

RUNNELS ACADEMY

A Classical Christian School

Student – Parent Handbook
2023-2024



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www.runnelsacademy.org

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I.
PURPOSE
STRUCTURE
PHILOSOPHY OBJECTIVES

STATEMENT OF PURPOSE SCHOOL VISION

Statement of Purpose:

The under girding philosophy of Runnels Academy is a complete belief in and adherence to the Bible as God's Word, applicable to all areas of life.

As a result of this conviction, Runnels Academy should be considered as an extension of the family unit, under the assumption that the education of young people is the responsibility of parents and the immediate family, rather than the responsibility of the government, or even of the church.

As parents, we want to provide for our children an education that is both rigorously Christian and vigorously thoughtful.

School Vision:

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be unswayed towards evil by the former. We aim to find them well-prepared in all situations, possessing information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

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

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

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

SCHOOL HISTORY AND MANAGEMENT

Runnels Academy is managed by the Board of Directors according to its bylaws which were adopted 2018

Articles of Incorporation for Runnels Academy Education Association, a Texas Non-Profit Corporation were filed January 30, 2018. Tax exempt status was applied for with the Internal Revenue Service and is undergoing review at this time.

The Articles of Incorporation indicate that the corporation was organized exclusively for charitable, educational, and religious purposes within the meaning of Section 501(C)(3) of the Internal Revenue Code. The Articles also specifically state that the corporation shall support parents by providing a classical and Biblically based education in a Christian environment and include our statement of faith.

In the Fall of 2018, the school opened its doors for students in grades PK through 8th. We are currently offering grades JrK through 11th. The desire of the board is to expand the school to a full JrK-12 program by adding a grade each year.

The school is run by a Board of Directors who typically meet once per month to carry out its responsibilities, with day-to-day operation authority delegated to the Head of school.

STATEMENT OF FAITH

The following is the foundation of beliefs on which Runnels Academy is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered primary doctrine in Runnels Academy. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority.

1. We believe the Bible to be the only inerrant, authoritative Word of God.
2. We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is by grace through faith alone.
6. We believe that faith without works is dead.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
8. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life and they that are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

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(ren). Therefore, below are the most important philosophical elements that we at Runnels Academy believe distinguish our approach to education:

1. 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, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
2. 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.
3. 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 (see Goals), incorporating instruction in Latin.
4. We want to help parents teach their children that all they do should be done “heartily, as unto the Lord.” Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles.
5. We have a full JrK-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).

Above all, parents can be confident that their student, at every stage of his development in school, will be loved with Christ’s love at Runnels Academy.

OBJECTIVES AND STANDARDS

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

1. Teach all subjects in the curriculum as part of an integrated whole with the Scriptures at the center. (II Timothy 3:16-17) All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness.
2. Provide a clear model of Biblical Christian life through the school staff and board. (Matthew 22:37-40) “Jesus said unto him, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and greatest commandment. And the second is like unto it, Thou shalt love thy neighbor as thyself. On these two commandments hang all the law and the prophets.”
3. Encourage every student to begin to develop a personal relationship with God the Father through Jesus Christ. (Matthew 28:18-20) “And Jesus came and spoke to them saying. All authority is given unto Me in heaven and on earth. Go therefore and make disciples of all the nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit. Teaching them to observe all that I have commanded you; and, lo, I am with you always, even to the end of the age.”
4. The Trivium incorporates three stages of development, emphasizing grammar, logic, and rhetoric in all subjects. (Grammar is to be understood as the fundamental rules and data of each subject. Logic is to be understood as the ordered relationship of particulars in each subject. Rhetoric is to be understood as the means by which the grammar and logic of each subject may be expressed clearly.) See Trivium Chart on page 4.
5. Encourage every student to develop a love for learning and to achieve maximum academic potential.
6. Provide an orderly and secure atmosphere conducive to maintaining these standards.

TRIVIUM LEARNING CHART

	GRAMMAR (Poll-Parrot)	LOGIC (Pert)	RHETORIC (Poetic)
	Grades K-7.5	Grades 7.5- 9	Grades 10-12
	Approx. ages 5-11	Approx. ages 12-14	Approx. ages 15-18
	Student Characteristics:	Student Characteristics:	Student Characteristics:
	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic or just to tell a story 4. Likes collections, organizing items 5. Likes chants and clever, repetitious word sounds (e.g. Dr. Seuss) 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items 4. Shows off knowledge 5. Wants to know "behind the scenes" facts 6. Curious about Why? for most things 7. Thinks and acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings and own ideas 7. Generally idealistic
	Teaching Methods:	Teaching Methods:	Teaching Methods:
	<ol style="list-style-type: none"> 1. A lot of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, models 4. Integrate subjects through above means 5. Teach and assign research projects 6. Recitations, memorization 7. Drills, games 8. Oral/written presentations 	<ol style="list-style-type: none"> 1. Timelines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, re-enactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips 9. Oral assessments 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g. working with younger students, organize activities 5. In-depth field trips, even overnight 6. World view discussion/written papers 7. Oral assessments

II.
SCHOOL
GOALS
CURRICULUM
GOALS

ANNOTATED SCHOOL GOALS

CHRIST-CENTERED

In all its levels, programs, and teaching, Runnels Academy seeks to do the following:

A. Teach all subjects as parts of an integrated whole with the Scriptures at the center (2 Timothy 3:16-17; Colossians 1:15-20).

In order to be Christ-centered, Christian education must be more than a baptized secularism. It is not enough to take the curricula of the government schools, add prayer and a Bible class, and claim the result is somehow Christian.

Secular education places man at the center of all things. Christian education places the God/man at the center. What does this mean?

There is no such thing as neutrality in education. Every fact, every truth is understood in the light of a certain world view. This means that history, art, music, mathematics, etc., must all be taught in the light of God's existence and His revelation of His Son, Jesus Christ. Because the Scriptures occupy a crucial role in teaching us about this revelation, they must also occupy a critical role in Christian education.

This is not to say that the Bible was meant to be read as a science or mathematics text. It was not. It does, however, provide a framework for understanding these so-called secular subjects. Without such a framework for understanding, all subjects will degenerate into chaotic absurdity. Christian education is teaching our children how to think Biblically.

As R.L. Dabney stated: "Every line of true knowledge must find its completeness in its convergency to God, even as every beam of daylight leads the eye to the sun. If religion be excluded from our study, every process of thought will be arrested before it reaches its proper goal. The structure of thought must remain a truncated cone, with its proper apex lacking."

As Christian educators our goal is not to require the students to spend all their time gazing at the sun. We want them to examine everything else in the light the sun provides. It would be invincible folly to try to blacken the sun in order to be able to study the world around us objectively.

Because all truth comes from God, the universe is coherent. Without God, particulars have no relation to other particulars. The universe must, under this understanding, be a multi verse: an infinite array of absurd facts. In education this position leads to the fragmentation of knowledge. History bears no relation to English and biology no relation to philosophy.

Because we have a Christian worldview, based on the Scriptures, we are able to give the students a unified education. That unity is only possible because of the centrality of the Scriptures in the educational process. Without that centrality, true education will wither and die. With it, all subjects will be understood, and more importantly, they will be understood as parts of an integrated whole.

B. Provide a clear model of the biblical Christian life through our staff and board (Matthew 5:13-16; Matthew 22:37-40, Colossians 3:12-17).

Education does not exist for its own sake. It is not an exercise conducted on paper. Education occurs when information is transferred from one individual to another. We have already discussed how that information can be a part of an integrated worldview. But this by itself is not enough.

If the subject matter is in line with the Scriptures but the life of the teacher is not, a conflict is created in the mind of the student. What the inconsistent teacher writes on the whiteboard and what he lives in the classroom are two different things. This same conflict can be created in the minds of the students and teachers if a board member is living in a manner inconsistent with the Bible.

When hypocrisy is tolerated, it leads to greater problems. At best, the integrated Christian worldview becomes a dead orthodoxy – true words, but only words. At worst, anti-Christian living leads to anti-Christian teaching. The hypocrisy is removed by making the instruction as false as the life. As Christian educators, we recognize that hypocrisy on our part will place a stumbling block in the path of the students. The flow of information from teacher to student will be seriously hindered. Because we are in the business of transmitting a Christian worldview, we must also be in the business of living exemplary Christian lives.

C. Encourage every child to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20; Matthew 19:13-15).

Without regeneration, a Christian worldview and a Christian lifestyle are nonsensical impossibilities. If a man is dead, it is wasted effort to seek to revive him with a nourishing meal. If the life-principle is absent from the student, no amount of instruction and example on the part of the teacher will give that student life.

We have the responsibility to plant and water. We also have the responsibility to recognize that growth comes from God. God initiates growth in the life of the individual when he is born again. From that time on, the nourishment of instruction results in genuine growth as the Christian puts what he learns into practice.

It is not our role as educators to attempt to make God's work in human lives superfluous. There is no way to perfect human beings by means of instruction – even if that instruction is Christian in content. The error of thinking that education can perfect man is one that was with the government schools at their inception and which still governs their philosophy. To repeat this error – even with Christian instruction – is to create a legalistic atmosphere in the school. This is in contrast to the Good News that God offers us in Christ which will create a moral atmosphere in the school.

Good instruction is conducive to rational Christian minds and godly Christian lives, but only if it presupposes and is built on the Gospel. This Gospel is that Christ died for our sins in accordance with the Scriptures and that He rose again on the third day. If a person's heart is regenerated by this message with repentance and belief, then God will give that person eternal life.

It is a goal to bring every child who does not have a relationship with the Father into such a relationship through Christ. Then, and only then, will the rest of the education we offer be fully understandable. If the child already knows the Lord, it is our goal to encourage him to develop that relationship. As he grows, the education he is receiving will further that growth.

CLASSICAL

As we use it here, the word classical refers to the structure and form of the education we provide. It refers also to the content of the studies.

In all its levels, programs, and teaching, Runnels Academy seeks to do the following:

A. Emphasize grammar, logic, and rhetoric in all subjects.

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 read also from primary sources.

Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the facts and rules of each subject (we do not limit grammar to language studies). In English, a singular noun does not take a plural verb. In logic, A does not equal 'A. In history, time is linear not cyclic. Each subject has its own grammar which we require the student to learn. This enables the student to learn the subject from the inside out.

B. Encourage every student to develop a love for learning and live up to his academic potential.

This goal is impossible to realize unless the teachers have a real love for the subject. If the teacher is not excited about having this knowledge, then why should the student be excited about acquiring it? Necessity may induce the student to learn the material; it will not induce him to love it. If he does not love it, he will content himself with some minimum standard. The origin of this travesty of education is a teacher who also is content with some minimum standard. (Seven Laws of Learning in Law #1)

A teacher who is excited about the subject he teaches will be extremely sensitive to those students who are seemingly bored.

If this goal is successfully reached, then the student will spend the rest of his life building on the foundation laid during his time at Runnels Classical Christian Academy. Not only did he receive the tools of learning, he acquired the desire to use them. Unlike most tools, they do not wear out with use.

C. Provide an orderly atmosphere conducive to the attainment of the above goals.

There is only one way to maintain an orderly atmosphere in a school, and that is by means of strict, loving discipline. It is possible for discipline to be strict without ceasing to be fair or loving. Indeed, when discipline lapses, fairness and love are usually the first casualties. There is no way to love or instruct a child in the midst of chaos.

When a child is being disciplined, the parents are involved at every step. It is our desire to be a service to parents, not a replacement for them. This is not only true of the entire program at Runnels Academy, but it is particularly true of our discipline policy.

We understand that many children who are discipline problems have deep-seated difficulties which cannot be solved by means of discipline at school. Nevertheless, our primary obligation is to the majority of students who require an orderly atmosphere in which to learn. We will not tolerate the ongoing presence of a disruptive student. He must either submit to the standards of the school, or he will be subject to expulsion.

CONCLUSION

Any one of the above goals taken in isolation would be an inadequate basis for education. Taken together, we believe they establish a remarkably firm foundation. We look forward to seeing the minds of many young people educated in a way that, tragically, is very rarely seen today. As God's grace abounds, we hope to see that change.

CURRICULUM GOALS

I. **BIBLE**: We seek to:

- a) Clearly integrate the Scriptures and a biblical worldview in a very obvious and intentional way in all aspects of every class.
- b) Encourage parental responsibility for purposefully teaching God's Word to their children (Proverbs 1:8; 2 Timothy 3:15; Ephesians 6:4).
- c) Encourage local churches to equip and motivate parents to teach their children God's Word.

II. **ENGLISH**: We seek to:

- a) Equip every student with the skills necessary for good writing, including spelling grammar, style, clarity, etc.
- b) Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
- c) Encourage clear thinking by the students through requiring clear writing.
- d) Introduce the students to many styles of writing using the Bible and other high quality literature.
- e) Students will learn and implement the 14 steps of Progymnasmata.

III. **HISTORY/GEOGRAPHY**: We seek to:

- a) Teach the students that God is in control of history and He will determine its ultimate outcome.
- b) Enable the students to see God's hand in the history of the world and the United States.
- c) Broaden the students' understanding of history and geography as the students mature.
Specifically, begin with local history and geography in first grade, then start timeline world history covering Creation through present day beginning in second grade and concluding in sixth grade. Logic students will cover world history again in more detail emphasizing the logic and rhetoric stages.
- d) Make history and geography "come alive" for the students through the use of many forms of information and research, (i.e. biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.).

IV. **SCIENCE**: We seek to:

- a) Develop in the students an increasing appreciation of the orderly and wondrous way God has designed the universe and the laws which govern it.
- b) Impart to the students the grammar of physics, biology, earth science, and chemistry through the method of *doing science*.
- c) Encourage the students to think, to question, and to test their own theories.

- d) Develop the students' skills of observation and their abilities to record and analyze information.
- e) Encourage the students to apply their scientific knowledge to daily life.
- f) Use many forms of instruction to teach scientific concepts and methods (i.e., a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.).

V. MATHEMATICS: We seek to:

- a) Ensure that the students have a thorough mastery of basic mathematical functions and tables.
- b) Put an emphasis on conceptual, as well as practical understanding of math through the frequent use of story problems.
- c) Illustrate God's unchanging character through the timeless, logical, mathematical systems
He gave to man through His gift of reason.

VI. READING: We seek to:

- a) Use phonics as the primary building blocks for teaching students to read.
- b) Encourage the students to read correctly as soon as possible (normally in Kindergarten or first grade).
- c) Introduce the students to high quality children's literature as soon as possible through our literature program.
- d) Carefully monitor the student's reading abilities to ensure he is at a reasonable level, is comprehending material adequately, and is reading fluently, both orally and silently. This includes the proper use of word-attack skills.
- e) Foster a life-long love of reading high quality literature, after being taught to recognize the characteristics of such literature.

VII. LATIN: (We begin the study of Latin in 2nd grade.)

We seek to:

- a. Correctly pronounce Latin letters and words. (We will be using the "classical" pronunciation of Latin with the exception of Gregorian chant.)
- b. Do simple translation work from Latin to English and vice versa.
- c. Acquire some knowledge of Roman history.
- d. Ensure that students have the grammatical tools sufficient to read original Latin source materials for their own reading pleasure and research.
- e. Provide students with a thorough and sound understanding of the Latin grammar in order that they might learn many other foreign languages quickly and well.
- f. Emphasize spoken Latin in the classroom and the "Natural Method" of contextual induction for the constant review and introduction of new words and grammar concepts in Latin.
- g. Revive Latin as a fluently spoken language in the world today.

VIII. FINE ARTS:

MUSIC: We seek to:

- a. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
- b. Enrich the teaching of Scripture through the teaching of many classic, meaningful hymns and psalms.
- c. Encourage (through a variety of options) the students to select some area of music, vocal or instrumental, to pursue on their own.

ART: We seek to:

- a. Train the students to draw, paint, sculpt, etc., knowledgeably, joyfully and skillfully unto the Lord.
- b. Prepare our Juniors for their culminating Grand Tour the summer before their senior year by training them in art history, art appreciation, with opportunities to utilize different art methods and techniques.

IX. PHYSICAL EDUCATION: We seek to:

- a. Systematically work with the students to teach them basic exercises and game skills (i.e. throwing, hitting, kicking, catching, etc.).
- b. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
- c. Enhance biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.
- d. Develop a base of conditioning for improving health.

LATIN

Latin:

Considering the sheer numbers of years and amount of quality schools wherein the teaching of Latin was an integral part of any good academic training, the instruction in Latin at Runnels Academy should need no explanation or defense. However, like many traditional particulars of good education lost in the name of “modern” or “progressive” education, Latin’s advantages have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940’s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages. Latin is taught at Runnels Academy from second through tenth grades.

Runnels Classical Christian Academy teaches Latin, therefore, for two major reasons:

1. Latin is not a “dead language”, but rather a language that lives on in almost all major western languages, including English. A 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.
2. Learning the grammar of Latin reinforces the student’s understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English classwork, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

P.E./MUSIC/ART

P.E.:

Physical Education classes will be held at least twice a week for Grades 1-6. Logic school will have an athletics period to teach basic exercise and game skills. Students will be encouraged to establish and maintain good health and nutrition habits, as well as enhancing Biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.

Music:

Grammar School grades will receive formal music instruction five times a week where they will be trained to sing knowledgeably, joyfully and skillfully to the Lord. As the Logic/Rhetoric School develops, Logic/Rhetoric School students will be required to take Choir every semester.

Art:

Grammar School students will receive formal art instruction twice a week where they will be trained to draw, paint, sculpt, etc., knowledgeably, joyfully and skillfully unto the Lord.

III. ADMISSIONS PROCEDURES

ADMISSIONS PROCEDURE

The admissions procedure will allow the school to accurately identify and admit students from families who have clearly expressed convictions that are similar to the school's regarding the education of children. The selection and make-up of the school's student body is second only to staff selection in the impact it has upon the school's mission. The family-like atmosphere Runnels Academy seeks to foster will be due in great measure to the similarity of biblical convictions and principles taught and lived out in many of the homes of our students. As the Lord blesses us with growth and change, we want to do all we can to maintain and build up that atmosphere.

A student's academic achievements will be considered in the application process, but only for grade placement, not as the primary determinant for acceptance. We are seeking to enroll those students who, because of their own families' priorities, will most benefit from what Runnels Academy can offer them. Runnels Academy admits students of any race, color, and national or ethnic origin and does not discriminate against job applicants and students on the basis of race, color, national or ethnic origin.

Procedures

1. Applications for admission for the following school year are available throughout the school year at Runnels Academy office. Applications for August are due June 1st.
2. Upon return of an application and \$25.00 (per student) registration fee, a written acknowledgment is sent to the family. Interviews are scheduled beginning mid-April.
3. After the interview with the Headmaster and after reviewing all other required materials, the Headmaster will make admittance decisions regarding the student(s). Notification of acceptance or denial will be mailed to each applicant. Accepted applicants will receive all appropriate information for preparing for school, including financial arrangements.

Requirements for the Students

1. A child must have reached the age of four years by the first day of school in the fall in which he/she would be entering Jr. K. A child must have reached the age of five years by the first day of school in the fall in which he/she would be entering Kindergarten.
2. If a child has successfully completed the previous school year and his/her schoolwork and behavior compare favorably to the comparable grade at Runnels Academy, the child will be placed in the grade for which he/she is applying. However, if there is evidence to show that the child may not be adequately prepared for the next grade level, with the parents' approval, he/she may repeat the previous grade.
3. The child should understand that his/her parents have delegated their authority to Runnels Academy. Therefore, the child is subject to the instruction and discipline of the teachers and Headmaster in their roles as educators.

