the student's homework or conduct that indicates a cause for concern. Interim Progress Reports are sent home at the end of sessions two and five.

4.5 Descriptions of Programs Offered

Full-Time Kindergarten Program - Our Beacon Hill Kindergarten is a half-day, academic program. It is designed to prepare students for the unique style of education they will encounter in our grammar school program. We incorporate the same methods of chanting, singing, and memory-work that students will encounter in later grades, but at a pace suitable to their younger frames. In addition, we will incorporate methods such as play, games, arts and crafts, and drama that are perfectly suited for these pre-grammar students (see Trivium). Students are also given a thorough course in phonics and math to prepare them for first grade.

Full-Time Grammar Program - The Beacon Hill full-time elementary program follows a classical model. Its design is to provide the tools for learning that will serve the student in the later dialectic and rhetoric stages of school. First and second grade students will be taught using methods such as guided discovery, singing, games, chants, recitations, art, play, and drama. Second grade is a transition year, where students are prepared for the rigors of the grammar stage. Other elementary distinctives include formal art appreciation and technique, Latin vocabulary (beginning in 1st grade), protocol training, and a complete course covering the major events of world history.

School-to-Home Hybrid (Grades K-7) - The Beacon Hill part-time grammar program combines the best of homeschool and classroom. Students spend three days in class and two days at home. While at home, students will be following the curriculum prepared and assigned by the teacher for each week. They will follow the same scope and sequence as the full-time students; those subjects most suited for large-group participation will be taught in class. Transcripts and records will be kept by BHCA. Parents are expected to teach all the homeschool lessons outlined by the teacher and attend a parent/teacher conference every 6 weeks. For more information about the mechanics of the hybrid program, see section 6.

4.6 Beacon Hill Classical Academy Curriculum

1. The Liberal Arts of the Trivium

The following is a breakdown of educational characteristics and methods using the medieval categories of the Trivium. This method was proposed by Dorothy Sayers in her landmark essay "The Lost Tools of Learning," and has been foundational in the resurgence of classical schools in the last 30 years.

Grades K-2 Pre-Grammar (Pre-Polly)

Typical Ages: 4-8

Student Characteristics:

- Obviously excited about learning.
- Enjoys games, stories, songs, projects
- Short attention span
- Wants to touch, taste, feel, smell, see.
- Imaginative, creative

Teaching Methods:

- Guide discovering
- Explore, find things
- Use lots of tactile items to illustrate point.
- Sing, play games, chant, recite, color, draw, paint, build
- Use body movements.

- Short, creative projects
- Show and Tell, drama, hear/read/tell stories
- Field Trips

Grades 3-5 Grammar (Poll-Parrot)

Typical Ages: 8-11

Student Characteristics:

- Excited about new, interesting facts.
- Likes to explain, figure out, talk.
- Wants to relate own experiences to topic or just tell a story.
- Likes collections, organizing items.
- Likes chants, clever, repetitious word sounds (e.g.: Dr. Sues)
- Easily memorizes
- Can assimilate another language well.

Teaching Methods:

- Recitation, memorization, chants, songs, sound-offs, catechism
- Lots of hands-on work, projects
- Field trips, drama
- Make collections, displays, models
- Teach and assign research projects
- Drills, games
- Oral, written presentations

Grades 6-8 Logic (Pert)

Typical Ages 12-14

Student Characteristics:

- Contradicting and answering back
- Likes to catch and point out the mistakes of others, especially those of elders.
- Enjoys academic puzzles.
- When not disciplined, has a high nuisance value.

Teaching Methods:

- Formal logic
- Debates, persuasive reports
- Drama, re-enactment, role-playing
- Evaluate, critique (with guidelines)
- Time lines, charts, maps (visual material)
- World-view discussion
- Oral/written presentations

Grades 9-12 Rhetoric (Poetic)

Typical Ages: 15-18

Student Characteristics:

- Concerned with present events, especially in own life.
- Interested in justice, fairness.
- Moving toward special interest topics.
- Can take on own responsibility, independent work.
- Can do synthesis.
- Desires to express feelings, own ideas.
- Generally idealistic.

