



Parent-Student Handbook

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1. Introduction

1.01 Purpose of the Handbook

The purpose of the Parent/Student Handbook is to provide parents, students, and those inquiring about Augustine School with the policies and procedures of Augustine School. Every parent should read the handbook prior to signing a contract for enrollment or reenrollment. By signing a contract, parents are indicating their agreement with, and support of the policies and procedures contained in the handbook.

1.02 Vision Statement

Augustine School assists Christian parents in their task of training their children to the glory of God, by means of an education which is biblically-based, Gospel-centered, and classically informed. Augustine School seeks to teach children to pursue truth, goodness, and beauty through the seven liberal arts and sciences under the universal lordship of Christ. Augustine School aspires to develop students who love God with their heart, soul, mind and strength, who possess a Christian worldview, who are grounded in the Western intellectual inheritance, who have a genuine desire for learning, and who seek to take every thought captive to the obedience of Christ.

1.03 What Do We Mean by This Vision Statement?

Augustine School assists Christian parents in their task of training their children to the glory of God . . . Augustine School affirms, with Holy Scripture, that education has been entrusted to parents (Deuteronomy 6:4-9; Ephesians 6:4), and we assist parents in their God-given responsibility. We do not seek to replace parents.

. . . by means of an education which is biblically-based, . . . Scripture is central to all that we do at Augustine School. We happily affirm *sola scriptura*, by which we mean that Scripture is the sole, ultimate, and infallible norm by which we can live our lives to the glory of God. Holy Scripture is the *norma normans non normata* (“the norm that norms that is not normed”).

. . . Gospel-centered, . . . As Evangelicals, we seek to keep the *evangel* (the Gospel) at the heart of all that we do. God has used the Gospel to rescue us and transform our lives, and this includes the rescue and transformation of our minds (Colossians 1:21-22; Romans 12:1-2). The Gospel is thus at the heart of the educational and intellectual task.

. . . and classically informed. Augustine School is informed by the classical tradition. By “classical” we mean the centrality of reading and words, the centrality of the past, the centrality of the classical languages (Latin and Greek), the centrality of rigorous thinking, speaking and writing, and the centrality of a *telos* (“goal”). This goal is the intellectual and spiritual development of the person, not just for a “job,” but to be a wise, virtuous, Christian person, prepared for his or her place in this world, and the next.

Augustine School seeks to teach children to pursue truth, goodness and beauty . . . Education is not simply the accumulation of data, nor is it simply vocational training, which allows one to make an income. In keeping with the classical (and indeed Christian) tradition, we affirm that education teaches us to set our sights on the higher and permanent things, which are good in themselves, and which help set our present lives in proper perspective.

. . . through the seven liberal arts and sciences under the universal lordship of Christ. The seven liberal arts are commonly divided into the *Trivium* (grammar, dialectic, and rhetoric) and the *Quadrivium* (arithmetic, music, geometry, and astronomy—with modern equivalents of specialization). The parts of the Trivium have been called the tools of learning, which equip the student to master the various subjects of the Quadrivium. The seven liberal arts are not part of an “autonomous” quest but are

tools and disciplines which are subjected to the universal lordship of Christ, since Christ “is before all things, and in him all things hold together” (Colossians 1:18).

The Augustine School aspires to develop students . . . Augustine School is committed to the development of young people, in that we aspire to see this child and that child—as individuals created in the image of God—become wise, virtuous, Christian persons.

. . . who love God with their heart, soul, mind and strength, . . . Augustine School affirms that every child is a complex being—spiritual, mental, and physical—and we wish to see every child love God with all that he or she is.

. . . who possess a Christian worldview, . . . Every person lives his or her life in accord with his ultimate convictions and commitments, and these ultimate convictions and commitments make up one’s worldview. By a Christian worldview, we are speaking of viewing all things, of interpreting all reality, through the reality of the Triune God of Scripture. That is, our self, our relationships, the created order and our relationship to it, are all to be viewed in light of, and based upon, God and his communication to us in Holy Scripture.

. . . who are grounded in the Western intellectual inheritance, . . . To be educated includes being grounded in one’s own intellectual tradition. For most of us in the U.S., this means the Western intellectual tradition, which spans from the “cradle of civilization” in Mesopotamia, through the Egyptians and the Old Testament, through the Greeks, Romans, and New Testament era, and through the ancient, medieval, renaissance, reformation, and modern worlds. Augustine School seeks to introduce students to the Western tradition, so that students can know their past and be wise in how they live in the present and future.

. . . who have a genuine desire for learning, . . . Augustine School’s work will be truly successful only if our graduates move on with a genuine desire to continue their learning and education well past commencement. We hope to so influence students that learning becomes a life-long endeavor which brings them great joy.