Requirements for the Parents

1. Parents should have a clear understanding of the philosophy and purpose of Runnels Academy.
2. The parents should be willing to cooperate with all the written policies of Runnels Academy. This is most important in the area of discipline and homework standards.
3. Parents are encouraged to take an active role in their child's education and create a positive relationship between school and family.
4. Parents are asked to communicate concerns about their child's education with their child's teacher immediately as they evolve.
5. At least one parent is required to be an active member at a local Christian church.

FINANCIAL INFORMATION

The annual tuition for the school year is \$6000. Additional children from the same family will be given a 25% discount on the \$6000. Information is listed on the application.

Tuition shall be paid in ten equal monthly installments, due on the fifth of the month from August through May, can be paid in full in August, or can be paid in two payments in August and May. A \$15.00 late fee will be charged for any tuition payments received after the 5th of each month. Tuition is non-refundable and non-transferable. There are curriculum fees that differ per grade level. Pre-K \$100, Kindergarten \$200, 1st-12th grade \$300, Secondary school \$400.

Lunches and personal classroom supplies such as crayons, pencils, pens, and a three-ring binder are not included in the tuition. Students will receive a list of supplies that will be needed for the school year.

The cost of the required uniform is approximately \$250 for girls and \$225 for boys. The uniforms for students must be purchased at Land's End. Please see the Uniform Pages in this handbook for specifics.

Transportation is the responsibility of the student's family.

FINANCIAL EXPECTATIONS POLICY

Objective: To ensure communication between parents and the school regarding the conditions under which they are making payments on tuition, resource and registration fees. This is to assist the parents and the school in having a clear understanding of financial expectations.

Scope: The policy applies to all families that have students enrolled at Runnels Academy.

Definitions:

Tuition: Families and Runnels Academy are entering into an agreement whereby the school will provide an education as stated in the Vision, Purpose, Philosophy, and Objectives. Families are agreeing to pay tuition in order that the school may fulfill its obligations in educating students. The board establishes a budget for the school year based upon the commitment of parents to meet their financial obligation to the school. Without this commitment on the part of the parents, the school would not be able to fulfill their commitment. It is, therefore, important that parents understand their financial role in this process.

Text of Policy:

1. The annual tuition and registration fees for all grades will be set by the board each year.
2. Any applicable family discounts will be set by the board each year.
3. Tuition shall be paid in ten equal monthly installments due on the fifth of the month from August through May, can be paid in full in August, or in two payments in August and May. If a student withdraws there is no refund of tuition or registration fees paid to date.

DELIQUENT TUITION POLICY

Objective: To ensure that tuition is collected in a timely manner and to establish policy whereby unpaid tuition is collected as quickly as possible.

Scope: The following policies and guidelines will address all areas related to the collection of delinquent tuition.

Text of Policy:

The following process shall be followed in the collection of late fees (i.e., fees not paid in full by the tenth day of the month due) due to the school, unless other circumstances justify a different process be followed as determined by the Board:

1. All families and/or responsible parties that have students enrolled in Runnels Academy shall be notified of this tuition policy.
2. Good faith will be presumed on the part of all families that have their children enrolled in Runnels Academy, unless subsequent circumstances indicate otherwise.
3. The obligation of families and/or other responsible parties to pay tuition for the enrollment of their child in Runnels Academy is a contractual obligation enforceable under and in accordance with the laws of the State of Texas.
4. In the event tuition is not paid within the first ten working days of the month due, a reminder email shall be sent to the applicable parents or responsible party (Delinquent Party). This reminder card shall be mailed no later than the tenth of the month in which the tuition is due, and will indicate the assessment of late payment fees.
5. If tuition remains unpaid, or other arrangements (e.g., negotiated payment plans with the School Administrator/Headmaster and approved by the Board of Directors of Runnels Academy (the Board) to cure delinquent tuition) have not been made within 20 days after date the reminder email was sent, the School administrator/Headmaster or his delegate shall personally contact the Delinquent Party.
6. If 60 days have elapsed since the date the delinquent tuition was due and the delinquent tuition remains unpaid, or other arrangements have not been made, the School Administrator/Headmaster or his delegate shall send an expulsion notice, by certified mail, to the Delinquent Party. The expulsion notice shall contain language that Runnels

Academy reserves all remedies available under law to enforce the payment of delinquent tuition.

7. If after all of the foregoing efforts noted above have been exercised and a period of 90 days has elapsed from the due date, without payment of the delinquent tuition or other arrangements having been made, the School Administrator/Headmaster shall inform the Delinquent Party that their student(s) are hereby expelled from Runnels Academy for failure to pay tuition.
8. Upon the payment of delinquent tuition, the Board, in its discretion, may permit the expelled student to be re-admitted to Runnels Academy on such terms and conditions the Board deems necessary and advisable. No student will be permitted to start a new school year with an outstanding balance of tuition owed from the previous school year. Graduate diplomas, report cards for any grade level, and all standardized test scores shall not be issued until all tuition has been paid in full.
9. If circumstances warrant, the Delinquent Party and Runnels Academy may enter into an agreement for the payment of such delinquent tuition; provided that, such agreement is reduced to writing and signed by the Delinquent Party and School Administrator/Headmaster and approved by the Board. Such agreement shall be on file in the office of the School Administrator/Headmaster.
10. No family/student shall be permitted to re-enroll in Runnels Academy for a future school year if such family/student is delinquent in tuition, unless such other arrangements have been made with the School Administrator/Headmaster and approved by the Board.
11. The Board shall approve all expulsions and write-offs of uncollected tuition.
12. The School Administrator/Headmaster shall include in the Headmaster's Report to the Board all delinquent tuition accounts of more than 30 days.
13. To further the best interests of Runnels Academy, the Board, in its discretion, may waive or modify any portion or all of the foregoing policy by unanimous consent of the members of the Board then in office.

ASSESSING STUDENT READINESS

Assessing Student Academic Readiness for New and Returning Students:

- I. Purpose: To encourage every teacher to have as accurate an understanding as possible of each student's academic readiness upon entering a new grade/class. This is especially needful for students transferring into Runnels Academy from other Christian schools, public schools, or homeschools.

There are a number of obvious benefits that are gained by determining a student's academic background and aptitude as early as possible. A few of these benefits are:

- A. The teacher can see his students as individuals and learn their strengths and weaknesses, which will enable him to plan his lessons with individuals in mind.
 - B. Grouping, especially for reading and math, can be established more knowledgeably and readily, without undue time spent on review. This will be a benefit to the rest of the class as well.
 - C. The teacher can plan to build on the student's previous specific growth and can relate that progress more informatively to the parents.
- II. Procedures:
 - A. Assessment Tests – All new students entering Runnels Academy will be given the written and oral Assessment Test for the grade they will be entering. Grade placement will be based upon the results of this test. Areas of assessment are English grammar, phonics, math, spelling, vocabulary, handwriting, and reading.
 - B. Student Records – Teachers are to become familiar with all their students' school files, especially any standardized test scores, all report/progress forms, any special testing or programs, any specific health problems (e.g. allergies, hearing, vision, etc.) and family composition.
 - C. Previous Grade Curriculum Objectives – The objectives in the previous grade (to the one the student is enrolled in currently) may also be helpful in determining a student's relative knowledge in critical areas.

LEARNING DISABILITIES POLICY

Learning Disabilities Policy:

Objective: To clarify the educational goals of Runnels Academy

Scope: This policy applies to all students and teachers in all the classrooms of Runnels Academy

Definitions:

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

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

Guidelines:

1. Children with a severe learning disability will not be admitted to Runnels Academy due to the lack of adequate staff, funding, and facilities.
2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
3. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.
4. We will strive to work with students with learning disabilities by making appropriate accommodations that are manageable in the regular classroom and provide assistance from an instructional aide when available.

PARENT INVOLVEMENT

“Train the child in the way he should go and when he is old he will not turn from it...”
Proverbs 22:6

- I. The family unit is of first importance to Runnels Academy since the family is the most important human institution ordained by God. No other institution is given the high calling of bringing forth and raising up children.
- II. Therefore, Runnels Academy is continually seeking ways to constructively involve the parents, grandparents, and siblings of our students in the school’s regular and special programs.
 - A. Parents are required to fulfill 30 volunteer hours per year per family and are strongly encouraged to observe in the classrooms. Unfulfilled volunteer hours will be billed to the family at a rate of \$10/hour.
 - B. Parents are required to check in at the office before visiting the classrooms.
- III. Communications with the school’s parents, in terms of critical parental involvement, are only second to having the parents in the classroom. The parents should never have to be in a position of wondering what is happening in their child’s class or wonder how their child is progressing.
 - A. The grammar teachers are required to communicate with all the class parents once a week. This may be done in a written or verbal form.
 - B. All formal, written communications to class parents must be read and approved by the Head of School prior to being disseminated.
 - C. During the first and third quarter mid-terms, mandatory formal parent-teacher conferences will be arranged. (Informal conferences may and should be arranged as needed.)
- IV. Other ways parents may be involved in the school are:
 - A. Lunch volunteer
 - B. Home room parents
 - C. Guest speakers
 - D. Field trip hosts or chaperones
 - E. Grandparents Day
 - F. Reading Groups
 - G. Athletics
 - H. Drama Productions
 - I. Classroom History Programs
- V. If a parent has a concern or observation to make about a classroom, please make that directly to the teacher, and not to another parent. If it is necessary to take the observation or concern further, please take it to the Head of School. God will honor this commitment by all (parents, teachers, administrators) and provide a healthy school environment that will bring glory to Christ.

IV. STUDENT REQUIREMENTS

BASIC SCHOOL RULES

The following list of school rules are those essential policies that we require all our students to be aware of and adhere to:

I. Dress/Appearance: All students are required to wear Runnels Academy school uniform. A student's appearance must be neat and clean. Hair should also be neat and clean.