Teaching Methods:

- Formal Rhetoric
- Reading primary sources
- Drama, oral presentations

- Guided research in major areas with goal of synthesis of ideas.
- Many papers, speeches, debates.
- Give responsibilities, for example, working with younger students, organizing activities.
- In-depth field trips, even overnights.
- Thesis presentation.

2. Great Works of the Western Canon – Students living in the stream of Western civilization should learn the great contributions of Western culture, including its triumphs and failures. To this end, students at Beacon Hill Classical Academy read many of the great books of this tradition, and evaluate their contribution in the light of God’s Word.

3. Cross-Curricular Integration – As holistic creatures, students should be taught how all subjects are related to one another. History is necessarily tied to philosophy and religion. The humanities, arts and sciences bring a full perspective to the beauty of history and math. The Biblical worldview is the essential point of integration for all subjects.

4. Latin – Latin vocabulary is introduced grades one through six. In seventh grade, students begin intensive Latin grammar. Latin is considered essential to the curriculum for the following reasons:

- Verbal Precision – the power to persuade is one of the strongest powers a human can exert. The precision of Latin provides students with an English linguistic tool that cannot be achieved in any other way. Using the right word, at the right time, in the right context is empowered by the study of Latin.
- Vocabulary – Over 50% of English words come from Latin. A single Latin word may represent the roots of five or ten English words. By learning Latin prefixes and ending, as well as Latin roots, students are capable of comprehending many English words that they’ve never heard. As many professional fields such as law or medicine use Latin as their base for technical terms and names, students who end up pursuing a professional career will already have a base from which to work. Students who have taken 2 years of Latin have scored an average of 152 points higher than non-Latin students on the verbal section of the SAT.
- Syntax and Grammar – Since English is an amalgamation of several different languages and therefore has many grammatical and syntactical exceptions, its structure is hard to learn and follow. Latin’s syntax and grammar are an excellent “ideal” language from which to learn. A student of Latin is better equipped to write well in English.
- Third Language Acquisition - Some of the most commonly acquired “second” languages: French, Spanish, Portuguese and Italian derive 80% of their vocabulary and grammatical structure from Latin.

5. Greek – Greek offers many of the same benefits as Latin, but is more importantly the language of the New Covenant. Students begin to study Greek vocabulary in 8th grade, grammar in 9th.

4.7 Parent/Teacher and Parent/Headmaster Conferences

1. Parents of BHCA students are encouraged to stay in close communication with their child’s teachers and, if necessary, the headmaster. Educating children is the responsibility of parents, and as such, the administration and faculty at BHCA see themselves as a service to parents.

2. Required Conferences

It is only through close home and school cooperation and communication that the true educational ideals of Beacon Hill Classical Academy can be achieved. Therefore, mandatory parent/teacher conferences will be held at the end of the second and fourth sessions as indicated on the annual school calendar. At the

end of the second session, students will be on a half-day schedule. Throughout the second half of the day, twenty-minute conference blocks are available from 12:30 to 8:00 pm. A sign-up sheet will be posted outside the teacher's room one week prior to conferences. Conference blocks will be reserved on a first-come, first-served basis. If parents do not request a block, they will be assigned one. The conference at the end of the fourth session is a school-wide "State of the Hill" address, where the headmaster speaks to the current state and future of the school. Parents are also given a time to address the faculty and board in a Q & A.

3. Optional Conferences

In addition to the required conferences, teachers are also available at the end of the first, third, and fifth sessions for conferences. These days will be a half-day, and teachers will have a sign-up sheet outside their door. Teachers also reserve the right to require a conference during those times if they believe it is necessary.

4. A parent can schedule a conference with a teacher at any other time during the school year by contacting the teacher directly. To schedule an appointment with the headmaster, parents should call the school number.

4.8 Parent Volunteer Hours

Every family is required to serve a minimum of 25 hours each year in volunteer jobs in and around the school. The board of Beacon Hill created this requirement for two reasons. One is to keep the administrative overhead cost low and thus keep our tuition low. The second and more important reason is to create a visible parental presence in the school. Everyone benefits when parents take an active volunteer role in their child's school. Parents may log their hours into a notebook on the administration table.