. . . and who seek to take every thought captive to the obedience of Christ. Throughout one’s education, he or she should interpret all reality through God and His Word to us. Knowledge is not ultimately neutral, but it is to be brought under the lordship of Christ. By taking every thought captive, we mean that continual process of discipleship by which followers of Christ seek to understand how all reality ultimately falls under His lordship.

Augustine School’s purpose is to work in conjunction with and as an extension of the family to mold students to be Christlike. Of necessity, this involves the school’s understanding and belief of what qualities or characteristics exemplify a Christlike life. The school reserves the right, within its sole discretion, to seek to enroll students to accomplish its mission, and in a practice that is consistent with the School’s statements and confessions of faith, belief, and conduct. Likewise, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student if the atmosphere or conduct within a particular family or the activities of the student are counter to or are in opposition to the School’s statements and confessions of faith, belief, and conduct.

[Leviticus 20:13a; Romans 1:27; Matthew 19: 4-6]

1.04 Augustine School Theological Commitments

At Augustine School our faculty and board of trustees are committed to the historic Christian faith. By this we mean the following:

- We affirm the truthfulness and infallibility of Holy Scripture
- We affirm the truthfulness of the central older creeds: Nicene Creed, Apostles' Creed, and Athanasian Creed
- We are in essential agreement with the Evangelical and Reformed tradition, particularly as articulated in the classic Protestant and Reformed confessions of faith, including the Westminster Confession of Faith, the Thirty-Nine Articles, and the Philadelphia Confession of Faith.

We believe that man was originally created as male and female, and that God has designed the two (and only two) sexes for good purposes. Biological sex is an objective reality that determines an individual's identity as either a man or a woman. We deny that gender identity is a subjective or fluid reality that can be legitimately separated from biological sex, for such a separation constitutes rejection of God's design in creation. Consequently, marriage is rightly defined only as the conventional union of one man and one woman for life, and it is the only proper context for sexual activity.

At Augustine School, our Board of Trustees, faculty and staff also whole-heartedly confess the truths found in the Nashville Statement, and fully affirm the **Nashville Statement**.

At Augustine School, our Board of Trustees, faculty, and staff also whole-heartedly confess the truths found in the **Chicago Statement on Biblical Inerrancy**, and fully affirm the Chicago Statement on Biblical Inerrancy.

At Augustine School, our Board of Trustees, faculty, and staff also whole-heartedly confess the truths found in the Danvers Statement, and fully affirm the **Danvers Statement**.

At Augustine School, our Board of Trustees, faculty, and staff also whole-heartedly confess the truths found in the Augustine School Statement on Social Theory, and fully affirm the **Augustine School Statement on Social Theory**.

These theological truths form the theological foundation at Augustine School, but we happily invite students from the broader Christian tradition to join us. Every attempt will be made to expose our students to the full range of both Christian and non-Christian thought, and students will be introduced to the whole spectrum of theological and doctrinal traditions. At the same time, our faculty will be composed of those committed to the above theological truths and who teach in accordance with, and not contrary to, these truths.

By way of summary, we confess the following:

- All Scripture is given by inspiration from God, is completely trustworthy, and is the sole infallible norm for life and practice.
- There is one God who exists eternally as three Persons: Father, Son, and Holy Spirit. The Triune God is the Creator and Preserve of all things, and is omnipotent, omniscient, and omnipresent.
- Jesus Christ is fully God and fully man, who preexisted as God the Son and who took on a full human nature in the incarnation. He was born of the virgin Mary, lived a sinless life of obedience to the Father, died on the cross as a substitute for sinners, was raised from the dead on the third day, ascended to the right hand of the Father, where he now intercedes for the saints and will come again personally in power and glory.

- God created man male and female, designing the two (and only two) sexes for good purposes. Biological sex is an objective reality that determines an individual’s identity as either a man or a woman. Gender identity is not a subjective or fluid reality that can be legitimately separated from biological sex, for such a separation constitutes rejection of God’s design in creation. Consequently, marriage is rightly defined only as the covenantal union of one man and one woman for life, and it is the only proper context for sexual activity.
- Man was originally created in God’s image and was innocent in the garden of Eden. However, Adam and Eve transgressed the command of God and fell from their original righteous state, and now all of their posterity come into the world in a state of guilt, corruption, and sin.
- In accordance with his eternal plan, God draws sinners to faith in his Son for their salvation by the power of the Holy Spirit.
- Those who believe in Christ are justified by grace alone through faith alone, because of Christ alone, and genuine saving faith produces obedience in the believer.
- Those who trust in Christ will enter the joyful bliss of the world to come, while those who fail to trust Christ will enter into everlasting conscious punishment.