II. Conduct:

- A. Students are expected to cooperate with basic Christian standards of behavior and conversation.
- B. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
- C. No chewing gum, electrical music devices, phones, Apple watches, guns or knives are allowed on the school grounds.
- D. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
- E. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to students. (Students will be charged for lost or damaged textbooks.) All hardback school textbooks are required to be covered with a protective book cover. Be careful not to drop your backpack at school, at home, in the car, etc. The books inside of the backpacks can be damaged if they are dropped.
- F. Public displays of affection are not permitted at school or school activities.
- G. Students may not write on the whiteboards without permission of the teacher.

III. Lunchroom Behavior:

- A. Students will have assigned seating and will remain seated throughout the lunch period. Younger students will not be allowed to go to the restroom alone. They will be taken to the restroom prior to coming to lunch.
- B. Students will raise their hand if they need to get up to throw trash away.
- C. Students are allowed to visit with classmates sitting across or beside them. The noise level is expected to stay at an acceptable level.
- D. **NO SHARING FOOD!** Some students have food allergies and follow a strict diet set in place by their parents. We honor our parents and will ensure that students eat the food provided by the parents.
- E. No candy or soda is allowed. Please do not send candy or soda in your child's lunch or bring soda with a fast food meal. Sugar causes students to crash after lunch and we still have learning to partake in during our afternoon hours. Also, please limit the

number of sugary snacks that you include in your child's lunch, such as Little Debbie snacks and fruit chews.

F. We will have a designated area for visiting parents to eat lunch with their child.

STUDENT HEALTH REQUIREMENTS

1. All students attending Runnels Academy must have on record with the school office, **either a current immunization record** for diphtheria, tetanus, polio, measles, rubella, and hepatitis B, **or an exemption statement**, before entering school in the fall. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.
2. Before the school will issue any medication to a student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol and Tums), we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student's file. No prescription medicines will be dispensed without written parental permission each time.
3. Other forms necessary for student health records, obtained from the school office:
 - a) Health History: describes the basic health/illness history of each student.
 - b) Emergency Form: Lists the emergency contact names and phone numbers of people who may need notification in a medical emergency. Includes a signed waiver in order to facilitate necessary surgical action. Also includes a transportation and activities release waiver to be used for all school sponsored field trips.

Summary of Needed Forms/Information for Each Student:

1. Copy of current immunization record or exempt statement
2. Emergency Contact/Permission to Administer Medication/Transportation and Activities Release Form

STUDENT UNIFORM REQUIREMENTS OBJECTIVES AND GUIDELINES

Attire during the day is the designated school uniform unless otherwise specified by the administration for special events and/or activities. Our uniform supplier is Lands' End. Uniforms may be purchased elsewhere, but must match the Lands' End options in color and have the school logo embroidered on the left chest area. Formal uniforms MUST be purchased from Lands' End.

Parents, Administrators, Teachers and Students are responsible for reading the uniform information and familiarizing themselves with the policies. Violation notices will be given to students who are not in compliance with the uniform guidelines. Phone calls home will be made to inform parents of non-compliance.

Objective: To set the standards and guidelines for student attire at Runnels Academy.

Scope: These guidelines apply to all students.

Guidelines: Students attending Runnels Academy are expected to comply with the following guidelines for student attire:

Runnels Academy is a *workplace* for students as well as for teachers. Students should dress in a way to demonstrate their respect for the school. They must be in Runnels Academy approved school uniforms. Therefore, students shall:

Dress neatly: That is, all shirts tucked in, shoes tied, no holes/tears in clothes, clothing appropriately sized for the wearer.

Be clean: That is, recently washed, groomed hair, and clean apparel.

Enforcement: The school administration and/or teachers will determine if there is a violation of the dress code, either in fact or attitude. Students not complying with this dress code will be required to rectify their appearance as quickly as possible. Cheerful, consistent compliance is expected; grumbling and challenging attitudes will be subject to disciplinary action.

Special Attire Events/Days: As the Head of School determines, events such as P.E. and field trips may call for other clothing options.

Reasons for Adopting a Uniform Code:

1. The neat appearance created by a uniform code enhances a ready-to-learn atmosphere.
2. A uniform code instills school spirit and a sense of belonging. The student is part of a group identity that strives for excellence and the code establishes a tradition.
3. A uniform code saves parents time, as most all uniform items, including accessories, can be purchased from Land's End. In addition, time may be saved each morning as the "what to wear" issue is eliminated.
4. 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.

5. 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.

STUDENT REQUIRED FORMAL UNIFORM GRADES PK-12

The required formal uniform for Runnels Academy is listed below by grade level. All students will be expected to dress according to these specifications on required formal uniform days throughout the school year. Here is a partial list of occasions where participating students will be required to wear this formal uniform selection –

- First Day of School
- School Competitions
- Christmas Program
- Easter/Spring Program
- Awards Program

Quick Reference Chart – see following pages for provider details

JrK-6th Girls Formal	JrK-11th Boys Formal
Blue Peter Pan Knit Short Sleeved Polo (Jr. K-3 rd) Navy Plaid Jumper with RA logo (Jr. K-3 rd) Blue short sleeve blouse (4 th -6 th) Navy Plaid Skirt (4 th -6 th) Navy cross tie (4 th -6 th) White Anklet, Knee Socks or Tights Dark Dress Shoes	Blue Oxford Long Sleeved Shirt Charcoal Pleated or Plain Front Chino Long Pants Navy Plaid Tie (Jr. K-6 th) Navy/gold stripe Tie (7 th -8 th) Dark socks Brown Leather Dress Shoes Dark Belt Navy Blazer (4 th -8 th , optional for Jr.K-3 rd)
7th-11th Grade Girls Navy Plaid A-Line Skirt Blue short-sleeved no gape blouse Navy plaid tie Navy knee high socks Dark Dress Shoes Navy Blazer with logo	

See the following pages for specifics on uniform providers and optional uniform items.

PK-3rd Grade Girls Required FORMAL UNIFORM: <i>(First Day of School, Chapel Days, Special Events)</i>	4th-11th Grade Girls Required FORMAL UNIFORM: <i>(First Day of School, Chapel Days, Special Events)</i>	Jr. K-11th Grade Boys Required FORMAL UNIFORM: <i>(First Day of School, Chapel Days, Special Events)</i>
<p>Blue Peter Pan Knit Short Sleeved</p> <p>Classic Navy Plaid Jumper with RA logo</p> <p>Modesty shorts to be worn under jumper (can be purchased anywhere)</p> <p>White Anklets, Knee Socks or Tights</p> <p>Dark Dress Shoes</p>   	<p>Blue Short Sleeved No Gape Blouse (no logo)</p> <p>Navy Plaid Skirt of choice</p> <p>Navy Knee High Socks (can be purchased anywhere)</p> <p>Dark Dress Shoes (can be purchased anywhere)</p> <p>Navy Girls Cross-Tie (4th-6th) Plaid Tie (7th-12th)</p> <p>Blazer with logo (optional for 4th-6th, required for 7th-11th)</p>   <p>4th-6th girls</p>  <p>7th-12th girls</p>  	<p>Blue Oxford Long or short Sleeved Shirt (no logo)</p> <p>Charcoal Pleated or Plain Front Chino pant</p> <p>Navy Plaid Tie (Jr. K-6th)</p> <p>Navy Striped tie (7th-11th)</p> <p>Tan or Dark Socks (can be purchased anywhere)</p> <p>Dark Leather Dress Shoes (can be purchased anywhere)</p> <p>Dark Belt (can be purchased anywhere)</p> <p><i>Sperry's for younger boys, loafer for older boys.</i></p>       <p>Jr. K – 6th</p>  <p>7th-12th</p>

Jr. K-12th Grades Regular Uniform	Jr. K-12th Grades Regular Uniform
<p><i>Girls</i></p> <p>Navy plaid skort or skirt (girls)</p> <p>Cobalt, white, heather, or navy interlock, mesh, poly, long or short sleeved polo shirt with logo (feminine cut available)</p> <p>Polo Dress</p> <p>Charcoal or Navy elastic, pleated, pencil, boot cut or plain front chino long pants or shorts</p> <p>Charcoal or Navy skirt or skort</p> <p>Brown or black belt (can be purchased)</p> <p>Solid white socks/tights (no leggings)</p> <p>White, gray, blue or navy athletic shoes. The majority of the shoe must be white, gray, blue, or navy with neutral accents.</p> <p><i>The Ked's Saddle Shoe is a great option for our younger girls for regular uniform days because it looks nice and works for P.E. class.</i></p> <div data-bbox="212 1270 764 1423" data-label="Image"> </div> <p>Cobalt Fleece Jacket (boys or girls) (Land's End)</p> <p>Cardigan sweater with logo</p> <p>Any outerwear options on Lands' End</p>	<p><i>Boys</i></p> <p>Cobalt, white, heather, soapstone or navy, long or short sleeved polo shirt with logo</p> <p>Charcoal or Navy pants or shorts</p> <p>White, tan, black, or blue socks</p> <p>White, gray, blue or navy athletic shoes. The majority of the shoe must be white, gray, blue, or navy with accents in either, blue, black or white (boys and girls) (can be purchased anywhere).</p> <p><i>Hey Dude (and similar styles) are not allowed for P.E. days.</i></p> <p><i>Adidas has a wide selection to choose from.</i></p> <div data-bbox="862 997 1339 1136" data-label="Image"> </div> <p>Cobalt Fleece Jacket with logo</p> <p>Zip-front Performance Cardigan with logo</p> <p>Any outerwear options on Lands' End</p>

STUDENT UNIFORM REQUIREMENTS MORE OBJECTIVES AND GUIDELINES

Compliance with the Uniform Code:

All students will wear the designated school uniform unless otherwise specified. New enrollees are to wear nice clothes that fit as closely as possible to the colors of the school uniform (no jeans) until uniforms are obtained. Teachers and staff members will check the students regularly and on an on-going basis to ensure that each student is in compliance with Runnels Academy uniform guidelines.

General Guidelines:

Shirts: Students may wear white t-shirts under their polo's, if necessary, for extra warmth. Please note that t-shirts must be a solid white and there should be no writing that shows through the polo. Shirts must be tucked in at all times (exceptions while in the gym or on the playground). If a student must be reminded repeatedly to tuck in their shirt, they will have their name put on the board.