4.9 Attendance and Tardy Policy

Regular school attendance is required by law and a prompt arrival to classes is important for a successful education at Beacon Hill Classical Academy. This policy is written with both the individual and the school community in mind. BHCA's attendance and tardy policy is motivated by the need for order and accountability. The following guidelines and procedures have been established regarding attendance, tardies, and early departures. Final judgment regarding the legitimacy of an absence or tardy (as it relates to academic reporting) rests with the headmaster.

Definitions

Excused Absence:

1. Illness or extended medical appointment – A note from a parent is sufficient for an illness or medical appointment resulting in an absence of no more than five school days. For illnesses longer than five school days, a note from a licensed physician is required. Parents are strongly encouraged to make every effort possible to schedule medical appointments for their children after school hours, or during school holidays.
2. Death of a family member
3. Natural disaster
4. Traffic accident that directly involves the student
5. Law enforcement order or court subpoena
6. Extraordinary circumstances or situations, pre-arranged and with the headmaster's permission.

If there are circumstances not covered by one of the above, parents must petition the headmaster in writing. The headmaster will determine the validity of the circumstances.

Unexcused Absence: Absence from school for any reason not listed as an excused absence (see above).

Excused Tardy: Any late arrival to school resulting from a doctor's appointment, temporary sickness, or from any situation pre-approved by the headmaster. Delays caused by traffic are not excused. However, delays caused by a major traffic accident will constitute a legitimate excuse.

Unexcused Tardy: Any late arrival to school for a reason not listed under an excused tardy.

Penalties for Excessive Tardies: A student is allowed without penalty 7 unexcused tardies per semester. After 7 unexcused tardies, the parents will be fined \$5 per tardy. This amount will be added to their bill. Every 5 tardies, excused or unexcused, will count as an absence.

Note: All absences and tardies will be marked as unexcused unless a note with a legitimate excuse is received by the school.

Additional Guidelines and Comments for all Students

1. All students are expected to be in their seats in chapel at 8:30. They are required to arrive in time to drop off their things in class beforehand. Students who are tardy need to sign in at chapel.
2. A parent/guardian should call the school if a student will be absent or tardy on any given day. If a student is not accounted for by 9:30 am the attendance monitor will call a parent.
3. Excused absences do not exempt the student from completing assignments. It is the responsibility of the parent or student to determine class and homework assignments they have missed. In situations of extended absences, the parent and/or the student should contact the teachers directly to discuss strategies for making up missed work.
4. Students/parents who wish to communicate a pre-arranged absence (i.e. family vacation, scheduled surgery, etc.) should contact their teacher as early as possible.
5. The school will maintain records of attendance for each student and will include on each student's semester report card the total number of absences and tardies for the given marking period.
6. Parents wishing to pick up their child(ren) early from school must sign them out with the attendance monitor. Advance notice of such early departures is requested whenever possible.
9. Students are not allowed to leave campus during school hours unless signed out by a parent, a person authorized by the parents on the Authorization for Pick-up Form, or accompanied by a faculty or staff member. This rule is in effect starting from the time students arrive on campus. Any requests for exceptions to this rule must be submitted in writing by a parent (note or email) and approved by the headmaster. Unless there are extenuating circumstances a phone call from a parent is not sufficient for the school to allow a student to leave the campus.

Excessive Absence Policy

Students who miss 16 or more days in a semester (excused or unexcused) may be dismissed from Beacon Hill Classical Academy. Sixteen absences represent approximately 20% of the semester. If half or more of the absences are school-related or are the result of one catastrophic event (illness, accident, etc.), the students may appeal to the headmaster for a waiver to this rule. Families should understand that if a number of absences are the result of choice (i.e. family travel), no appeal is likely to be granted.

Make-Up Work

Students with absences are expected to make up missed work. Make-up work will be due on the following schedule:

Excused Absences Time Allowed for Make-Up Work

One day - One extra day

Two days - Two extra days

Three days - Three extra days

Four days - Four extra days

Five or more days - To be worked out individually

For example, if a student is absent Monday and Tuesday they will have two extra days (Wednesday and Thursday) to make up any missed assignments, including quizzes and tests. Any exception to this rule is at the discretion of the teacher.

No extra time is allocated for homework or tests for students who have an unexcused absence. Being absent the day before a previously announced test or quiz does not exempt a student from taking the test. Any exemption is solely up to the discretion of the teacher who can make the best determination of the necessity of any review for success on the test.