Garment sizing and length: Sizing of garments needs to be within reason for your child's frame. "Growing room" is understandable, but oversized shirts, jackets or pants are not permissible. The lengths of jumpers and skirts are to be hemmed at the top of the patella (knee bone) or below. Boy's shorts and girl's shorts and skorts are to measure no more than 2" above the top of the patella (knee bone) or longer.

Footwear: Dress shoes shall be dark leather (black or brown – boys; black or navy – girls) and not draw undue attention to the wearer. Athletic shoes shall have non-marking soles and must be mostly white, black, gray, blue, or navy. If there is trim on athletic shoes, it must be neutral or match the uniform colors. All optional shoes should not draw undue attention to the wearer and socks must be worn at all times with all shoes. May wear boots in the winter.

Belts: Belts should be a solid dark color. Belts are not required for Jr. K or Kindergarten students.

Outerwear: In the classroom and school building, only the uniform fleece jacket or cardigans with the school logo can be worn.

Hair and Accessories: Students will keep their hair neat, clean, well groomed, out of their eyes, and in traditional styles and colors. Boys shall not have any facial hair. Boys' hair is not to be bleached, highlighted, or cut or worn in a way to bring undue attention. Girls' hair may be tastefully and conservatively highlighted. Girls may wear barrettes, scrunchies and hair bows that are moderate in size in white, navy, red, or the school blue plaid. Hats are not acceptable in the classroom or school buildings for either boys or girls. **Jewelry:** Boys may not wear earrings or piercings of any sort. Girls may wear earrings avoiding those that dangle for obvious safety reasons. Watches and rings are fine for boys and girls, keeping in mind moderation and good taste. Gold and silver tasteful necklaces and bracelets may be

worn if they are petite in nature. No nose rings, nose crystals or tattoos or fad/beauty trend items (i.e., hair feathers, etc.)

Girls Skirts and Jumpers: Modesty shorts are required for the girls to wear under their skirts and jumpers.

Please take the time to mark each of your children's belongings with a permanent laundry marker to facilitate return of lost items. Please check items such as the fleece jackets and cardigans periodically to be sure your child has not picked up someone else's items. With so many alike it is easy to mix up belongings! Also, please check to ensure that your child's name is still legible on his/her belongings.

ATTENDANCE REQUIREMENTS

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

- I. **Short-Term Absences:** If a student needs to be absent from school for one to two days, for any reason, the parents should turn in an Excused Absence Form to the school office and notify the appropriate teachers three days in advance.
- II. **Long-Term Absences:** If a student needs to be absent for three or more consecutive days, the parents should notify the school by turning in the Excused Absence Form with an explanation of the circumstances, as well as contacting the appropriate teachers. This will permit the teacher(s) to compile the necessary schoolwork which the student would otherwise miss. Notification should be made at least three days in advance.
- III. **Extended Absences:** We will gladly cooperate with families taking their children from school for vacations, hunting trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed. We recommend that prior to any planned extended absence, the student(s) work ahead as much as possible. This eliminates both the need to work on vacation and doing a significant amount of make-up work.
- IV. **Maximum Absences:** In the event the total number of planned (that is, parent approved) absences for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student may not receive credit for that time period.

In the event a student is absent from a class, or from school, for more than ten days during one quarter (for any reason), the student's parents will meet with the Headmaster (and teacher(s) if necessary) to determine whether the student will receive a letter grade, or a grade of P (pass) or F (fail) on his report card.

In the event the total number of absences, whether planned or unplanned, is equal to or exceeds ten days in one semester, the student may not receive credit for that semester as determined by the Head of School.

EXCUSED ABSENCE PROCEDURES**Excused Absence Procedures:**

Runnels Academy asks that all parents follow the excused absence procedures when a student(s) will be absent from school for various known or scheduled reasons. An Excused Absence Form can be obtained from the school office and should be filled out and returned to the school office three days prior to the scheduled absence. Parents are also responsible for contacting all the appropriate teachers in order to receive homework assignments due during the absence. If a student is planning on being gone during a scheduled test/quiz, the student may be required to take the test/quiz prior to their absence or arrange with the teacher an appropriate make-up time for the test/quiz to be administered.

Please note: Appropriate teachers include Classroom, Latin, Music, and P.E. teachers.

EXCUSED ABSENCE FORM

You may obtain this form in the school office.

Student(s) Names(s):

Dates Student Will Be Absent: From: _____ To: _____

Reason for Absence:

Please check with student's teacher(s) to receive any homework assignments. If the student(s) will be gone during a scheduled test, the student(s) may be required to take the test before the absence, unless other arrangements are made with the teacher. Be sure to check with all the teachers your student(s) have: Classroom, Latin, P.E., Music, etc. Thank you.

Please return the form to the school office three days before scheduled absence (preferred) or at least three days before absence (minimum notice).

RELEASE OF STUDENTS POLICY

Teachers are not to release a student during regular school hours to anyone before first checking with the office. The office should be made aware of any instance of the legal parent or guardian removing the child during regular school hours. A child is never to be released to a stranger until the office and parent(s) have been contacted.

LEAVING CAMPUS POLICY**Definitions:**

Leaving Campus Early – any student leaving the school campus for any reason before the regular dismissal time.

Arriving Campus Late – any student arriving the school campus for any reason after the regular beginning time.

Guidelines:

The following process shall be followed as determined by the Board:

Students leaving prior to the regular dismissal time are a disruption to the class, a burden on the teachers and a hindrance to the student's academic endeavors.

We are asking parents to limit taking students from school before the normal dismissal time. We do recognize that occasionally it is necessary to leave school earlier than this and we will be flexible during those times. Parents cannot remove other siblings or car-pool students when taking a student out early. Parents must make arrangements for these other students to be picked up at the normal dismissal time.

STUDENT TARDY POLICY

A “tardy” is when a student is not sitting at their desk, quiet and waiting for instruction from the teacher when the classroom clock indicates 8:00 A.M. (or for logic/rhetoric school students at the beginning of each class period). There is no differentiation between an excused tardy and an unexcused tardy (this is not the same as someone notifying the school regarding a scheduled doctor or dental appointment). A student will be allowed three tardies per semester before office visits are required. The grammar teachers will be required to report tardies each quarter to the office and these records will be kept in the student files. Logic/Rhetoric School teachers will record tardies at the beginning of each period each school day. Tracking of the tardies will start over at the beginning of each new semester.

The fourth and sixth tardies result in an office visit. Three office visits for any reason results in a meeting with the student, student’s parents, and the Head of School. A fourth office visit results in a two-day suspension, and normally a fifth office visit results in expulsion from school (see Discipline Policy). The fifth office visit because of tardies will result in another two-day suspension.

This policy will help teachers to better utilize their class time by having the students prepared to start on time. A record of tardies for logic/rhetoric school students will be kept for each class period in the school office. Parents may check in the school office for tardy information on their students. Tardies will be designated as follows:

<u>Tardy</u>	<u>Penalty</u>
#1	No penalty – grace
#2	No penalty – grace
#3	No penalty – grace – warning notice goes home
#4	Office Visit #1 – note home
#5	No penalty – grace
#6	Office Visit #2 – note home
#7	No penalty – grace
#8	Office Visit #3 – meeting with student and parents
#9	Office Visit #4 – two-day suspension
#10	Office Visit #5 – two-day suspension

The parents will receive notification each time an office visit is recorded for a tardy. Students will meet with the Head of School after the fourth and sixth tardies. Students and parents will meet with the Head of School after the eighth tardy. Students will be suspended for two days after the ninth and tenth tardies in one semester. Please be aware of how the policy works regarding office visits leading up to suspension and expulsion. See Discipline Policy.

V.
DISCIPLINE
RULES
MISCELLANEOUS
POLICIES

DISCIPLINE POLICY

The kind and amount of discipline (punishment) will be determined by the teachers and, if necessary, the Head of School. The discipline will be administered in the light of the individual student's problem and attitude. 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 problems are to be dealt with at the classroom level. In order to maintain consistency, teachers and administrators regularly meet together to discuss biblical standards and school policy concerning discipline.

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process. As in all other areas of the education at Runnels Classical Christian Academy, love and forgiveness will be an integral part of the discipline of a student.

- I. Office Visits: There are five basic behaviors that will automatically necessitate discipline from the Head of School (versus the teacher). Those behaviors are the following.
 1. **Disrespect** shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
 2. **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
 3. **Rebellion**, i.e. outright disobedience in response to instructions.
 4. **Fighting**, i.e. striking in anger with the intention to harm another student.
 5. **Obscene language**, including taking the name of the Lord in vain.

During the visit with the Head of School, he/she will determine the nature of the discipline. The Head of School may require restitution, janitorial work, parent's attendance during the school day with their child, or other measures consistent with biblical guidelines which may be appropriate.

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

- a) The first and every time a student is sent to the office for discipline, the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
- b) The second office visit the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.

- c) The third office visit will be followed by a meeting with the student's parents and the Head of School.
 - d) Should the student require a fourth office visit, a two-day suspension will be imposed on the student.
 - e) If a fifth office visit is required, the student will be expelled from the school.
- II. Note on expulsion: Runnels Academy Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.
- III. Serious Misconduct: If a student commits an act with such serious consequences that the Head of School deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately.

Examples of such serious misconduct could include acts endangering the lives of other students or staff members, gross violence, vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

- IV. Readmittance: Should the expelled student desire to be readmitted to Runnels Academy at a later date, the Runnels Academy Board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

REVERENCE POLICY

Objective: To ensure that God's name, character, and truth are honored and respected at Runnels Academy.

Scope: This policy applies to the entire program of Runnels Academy.