4.10 Academic Probation

Students in grades K–7 will be assessed on a case-by-case basis. The headmaster will work with a student’s teachers and parents to determine the best possible action to take for a struggling student.

4.11 Field Trips

Education is not limited to the four walls of the classroom. Teachers may choose to take their classes to on-site locations for firsthand experiences. In order to participate in a field trip a student must have a signed consent form from a parent or guardian. Any faculty member, with the consent of his headmaster, may choose not to take any student who has demonstrated a lack of self-discipline and may be a potentially disruptive influence on a trip. Parents will be provided with all the information concerning a field trip, and adequate chaperones will be acquired.

Parent chaperones are required to conform to all BHCA policies and protocol while they are acting *in loco parentis* as a chaperone.

Field Trip Refund Policy: Unless specifically stated in the information about a field trip, monies paid for trips will not be refunded unless the school chooses to forbid a student from attending a field trip because the student has demonstrated a lack of self-discipline and may be a potentially disruptive influence on the trip.

4.12 Students With Disabilities

Definitions

Moderate-Severe Disabilities: Any condition in a student or prospective student that would require program modifications and/or additional equipment or personnel in order to provide the education desired by the parents. Moderate-Severe disabilities include, but are not limited to: moderate-severe mental retardation, moderate-severe developmental disabilities, severe cerebral palsy, deafness, blindness, severe learning disabilities, severe brain injury, and students who are nonverbal.

Mild Disabilities: Any condition in a student or prospective student that does not require program modifications and/or additional equipment or personnel in order to provide the education desired by the parents. Mild disabilities include, but are not limited to: Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), mild cerebral palsy, mild hearing loss, students who require a wheelchair, and mild dyslexia. For the purposes of this policy, the school does not consider whether the condition was properly diagnosed or whether it is a genuine learning disability.

To clarify the school's educational goals with respect to disabilities, the following guidelines are to be followed:

1. The school cannot admit children with moderate-severe disabilities because of its lack of adequate personnel, funding and facilities.
2. Students diagnosed with mild disabilities are expected to meet identical academic and disciplinary standards as all other children at their grade level.
3. Accommodations for children diagnosed with mild disabilities will be determined by the headmaster in conference with the parents and teacher.

4.13 Standardized Testing

Standardized testing will be given to all students in every even grade each school year, beginning with the second grade. Students and parents will be given a copy of the results when they are received. School-wide results are also shared with the Board of Directors. If a parent wishes to receive a copy of the overall test results, he/she should contact the headmaster.

4.14 School-Sponsored Events

School-sponsored events are those events that (1) are organized by a member of the Board, administration or faculty in his or her official capacity; or (2) are approved by the administration but organized by an agency of the school; or (3) are published on the school's yearly calendar; or (4) receive the school's financial support.

1. School-sponsored activities must comport with the school's stated educational goals.
2. School-sponsored activities require the attendance of at least one member of the Board, administration, or faculty.
3. Students who do not attend Beacon Hill Classical Academy may not participate in school-sponsored activities, except with the explicit permission of an administrator.
4. The school will provide parents with timely information about school-sponsored activities. The headmaster must approve all written communication to parents concerning such activities.
5. Parents must sign a written waiver both releasing the school from any liability for each particular off-campus school-sponsored activity and authorizing the school's procurement of any necessary treatment in the event of a medical emergency.
6. The school will advertise only school-sponsored activities in its official communications.

7. The administration must approve all proposed activities and their dates and determine the number of chaperones necessary.
8. Only school-sponsored activities will receive financial support from the school (e.g., free promotional copies and telephone usage, advertising assistance and use of supplies).

4.15 Controversial Subjects

Controversial issues are those issues that Christian families and churches commonly consider divisive and concerning which the school has taken no official position. This policy applies whether a teacher or a student introduces such an issue. Controversial issues include, but are not limited to, courting and dating, environmentalism, the Civil War, old-earth/young-earth theories, and partisan politics.

The guidelines given here will be upheld by the faculty of Beacon Hill Classical Academy, which does its utmost to respect the convictions of parents and teachers regarding controversial issues, while maintaining the school's goal of understanding all things in light of the Christian worldview.