Definitions: N/A

Guidelines:

1. In all areas of instruction, especially Bible classes and related activities, proper respect and consideration of God's character will be given. Specifically, class songs, skits, stories, and discussion that include reference to the name and attributes of the Lord must be consistent with biblical principles.
2. Things to avoid include:
 - a. Silly or trite references to Jesus Christ and His work on the cross.
 - b. Implying, directly or indirectly, that all the students are Christians.
 - c. Mockery of angelic powers, whether demonic or heavenly.
 - d. Emphasis on good feelings or works, vs. humble obedience and grace.
3. For the sake of the students' spiritual training and the work of Runnels Academy, joyful encouragement and instruction in reverential knowledge of the Lord is necessary, honored and respected at Runnels Academy.

COMPREHENSIVE GRIEVANCE POLICY

Objective: To establish biblical guidelines for the resolution of disputes and grievances in the operation of Runnels Academy.

Scope: These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of RA operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and Board.

Definitions: N/A

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

Grievances: Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

Concerns: The substance and details of the dispute and/or grievance.

Guidelines:

General:

1. It is understood that if any disputes arise which are not covered by this policy, the board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.
2. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

Students/parents to teachers:

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

Parents/patrons to administrator:

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Headmaster.
2. If the situation is not resolved, they should request a hearing from Runnels Academy School Board.

CONTROVERSIAL SUBJECTS POLICY

Controversial Subjects Policy:

Objective: To establish a policy that helps Runnels Academy to respect the convictions of parents and teachers in various academic and/or sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview.

Scope: This policy applies to all teaching staff in the course of their teaching duties. It does not apply to non-teaching staff, nor to teaching staff on their own time.

Definitions: Controversial Subject: a subject which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Examples: Environmentalism, the War Between the States, old earth/young earth, partisan politics, human sexual relations, etc.

Guidelines:

1. If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will *not* help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.
2. If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic *will* help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
 - a. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
 - b. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
 - c. As appropriate (i.e. pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned.

This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.

- d. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
3. Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology, and biblical principles and references, as they arise in appropriate class contexts.
4. The teacher is to remember that according to Scripture and the second stated goal of Runnels Academy, he is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy, and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

SECONDARY DOCTRINE POLICY

Secondary Doctrine Policy:

Objective: To establish the limits of doctrinal teaching at Runnels Academy.

Scope: This policy applies to all teachers at Runnels Academy in their capacity as teachers at Runnels Academy.

Definitions: Secondary Doctrine: Doctrinal issues which are not addressed in Runnels Academy Statement of Faith.

Guidelines:

1. Classroom discussion of secondary doctrine should be on an informative, nonpartisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents.
2. Presentation of all sides of an issue is encouraged.
3. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

CELL PHONE/ELECTRONICS POLICY

Objective: To clarify the regulation of cell phone and other electronic device usage on school grounds during school hours.

Scope: The following policies and guidelines will be followed by all students in the school.

Definitions:

School Grounds – school buildings, parking lots, play fields

School Hours – 8:00 a.m. to 3:30 p.m., Monday through Friday

Electronic Devices – any electronic device other than cell phones (i.e., computer, ipod, MP3, Apple watches, activity trackers, etc.)

Guidelines:

The following process shall be followed as determined by the Board:

1. Cell Phones are not allowed on the school grounds during school hours from 8:00 a.m. to 3:30 p.m. We want our students interacting with real people in real time and concentrating on their school work.
2. Grammar students will not be allowed to have any electronic devices on the school grounds during school hours or during school events. Secondary students will be expected to turn phones into their first period teacher and will pick it up at the end of the school day. Exceptions: Digital Cameras are allowed at sporting events. Laptop computers are allowed in the classroom only with the permission of the teacher.
3. Students must receive permission from each teacher to use their laptop computers in the classroom. If computers are used without permission from a teacher or anywhere on the school grounds besides for the permitted use, they will lose the privilege of having their computer at school.
4. Any electronic device used apart from the above listed circumstances, will be taken and placed in the school office where it must be retrieved by a parent.

EXTRA CURRICULAR ACTIVITIES POLICY

Program Philosophy: Runnels Academy seeks to provide an extracurricular activities program to supplement its academic program. Runnels Academy recognizes that God has granted students a variety of gifts including talents in music, academic study, oratory, drama, athletics, as well as in other areas. We seek to provide an opportunity for these students to develop and use their God-given talents. We also believe that an extracurricular activities program enhances the atmosphere of our school by providing students and parents with additional opportunities to develop school community.

Objective: To provide direction and a strategic framework for the implementation of all extracurricular activities that aligns with Runnels Academy Statement of Purpose, Vision, Educational Philosophy, Objectives and Standards, Statement of Faith, Bylaws of Runnels Academy and other Policies.

Definitions: Extracurricular Activity or Activities – Runnels Academy sanctioned activity or activities intended for student participation and learning beyond normal (curricular) activities.

Participation in such activities, which generally occur outside of regularly scheduled class time, is considered voluntary and is not a right, but a privilege. Examples include athletics, the Arts, clubs and student organizations.

Policy:

1. Extracurricular Activities will not take priority over the academic activities at Runnels Academy.
2. As with any facet of school life at Runnels Academy, conflicts or disputes related to Extracurricular Activities shall be resolved in a biblical manner as described in RA's Comprehensive Grievance Policy found in both the Staff Manual and Student-Parent Handbook.
3. The coaches of each extracurricular athletic sport are under the authority of the Athletic Director. The directors of all other Extracurricular Activities (drama, debate, etc.) serve under the authority of the Administration.
4. Runnels Academy Board of Directors (the "Board") will approve each new Extracurricular Activity.
5. Participation in any league organization required Board approval.
6. Extracurricular Activities are a privilege that comes with good academic standing. Eligibility for individual student participation is the decision of administration in consultation with appropriate staff.
7. Participants in extracurricular Activities will only be students currently enrolled fulltime at Runnels Academy.
8. Each student must have, on file, prior to first practice/rehearsal written parental permission to participate, using Runnels Academy Extracurricular Activities Release Form. If involved in an athletic activity, an updated Pre-Participation Physical Exam Form is required every other year and also required to be on file by the first practice.

Guidelines:

1. Procedure for Establishing an Extracurricular Activity at Runnels Academy:
 - a. Prepare the following items and submit them to the Head of School for initial approval:
 - i. Brief statement of purpose and potential value to students:
 - ii. Develop a comprehensive budget listing both expenses and sources of funding:
 - iii. Develop a list of staff or personnel needed along with possible resources to fill such needs (e.g., judges, referees, assistants, coaches, volunteers, etc.).
 - iv. List facility needs for activity.
 - b. Receive initial approval from the Head of School who will, in turn, present the Extracurricular Activity to the Board for preliminary approval.
 - c. Once approved by the Board, prepare the following and submit to Head of School
 - i. Receive initial interest of staff or personnel willing to oversee the Extracurricular Activity (e.g., instructor, leader, coach, etc.). All such staff or personnel shall complete an application and be interviewed by the Athletic Director (for Athletics) or administration for all other activities. Also see #7, Recruiting leaders/coaches.
 - ii. List frequency of meetings, practices or games and their estimated impact on students' prior commitments, especially academic. Indicate if and to what extent the Extracurricular Activity will take students out of regularly scheduled classes.
 - iii. If an Extracurricular Activity is to be of competitive nature, list potential opponents and any requirements involved (e.g., joining a league, fees, etc.)
 - d. After considering the foregoing, the Head of School shall make recommendation to the Board for final approval, modification or rejection, whatever the case may be. If the Board approves the Extracurricular Activity, the Head of School may direct that the Extracurricular Activity move forward with securing a leader/coach, notifying school families, soliciting student participants and parent volunteers, etc.

2. Student Eligibility:

- a. All students at Runnels Academy must maintain a GPA of 2.3 or above to participate in an Extracurricular Activity. However, a transfer student placed on academic probation based on their entrance assessment, may not participate in any Extracurricular Activity unless waived by the administration.
- b. To be eligible to participate in an Extracurricular Activity, the signed Extracurricular Activities Release form must be in the office before the first practice/rehearsal. In the case of athletics, the physical exam form must be turned in by the first practice. Physical exams are required every other year. Fees must be paid within two weeks of the first practice.
- c. For the good of the rest of the participants in any Extracurricular Activity, students who are ineligible for the beginning of a season/activity remain ineligible for participation during the entirety of that season/activity, regardless of their grade point average for the following quarter. Similarly, if students are eligible to begin a season/activity, they remain eligible until the end of that season/activity.
- d. For a student to be eligible to participate in an Extracurricular Activity, they must attend all scheduled classes the day of the event, unless otherwise permitted by the Head of School.

3. Discipline:

- a. All guidelines for student behavior adopted by the Board apply to Extracurricular Activities. Discipline of participants will be according to the Discipline Policy in Runnels Academy School Handbook.
- b. Discipline that is particular to an Extracurricular Activity and not covered under the above policy is up to the discretion of the leader/coach: provided that, such discipline must first be approved by the Athletic Director for all athletic activities or the Head of School for all other activities. After receiving approval and conferring with the parents, the leader/coach may administer any of the following options: Suspension from one or more Extracurricular Activity event(s). Suspension from the Extracurricular Activity. Leaders/coaches are to remember that they do not function above parental authority, but rather with delegated authority from the parents.
- c. Any participation fees received will not be refunded in the event a participant is suspended from or quits the Extracurricular Activity.