1. If a potentially controversial issue arises in the course of a day's instruction, and discussion of that issue will likely *not* assist teachers in achieving specific curricular goals, then teachers must table further dialogue on the issue until an appropriate time outside of class.
2. If a potentially controversial issue arises in the course of a day's instruction, and discussion of that issue will *likely* assist teachers in achieving specific curricular goals, then teachers will do the following:
 - a. If necessary, teachers will instruct the class on the Christian's obligation to be charitable in debate.
 - b. Teachers will remind the students of their responsibility to honor any issue-related instruction they have received from their parents.
 - c. If appropriate and curricularly pertinent, teachers will direct the students' attention to informed sources expressing opposing viewpoints, encouraging students to familiarize themselves with the most widely-held views on the issue. This academic inquiry may take a variety of forms, including research papers, guest speakers, faculty debates, etc.
 - d. Teachers must refrain from pursuing tangents, either curricularly-related or not, which may lead to the mishandling or poor teaching of controversial issues.
3. Teachers must remember that they are to serve as role models of mature Christian character to the students; hence, teachers must never engage in adversarial debates with student(s) over controversial issues. Although teachers may hold deep personal convictions regarding various controversial issues, they must endeavor to instill a gracious, scholarly attitude in the students.
4. Teachers may express their views on controversial issues; however, when expressing their beliefs, they must strive to present opposing views as accurately, fairly and as "sympathetically" as possible.

4.16 Summer Reading and Skill Retention

1. Part of the mission of the school is to help instill within its students a life-long love for learning. In order to help achieve this goal, the school partners with parents as they convey to students the importance of developing strong reading habits.

2. The school's hope and desire is that students read at least several books during the summer.
3. The school provides a list of recommended books for students to read over the summer.
4. The school will make recommendations to parents about materials to purchase to help their children retain language arts and math skills over the summer.

4.17 Parent-Teacher Classes

One night a month, we will be providing a course of study for parents and faculty. The focus of the study will be teaching philosophy and technique and the classical curriculum. These are not mere lectures, but classes. Each class will have a moderate accompanying assignment. There will be formal instruction, but the classes should also be thought of as workshops, involving participation and practice. The class schedule for 2011-2012 is:

September 22—The Seven Laws of Teaching, pt. 1

October 20—The Seven Laws of Teaching, pt. 2

November 17—Teaching Grammar

December 1—The Effective Homeschool

January 19—Phonics/Literature (separate)

February 23—Teaching The Institute for Excellence in Writing

March 8—Shepherding a Child's Heart

April 19—Teaching Math

May 10—History and Bible Overview

Parents who complete all of the classes will receive a certificate and will become eligible to apply for our Mentor Teacher program (see below).

4.18 Mentor-Teacher Program

Beacon Hill desires to create a way for less experienced teachers to be supported, encouraged, and trained by mentor teachers. Parents who complete all the training courses, and pass a faculty interview will receive Mentor Teacher status. They will work hand-in-hand with the faculty to meet with and train incoming teachers.

Requirements:

- 1) Complete application and interview.
- 2) Completed one full year at Beacon Hill in the hybrid program.
- 3) Completed every teacher training class and accompanying assignments.

4) Attend one ACCS-sponsored (or BHCA-approved) conference over the summer. Report back to faculty what was learned at conference.

Responsibilities:

- 1) Attend several faculty meetings throughout the year.
- 2) Be available one homeschool day per session to a new or struggling family to model effective homeschooling.
- 3) Be available to substitute teach 3 times per year. If M-T, your own students may come to the full time school.

Benefits:

- 1) Three hundred dollar per year discount on tuition.
- 2) Enjoy the blessings of ministry!

4.19 Summer Conference Program

Parents and faculty who attend an ACCS or BHCA-approved conference over the summer will receive an equivalent deduction in their tuition. This deduction covers the price of admission to the conference, not airfare or accommodations. A few ideas (there are many more) are:

- Trinity Classical Academy, Santa Clarita (June 17-18)
- ACCS Annual Conference, Atlanta (June 16-18)
- Logos School Teacher Training, Moscow, ID (July 6-8)
- Veritas Press Online Teacher Training (July 28-30)

V. HOME-TO-SCHOOL HYBRID PROCEDURES

5.1 Relationship to School

1. Hybrid students are transcribed students of Beacon Hill Classical Academy. While some similar programs (e.g. University Model) allow a maximum of liberty to the parents in determining such things as curriculum and days of study, the Beacon Hill home-to-school hybrid program is more school-directed. Because the school is keeping and certifying the transcripts for the student, it is imperative that hybrid parents follow the directions of the hybrid teacher exactly. Also, since the hybrid student spends 3/5 of their week in the classroom, it is all the more necessary that hybrid parents complete the lesson plans completely and on time. Otherwise the student will fall behind the rest of the class. The home-to-school hybrid program is truly a dynamic partnership between parent and teacher.

2. In the event that a hybrid student repeatedly falls behind in their lessons, the parent will be asked to meet with the headmaster, and given a warning that their student may not be eligible to matriculate if this continues. If the student continues to miss the home lessons, they will be dismissed from the program.

3. Hybrid students are expected to abide by all of the same rules and procedures as full time students on the days they are at school. This includes rules regarding tardiness and absences.

5.2 Hybrid Packets

1. At the beginning of the school year, hybrid parents will be given appropriate teacher’s manuals containing all of the necessary teacher instructions for the whole year.
2. The school year is divided up into six sessions, each six weeks long. At the beginning of every session, parents will download a packet containing the hybrid assignment pages. Students will bring their completed assignment page on Wednesday to give to their teacher. This communication will make sure that the teacher is able to address any problems that arose at home, so that the teacher and parent are working together as closely as possible. The goal is that their transition from home to school would be seamless.
3. Because memorization is such an important part of the Beacon Hill Grammar School curriculum, parents will also download tracks containing all of the memory work for that session—songs, chants, jingles, poetry, and scriptures. Regular playing and practicing of memory work is expected whether stated in the lesson plans or not.

5.3 Home-to-School Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
home	home	school	school	school

VI. STUDENT CULTURE

6.1 Discipline

The policy set forth below, which applies to all students, is designed with the intent to apply consistent and orderly discipline based on Christian virtues and biblical principles.

1. The purpose of discipline is to cultivate an orderly environment with high behavioral standards that makes the training up of virtuous scholars possible.
2. Teachers are expected to deal with the majority of disciplinary matters at the classroom level. Teachers, and if necessary, the administration, will determine the method and severity of punishment for misbehavior. Respect for the individual and for the larger student body, equity, and love must motivate all discipline at Beacon Hill Classical Academy.
3. Biblical principles regarding sin and punishment should guide all disciplinary actions, which may include private and public apologies, damage restitution, and the restoration of broken fellowship. Repentance and reconciliation are integral to the discipline of students.
4. If a student commits an act of such seriousness that the headmaster considers swift and decisive action necessary, he may circumvent the procedures outlined below and suspend a student immediately. Examples of actions or behavior that may lead to an immediate suspension include: leaving campus without permission from a school official, fighting, possessing a weapon, and cheating.

Grammar School Discipline Procedures

Upon a student’s third significant incident of misconduct in a day, or after repeated misbehaviors during a week, the student’s teacher will document the

nature of the offense(s) by filling out a Grammar School Infraction Report. Consequences for the offense(s) will range from the loss of a morning break to scheduling a conference between the parents and the headmaster, or even suspension. A copy of the Infraction Report will be sent home to parents and must be signed and returned to the student's teacher the following day.

Disciplinary Probation and Dismissal

Upon a student's third Grammar School Infraction Report in one semester, he or she will be placed on disciplinary probation. The duration of the probation will be set on a case-by-case basis by the headmaster. Upon the receipt of a fourth GSIP, the student may be asked to leave Beacon Hill Classical Academy. Upon the receipt of a fifth GSIP, the student will be dismissed from Beacon Hill Classical Academy.

School-wide Consistency and Tracking

In order to maintain a highly structured environment, discipline standards and expectations inside and outside of every classroom will be uniform in principle and enforcement. Student behavior and discipline will be quantitatively tracked and disciplined whether they are in class or on the playground.

6.2 Student Conduct

This policy is intended to establish standards of etiquette to ensure that students treat others with courtesy and respect and that they respect property (both common and private). This policy applies to all students while in school and while attending school-sponsored activities.