4. Taking students out of regularly scheduled classes for Extracurricular Activities:

- a. Students may be taken out of school for a Runnels Academy sponsored Extracurricular Activity with the following stipulations:

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- i. Approval of the Head of School must be obtained any time students will be taken out of regularly scheduled classes for an extracurricular activity.
 - ii. All teachers involved with students missing their class due to an Extracurricular Activity must be notified by the Athletic Director (for sports)...or the activity leader at least 5 days prior to the event.
 - iii. Any student missing a regularly scheduled class is responsible to acquire the missed assignments and turn in any missed work in accordance with the excused absence policy in the Parent Student Handbook.
 5. Transportation:
 - a. Transportation to Extracurricular Activities will be provided by the families involved.
 - b. The leader/coach of each activity will coordinate or delegate the coordination of transportation arrangements as needed.
 - c. If transportation is not provided by the families, the Extracurricular Activity may be cancelled.
 - d. Faculty or staff are permitted to provide transportation in place of parents.
 - e. Student drivers are not permitted to drive other students (with the exception of siblings) to or from an Extracurricular Activity unless the parents of the driver and the passenger have submitted written approval to the school office.
 6. Overnight trips:
 - a. All overnight trips must have Board approval.
 - b. An annual trip that has been approved by the Board does not need reapproval. Nonetheless, the Board must be notified of such a trip. Arrangements and accommodations for overnight stays are made by the athletic director for the athletic events and activity leader/coach for other events with approval of the Head of School.
 7. Awards:
 - a. Special awards may be presented at an end of Extracurricular Activity gathering. Decisions for the recipients of awards are the responsibility of the activity leader/coach. Category of awards presented are to be approved by the Head of School or designee.
 - b. A certificate of participation may be given to participants at the discretion of the activity leader/coach.

8. Recruiting leaders/coaches:
 - a. Recruiting Extracurricular Activity leaders/coaches must be done by the following procedure:
 - i. Submit name for approval to the Secondary Head of School.
 - ii. If there is approval, proceed with arranging an interview with administration or Athletic Director, depending on activity.
 - b. Leaders/coaches must read and agree to follow the guidelines laid out in the Extracurricular Activities Leaders Guide.
 - c. Leaders/coaches must undergo the appropriate background check.
 - d. Current certification in CPR and First Aid is required for leader/coaches.
 - e. Coaches may be required to attend an officials' rules clinic at the discretion of the Athletic Director.
 - f. Leaders/coaches will be evaluated at season end by administration or their designee. Evaluation will be on the basis of adhering to the Extracurricular Activities Leaders Guide, and such other factors as determined by the Secondary Head of School.
 - g. Runnels Academy administration, in its sole discretion, has the right to immediately remove an activity leader/coach in the case of behavior that violates Extracurricular Activities Leaders Guide, Runnels Academy Statement of Purpose, Vision, Educational Philosophy, Objectives and Standards, Statement of Faith, Bylaws of Runnels Academy, Staff Manual, Student-parent handbook or Policies. Termination may also occur through failure to correct behavior or concerns presented in the evaluation process.

9. Equipment and uniforms:
 - a. Equipment needs should be brought to the attention of the athletic director for athletics and the Head of School for all other Extracurricular Activities.
 - b. Equipment and uniforms will be purchased with participation fees and becomes the property of Runnels Academy. All equipment will be the responsibility of the leader/coach.

10. Practice and events:

a. Leaders/coaches and athletic director will see that Runnels Academy facilities and equipment are kept neat at all times. They must make a final inspection of such facilities and equipment after all of the participants have left and determine that such facility and equipment is secure. The cost of additional custodial care and utilities due to an Extracurricular Activity event will be assessed from that activity's budget.

11. Financial:

- a. Charging admission to an Extracurricular Activity must be approved by the Board.
- b. Accounting and managing of money generated by Extracurricular Activities will be the responsibility of Runnels Academy business office. Expenditures from excess funds must be approved by administration.

12. Code of Conduct:

All representatives of Runnels Academy, including parents and spectators, are expected to conform to biblical standards of behavior in all circumstances, and Runnels Academy Statement of Purpose, Vision, Educational Philosophy, Objectives and Standards, Statement of Faith, Bylaws of Runnels Academy, Staff Manual, Student-Parent Handbook or Policies.

VI.
GRADING,
PROMOTION,
RETENTION

HOMEWORK PHILOSOPHY AND GUIDELINES

Philosophy

Runnels Academy may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes for homework being assigned:

1. Students often need some amount of extra practice in specific, 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.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
3. Since Runnels Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation serves a punitive, as well as practical purpose.

Guidelines for Assigning Homework

Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment, which could have been completed in school. The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as maximum times, not as required minimum times, and then only *if* homework is assigned. In any event of homework normally being assigned, a Weekly Homework Assignment Sheet should be used in the grammar grades and a student-owned assignment book should be used in the logic/rhetoric school grades.

<u>GRADE</u>	<u>MAXIMUM APPROXIMATE TIME PER WEEK NIGHT*</u>
JrK/K	NONE for Jr.K; 10-15 MINUTES for Kindergarten
1 st -2 nd	20-40 MINUTES (as needed)
3 rd	30-45 MINUTES (as needed)
4 th -5 th	45 MINUTES
6 th	45-60 MINUTES
7 th -8 th	60-90 MINUTES
9 th -12 th	90-120 MINUTES

*Normally homework is not to be assigned over the weekend or over holidays and vacation periods.

GRADING GUIDELINES

Grammar School Grading Guidelines:

- Percentages and Grade Equivalents:
 - 100% to 90% A+ to A-
 - 89% to 80% B+ to B-
 - 79% to 70% C+ to C-
 - 69% to 0% F

Other Evaluation Designations (Used primarily for Kindergarten, First and Second Grades):

E	Excels
S	Satisfactory
N	Needs Work
U	Unsatisfactory
I	Incomplete

Minimum of 8 grades per each 8-week quarter for each subject’s grade.

- All academic/objective grading in Runnels Academy will use a criterion-referenced base for evaluations. That is, objective standards will be used to judge student performance. Grading on a “curve” will not be done.
- Quarter grades should be based on the following: Tests/Book Reports , Quizzes, Homework/Classwork

Note: Virtually all assigned work done for/in class should receive a recorded credit toward a grade.

4. Participation in class discussion may also be graded. If so, daily participation should be recorded on a consistent basis.
5. Projects, depending on the scope of the assignment, may be used in place of tests.
6. Variety in the amount and kind of testing, assignments, and homework is **highly encouraged**.
7. Behavioral Ratings: The progress portion of the quarterly report provides an opportunity for an evaluation of the student's class/school behavior. The marks used for acquiring skills (such as in kindergarten and first grade) are used:

E	Excels
S	Satisfactory
N	Needs Work
U	Unsatisfactory

8. Types of Behaviors to Evaluate:

Work/study habits – neatness/timeliness of work, completeness of work, works independently, follows directions, uses free time well.

Conduct – follows rules, avoids unnecessary talking, accepts responsibility, considerate to others, shows initiative, skills related to specific subject areas

9. Teacher's comments will be included in a special section on the report.
10. Procedures for quarterly reporting:
 - a. Report forms will be sent home the following week after the end of each quarter.
 - b. Teachers are responsible for the collection of all grades to be reported.
11. Reporting a Grade of "F":

In the event of a student earning an "F" for the quarter in any class or subject, the parents must have received prior notification. That is, no quarter grade of an "F" is to be assigned unless the teacher has ascertained that the parents and the student understand the reasons (missing assignments, poor grades, etc.) for the forthcoming grade.

"Blind-siding", i.e., surprising parents with an "F" is forbidden. To help prevent this from happening, a specific "F-Day" will be assigned each quarter and communicated to the teachers. The administrator will determine from each teacher that all parents of students potentially receiving an "F" for the quarter have been contacted.

ACADEMIC PINK SLIP POLICY**Terms:**

An Academic Pink Slip will be used when a student has scored 69% or less on a quiz or test or daily assignment.

Purpose:

The purpose of the APS is to communicate to parents uncompleted work or a poor performance. Students should not fall into the habit of receiving these notifications nor should parents take a relaxed attitude toward these notices.

Function:

Teachers are responsible to send APS notices whenever a student fails to hand in completed work, fails to hand in work on time, or scores 70% or less on an assignment, test or quiz. All APS forms must list specifically the assignment, and the score or complication. This form must also contain the date the notification was given and the date that it must be signed and returned.

The teacher must also keep track of how many notifications a student receives in an eight week period. Once the student reaches four notifications in a subject, a corresponding notification needs to be sent home with the fourth APS stating this is the fourth APS. On the fifth notification, the parents are to be contacted and an appointment must be set up with the parents to come in and visit about the problem. The student must accompany the parents at this conference. (Phone conferences are not acceptable.)

If a sheet is not turned in on time the student misses a recess. On the second day without the signed notification, the student must come to the office during his recess or lunch and call his parents. (It is not expected that the parent has to get the form in immediately, but we won't discourage their coming right away.)

PROMOTION POLICY

Students currently in Runnels Academy must meet the following criteria for promotion to the next successive grade:

1. Pass reading, math, English, and history with at least a 70% average over the course of the year.
2. Have no more than one “F” per quarter in any other academic subject (e.g. Latin, science, writing, spelling, etc.) and no more than two “F’s” in the same subject within an academic year. It is incumbent upon the appropriate teacher that all due curriculum objectives, grading guidelines, and teaching requirements be faithfully executed. For example, the requirement that there be at least nine objective grades per subject area by which the quarterly grade is computed has a significant bearing on a complete and accurate assessment of a student’s success in that area. Too few grades can force the teacher to make a poorly documented and therefore non-objective judgement call.
3. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objective) of the following skills/subjects in the grades noted:

Jr-K to Kindergarten: Behavioral maturity readiness for Kindergarten.

Kindergarten to First Grade: Behavioral maturity and reading readiness for First Grade.

First Grade to Second Grade: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write complete sentences, with neat letter. Able to add and subtract single digit numbers with at least 70% accuracy.

Second Grade to Third Grade: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% accuracy.

Third Grade to Fourth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level. **Fourth**

Grade to Fifth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Fifth Grade to Sixth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Sixth Grade to Seventh Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level. **Seventh**

Grade to Eighth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Eighth Grade to Ninth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level. **Ninth**

Grade to Tenth Grade: Cumulative mastery of above requirements, plus:

satisfactory (70%) completion of curriculum objectives for this grade level.

Tenth Grade to Eleventh Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Eleventh Grade to Twelfth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

ACADEMIC PROBATION POLICY

Objective: To provide additional motivation to students whose academic achievements are not up to their capability. This applies only to logic/rhetoric school students.

Scope: If implementation of this policy would be counter-productive to the objective, the Headmaster may decide not to place a student on probation. A written record explaining this decision will be signed by the Headmaster and placed in the student's file.

Text of Policy:

1. Logic/Rhetoric School 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.
2. Grade point averages (G.P.A.) for each logic/rhetoric school student will be calculated at the end of each quarter.
3. If a student's G.P.A. is at or below 2.2 (i.e., a "C" average), that student will be placed on academic probation during the following quarter. A parent/teacher conference will be arranged at this time.
4. If at the end of the next quarter the student's G.P.A. (for the quarter) has not risen to at least a 2.0, that student will be expelled.
5. Students who are on academic probation are ineligible to participate in extracurricular activities.
6. Grade point equivalents:
A = 4.0
B = 3.0
C = 2.0
F = 0.0

GUIDELINES FOR STUDENT RETENTION

Purpose: The primary purpose of these guidelines is to increase the communication from the school to the home in the instance of a child possible needing to repeat a grade. This is to assist the parents, as the final decision-makers regarding their child's education, in making as informed a decision as possible.

Guidelines: Considering and recommending a student for possible retention in a grade is always a very serious matter and every step of the process should be well documented.

I. CONSIDERATION:

A number of similar questions have emerged in our experience which may help in the initial stages of considering whether or not a student may need to repeat a grade. The following is not intended to be an exhaustive list, but includes samples of some pertinent questions the teacher may want to document and go over with the parents:

A. How old is the child?

(Age plays a tremendous role in a child's ability and maturity to succeed in school. The more mature, the easier school tasks become.)

B. What is the sex of the child?

(Very frequently boys will have a harder time adjusting to school patterns than girls will. Boys often need more time to mature than girls.)

C. Did the child attend Kindergarten?

(Certain school habits and behaviors are begun even in Kindergarten. Depending on where and whether the child attended can reveal some insights to the behavior and aptitude causing the current concern.)

D. What is the home life like for the child?

(Things to consider include: saved vs. unsaved, single-parent, divorce, remarriage, working parents, etc. Essentially, is the child's home life one that instills security and love, with predictable patterns of living? The importance and influence of the home is without equal in the life a child.)

E. Is reading and love of books evident in the home?

(No other single academic factor plays a greater role in the success of a child in school. Do the parents like to read and do/did they read to the child frequently?)

F. Is the cause for concern here primarily behavioral, academic or a combination of both?

(If possible, the primary cause for concern should be singled out. Behavioral problems may still indicate retention is necessary but, identifying the concern will help determine the best plan for correction.)

G. Has the child had to repeat a grade before?

(If not, this is moot. If so, when and why did the child repeat? Due to the rapid physical growth of a child, we do not recommend a child repeating the same grade more than once. It is also unlikely that repeating two grades would really address the problem.) H.

What are the specific indicators the teacher has identified that give rise to the current consideration?

(These should be documented as indicated in the Recommendations Section following.)

II. RECOMMENDATIONS:

This section includes the formal communications that, in addition to the normal reporting schedule, should be made when a child is being considered for possible retention. NOTE: The first three (K-2) years are the most critical years for a child to set the patterns and learn the basic skills that will be built upon in later school life. Retention should be a greater possibility in these years, rather than in upper grammar school, in order to give the child more time to mature and master the basic skills before going on. Therefore, the following timeline and recommended procedures are aimed at the primary grades especially, although not exclusively. At the time of reporting for:

- A. **The First Quarter Mid-Term** there will be a Parent-Teacher Conference day. At that time, a child who has had difficulty (as compared to a normal rate of progress), should have a short, written summary made, in addition to the report card. This summary should identify the specific concerns that teacher has. A copy should go to the parent and the original to the student's file. Any suggestions for additional help the parent may be able to provide should also be noted. Obviously this summary should be gone over with the parents at the conference.
- B. **The First Semester**, if the same concerns still exist regarding the child's progress, another Progress Summary should be written at the time report cards go out. Again, the specific concerns should be well documented and described by the teacher. Recommended actions the parents can take should also be clearly described. The original form goes to the child's file and a copy to the parent to be signed.
- C. **The Third Quarter Mid-Term** the Parent-Teacher conference for the child in question should focus on any progress on the items documented to date. If, in the teacher's opinion, inadequate progress has been made, the teacher should make that clear to the parent, with as much documentation and examples as possible. A written summary of the conference should be made by the teacher and filed. **Unless the child cannot meet the criteria for passing the grade, it is not recommended that retention be planned at this time.** If there is any possibility that the child could satisfactorily pass the grade, planning retention at this time would be premature.

- D. **The fourth Quarter Mid-Term** another conference should be held with the parents to seriously consider retention, if inadequate progress has been made. If the Promotion Policy requirements have not been met, retention will likely be required. If there is some question, the teacher should document his/her recommendation regarding both retention and activities the parents could assist the child in over the summer. **In questionable cases (i.e., not involving the policy), the parents will make the final decision regarding retention.** The teacher's recommendation will go into the child's school file along with a documentation of the parents' decision.

GRADUATION REQUIREMENTS

The following are the Graduation Requirements for Runnels Academy:

Bible: 6 credits (can include Bible Context, Interpretation, Basic Doctrine, Apologetics)

English: 5 credits (can include American Lit., Classical Lit., British Lit., Christian Lit.)

Foreign Language: 3 credits (Latin)

History: 6 credits (can include American History, 20th Century, Econ, Civics, Philosophy)

Math: 6 credits (must include Geometry, Algebra II, Trigonometry, Calculus)

Rhetoric: 3 credits (must include Rhetoric I and II)

Science: 6 credits (must include General Science, Chemistry, Biology, Physics)

Choir: 4 credits (Choir must be taken all semesters)

Senior electives: 13 credits (can include any of the above that are not used for those specific subjects as well as Drama, Choral, Publications, Leadership, Christian Worldview, or any other high school electives completed and passed during grades 9 through 12)

Note on Electives: A student may only take the same elective six semesters total and no more than four semesters in a row. Classes will be assigned according to grade priority (i.e., Seniors will be assigned first, juniors next, sophomores, freshmen, and then Jr. High students). New students will choose from classes that remain open after all current students are assigned electives. High School students can have no more than four electives total in Study Hall.

Total required credits for graduation are 46 credits. The minimum number of credits for two of the four years of high school is 10 credits (5 credits per semester) and for another two years is 12 credits (6 credits per semester). Two additional credits are also needed to meet the required 46 credits.

Students that have been at Runnels Academy during their 8th grade year will have the following statement added to the Notes section of their transcript: "This student has had Algebra I in 8th Grade."

Students receive one credit for each course that meets five days each week during a semester. Students receive one-half credit for each course that meets two or three days each week during the semester.

Calendar: The school calendar is divided into two eighteen-week semester grading periods; 50-minute class periods, 7 periods per day, 5 days per week.

Grading System:

A = Excellent, 4.0

B = Good, 3.0

C = Average, 2.0

F = Failing, 0.0

Grade Point Averages: Grade point averages (GPA) are computed at the end of each semester. Grades from elective courses are not used to calculate the grade point average. GPA are reported for all students.

Class Rank: Class rank is calculated at the end of the seventh semester and at the end of the eighth semester. Due to small class sizes, only the rankings of first and second place students are reported on the student transcript.

All students are required to take the PSAT Test during their junior year and the College Board SATI test during their junior or senior years. Students can also take the ACT test in addition to the SATI test.

ADD/DROP CLASS POLICY

Objective: To establish basic guidelines for the school administration to use when determining when a logic/rhetoric school student can add or drop a class during the semester.

Scope: This policy covers all logic/rhetoric school classes.

Guidelines: The following guidelines are to be adhered to by the administration when making a determination on when a 7th to 12th grade student can add or drop a class during the semester.

1. Parents of 7th to 12th grade students must meet with the Head of School to determine if a student can add or drop a class.
2. The Head of School will notify Student Records if a student is adding or dropping a class.

3. Parents may add a class for their student during the first week (first five days) only of any semester.

4. Parents may drop a class for their student before the end of the third week (first fifteen days) only of any semester. The student will receive a grade on his/her transcript for all courses not officially dropped before the end of the third week (first fifteen days) of any semester.

VII.
Faculty
Board of Directors
Association Memberships

FACULTY LISTING AND BOARD OF DIRECTORS**Head of School:** Mrs. Jenny Bryans **Head of Secondary School:** Mr. Chance Nichols**Teachers:**

Jr. Kindergarten	Mrs. Patricia Toms
: Kindergarten	Mrs. Tara Kimberly
First Grade	Mrs. Kim Ballard and Mrs. Sandy Posey
Second Grade:	Ms. Emma Yancey
Third Grade:	Mrs. Larenda Harrison
Fourth Grade:	Mrs. Meagan Flarity
Fifth Grade:	Mrs. Rachel Burrow
Sixth Grade:	Mrs. Cody Gonzales
Art:	Mrs. Debra Moreno
Music:	Mrs. Tammi Warren
7 th -8 th Grade Omnibus & Theater:	Mrs. Casandra Orsburn
Secondary Math:	Mrs. Terri Calley
9 th -12 th Science/Latin/Choir:	Mr. Craig Felty
Secondary Composition/College Advisor:	Mrs. Monica Hull
9 th -12 th Grade Omnibus/Apologetics	Mr. Chance Nichols
P.E./7 th -8 th Science:	Mr. Jacob Scott

Board of Directors:

President:	Mr. Kevin Knudson
Vice President:	
Secretary/Treasurer:	Mrs. Kathryn Lane
Members:	Mrs. Meredith Nieto
	Mr. John Bryans
	Mr. Chase Pinkerton

ACCS

The Association of Classical Christian Schools (ACCS):

ACCS is an association of Christian schools designed to serve the needs of new or established schools who are seeking to return to the educational heritage of the West. Neither reactionary nor progressive, we seek a return to our cultural roots so that we may resume the process of cultural growth, as God gives the increase.

Runnels Academy is a member of ACCS.