All students are required to practice kindness, attentiveness, diligence, obedience, and respect towards their teachers, administrators and fellow students. Young men are expected to conduct themselves with dignity, chivalry, and honor, giving deference to the opposite sex. Young women are expected to conduct themselves with dignity, modesty, and honor, possessing a gentle and quiet spirit.

In the Classroom

1. Because we live in community, students are expected to abide by protocols communicated to them by their teachers.

2. Beacon Hill Classical Academy uses the following school-wide classroom rules :

- 1) We always honor our Triune God.
- 2) We always respect our teacher and obey without delaying, without complaining, and without stopping.
- 3) We always show kindness to other student.
- 4) We always speak at the right time and in the right way.
- 5) We always stay in our seat with our faces forward unless we have permission to get up.

In the Hallways

1. Students should acknowledge all teachers, administration and staff by name (once known), and should acknowledge all adults with a polite greeting ("good morning," or "good afternoon," or even "hello").

2. Students should walk quietly in the halls at all times, staying to the right side of the hallway to allow room for others to pass. No running will be permitted in the hallways at any time.

Lunch Time

1. Students must sit in an orderly fashion at their tables and must follow any instructions given by any of the school faculty, administration, staff, or designated parents.
2. Students must eat lunch. They will not be allowed to play for ten minutes from the beginning of lunch.
3. Students must eat their own lunch.
4. All trash must be disposed of after a student has finished eating.
5. Grammar school students will normally not be permitted to eat in their classrooms.

Recess/Playground

1. Students must behave in a way that ensures the safety of themselves and others. Rough play is not permitted.
2. Snacks must be consumed in the area by the picnic tables only. All trash must be properly thrown away. Students found eating on the playground or field or leaving their trash on the ground will be given grounds-patrol duty (picking up trash).
3. Students must follow instructions given by any of the faculty, administration, staff, or designated playground supervisors.
4. Students in grades three and above must not play in the lower grammar school playground.

6.3 Uniform Code

Beacon Hill Classical Academy believes that uniforms play an important role in maintaining a culture conducive to cultivating virtuous scholars. In many respects the uniform is the face of BHCA. Uniforms encourage a sense of school identity and cohesion among students and also help to raise the bar of the school's academic and cultural pursuits. Rather than expressing themselves through current youth fashion, students at BHCA are asked to express themselves through their attitudes, behavior, minds, and hearts. Like doctors, nurses, athletes, firefighters, and chefs, students at Beacon Hill Classical Academy wear uniforms.

Land's End (www.landsend.com) supplies the uniforms for Beacon Hill Classical Academy. Our preferred number is **900134438**. Enter this to have the crest put on uniforms when appropriate.

Girls' Uniform Notes

1. Uniform skirts and pants may be purchased from other vendors (Target, Walmart, Old Navy, etc.) provided that they are solid navy or khaki, cotton twill fabric, and no more than 2 inches above the knee. Shirts, sweaters, and jumpers must be purchased from the BHCA approved list found on www.landsend.com.
2. For modesty, girls must wear undershorts under their skirts and jumpers. Bike shorts and the like are appropriate choices.
3. Girls may wear pants on very windy days, rainy days, and when temperatures are projected on www.weather.com not to exceed 70 degrees for Camarillo.
4. Uniform items must be purchased from Land's End. If a student wants to wear a sweater, sweatshirt, jacket or vest during school hours (perhaps

because they're too cold in class), it must be one of the uniform items above. Extra outerwear (parkas, coats, rain jackets, etc.) may be purchased from any store and in any color or style, and will only be worn outside of the class.

5. Shoes may be purchased from anywhere as long as they are Mary Jane style in black, brown, or navy, and with non-marking rubber soles.

6. Blouses are to be tucked into skirts and pants.

7. Headbands (or any hair accessories), socks and tights may be purchased from anywhere as long as the items are all one color—navy, light blue, white (or some form of off-white), or orange.

8. Socks must be bobby socks, knee-highs, or tights. No athletic socks, ankle socks, or slouchy socks.

9. Belts are acceptable on a pants day, and should be solid brown, navy, or black. Land's End sells a plaid belt that matches other uniform items, and is acceptable.

10. Jewelry should be kept at a minimum—one small loop or stud per ear, non-distracting necklaces, and no bracelets.

11. Undershirts must be plain white and completely hidden under uniform shirt.

Boys' Uniform Notes

1. Uniform tops and sweaters must be purchased from Land's End. Pants may be purchased from other vendors (Target, Walmart, Old Navy, etc.) provided that they are flat front chinos in solid navy or khaki.

2. If a student wants to wear a sweater, sweatshirt, jacket or vest during school hours (perhaps because they're too cold in class), it must be one of the uniform items from the BHCA approved list found on www.landsend.com. Extra outerwear (parkas, coats, rain jackets, etc.) may be purchased from any store and in any color or style, and will only be worn outside of the class.

3. Boys may wear shorts on days when www.weather.com projects the temperature in Camarillo to be greater than 90 degrees.

4. Shoes may be purchased from anywhere as long as they are black, brown, or navy shoes with non-marking rubber soles. No sneakers, Converse, athletic shoes, or sandals are permitted.

5. Teachers will regularly have students tuck shirts into pants. Belts are optional for K-2, but must be worn from 3rd grade. Belts must be either all black or brown—no oversized buckles.

6. Pants must not be more than one size larger than the student's normal size.

7. Many other items, including adult clothes, are available at Land's End with the school logo. If a child has other clothes with the school logo (which we encourage!), they are not to be worn in class.

8. Undershirts must be plain white and completely hidden under uniform shirt.

PE Clothes

1. Students in grades four and above are required to change into PE clothes once per week.

2. For bottoms, students shall wear loose-fitting athletic shorts no more than two inches above the knee or sweatpants. No bike shorts or leggings.
3. For tops, students may wear long or short sleeve T-shirts and may layer a sweatshirt if needed. No tank tops or tight-fitting shirts.
4. Shoes must be athletic shoes.
5. If a student does not bring their clothes for PE, they will not be allowed to participate. After five violations, the family will be billed \$5 for each violation.

Other notes

1. A student is expected to be in full uniform from the time he or she exits the car in the morning until he or she is in the car on the way home, unless students are changing clothes for P.E.
2. Uniforms must be worn at all times unless an administrator gives permission otherwise. Uniforms must also be worn on all school-sanctioned field trips unless the wearing of a uniform would be inappropriate (this will be determined by the student's teacher, in conjunction with the headmaster).
3. When allowed to be out of uniform (i.e. for a field trip or a no-uniform day), students are expected to be wise in their choice of dress. Jeans and t-shirts are not permitted unless express permission has been granted by a teacher or administrator.
4. The headmaster is the final arbitrator of whether a student is in compliance with this uniform policy.

When a student violates the uniform code the following actions will be taken:

If a student comes to school with an incomplete uniform, a notice will be sent home informing parents. On the third occasion that such a notice is necessary, a parent will be called and asked to bring in the correct uniform before the student is allowed into school.

6.4 Personal Appearance and Hygiene

This policy applies to all students both while in school and while attending school-sponsored activities.

1. All male students must have a natural color hair of one color; wear their hair neatly combed above the collar, eyebrows, and ears; and style it in a way that is consistent with the spirit of this policy. They should wear socks and proper underclothing, and keep shirts tucked in.
2. All female students must have a natural color hair of one color; wear proper underclothing; and keep shirts tucked in.
3. The headmaster determines whether students are complying with these standards of appearance and may ban other items or practices considered generally inconsistent with the intent of this policy. Further, the headmaster may bar attendance of students in violation of this policy.

6.5 Student Service Requirements

As a part of the BHCA culture and philosophy, student will be required to participate in the maintenance of a clean, safe, and beautiful school environment. These assignments may include, but are not limited to: vacuuming/sweeping classroom floors, wiping down table tops and chairs, maintaining classroom library, feeding class pets, sweeping under lunch tables, emptying trash cans, maintaining organization of classroom supplies, and cleaning white boards.

6.6 Weapons Policy

1. The possession of any explosive device or weapon, including but not limited to guns and knives, is not allowed on school property or at any school function.
2. Any object used to threaten or otherwise create concern in the school community will be treated as if the object were a weapon.
3. Violations of these rules will result in suspension and could be grounds for expulsion.

Soli Deo Gloria!