1.05 Portrait of a Graduate

What does an Augustine School graduate look like?

Parents tend to want what is best for their children. Similarly, as a school, Augustine wants what is best for its graduates. But what specifically does that include? The question can be difficult to answer in one sense because each child is a unique blend of God-given gifts, experiences, and family heritage. Proverbs 22:6 reminds us to “train up a child in the way he should go...” One of the many sobering tasks of both parenting and educating is to recognize and cultivate each child’s particular attributes to the glory of God—to train up a child in the way *he* should go.

Nevertheless, we can also identify some common attributes indicative of a Christian life well-lived, and these can and do inform our aspirations for an Augustine School graduate. Our mission points to several. First, we want every Augustine graduate to be thoroughly rooted in the Scriptures. From Scripture committed to memory, to a thorough knowledge of the “story” of the Bible, to a deep understanding of the theological truths contained therein, we want all of our graduates to be “biblically based.”

Likewise, we expect the Gospel to play a central role in the lives of our graduates. That means they are well aware of the effects of sin on their own hearts and on the world in which they live. It also means they know they are bought with a price paid by Jesus Christ. And the One who saved us also expects us to share that Good News with others.

Finally, a “classically-informed” education should bear certain fruits. By the time a graduate has moved through the Rhetoric portion of his education, he should be ready for an adult life worthy of the call of Jesus Christ. Obviously, learning and growth do not cease upon high school graduation, but an Augustine School graduate should at least be ready to commence life as a Son of Adam or Daughter of Eve, as C.S. Lewis aptly puts it.

Our namesake Church father, Augustine of Hippo describes it well when he speaks of “ordered loves.” An Augustine graduate should love the Lord his God with all his heart, mind, soul, and strength. And he should love his neighbor as himself. In a practical sense, that will be manifest as our graduates eventually become good husbands and wives, good mothers and fathers. They will be supporting contributors to both the local church and the broader Church. They will be leaders of their communities, effective and innovative laborers in their careers, and of course eager ambassadors of Jesus Christ

wherever they are. In Augustinian terms, they will love all things the way they ought to, in both manner and degree. They will not be perfect, and they will not be sinless this side of Heaven. But day by day they will seek to conform more and more to the image of Jesus Christ. That is our aspiration for every graduate of Augustine School.

1.06 Governance

Augustine School is governed by an independent Board of Trustees.

2. Admissions Procedures, Enrollment, and Re-enrollment

2.01 Application

Parents wishing to enroll students in Augustine School must fill out a student application for each student. Each application must be accompanied by a \$125 application fee. Siblings of currently enrolled or re-enrolling students must also complete an application accompanied by a \$125 application fee.

Grade appropriate Teacher Recommendation Forms should be forwarded to each child's teacher, and a Pastoral Reference Form completed by the family pastor.

2.02 Classroom Visit and Screening

As part of the admissions process, all students entering kindergarten and above are required to visit the campus and during the screening process spend time in the classroom (in addition to the placement tests). During summer vacation, every attempt will be made to duplicate the classroom environment as closely as possible for screening purposes.

2.03 Interview

The last stage of the admissions process is an interview with the family. After all required records and forms are received and classroom visit and screening is complete, parents will be contacted to schedule an interview. This is a time to discuss the mission and purpose of Augustine School, and to ensure that Augustine School is the best fit for you and your child(ren). Both parents (if living with or if financially responsible for the student) must attend the interview.

2.04 Eligibility

Children must be three years of age by August 15th of the academic year for which application is made in order to be eligible for Junior Pre-Kindergarten if offered, four years of age by August 15th of the academic year for which application is made in order to be eligible for Pre-Kindergarten, five years of age by August 15th of the academic year for which application is made in order to be eligible for kindergarten, and six years of age by August 15th, to be eligible for first grade. Professing Christians from all Christian traditions are eligible to enroll their children at Augustine School. Parents must have a clear understanding of the biblical philosophy and purpose of the school. This understanding includes a willingness to have their child taught from the theological perspective of the school's Confessional Guidelines (see 1.04 above) in various and frequent ways within the school's program.

Families who are delinquent in payment of tuition to Augustine School or who have balances at other private schools are not eligible for enrollment at Augustine School. Priority for enrollment will be given first to families with children currently enrolled at Augustine School.

2.05 Notification of Acceptance

Augustine School will notify parents regarding acceptance as soon as possible after the appropriate interviews and any required screening.

All offers of enrollment for the school year are provisional in that they are contingent upon receipt and review of all records required for admission and the student's academic, personal, and behavioral record throughout the school year. If there is reason for concern, you will be contacted.

2.06 Enrollment Contract

Before final acceptance, parents are asked to sign an enrollment contract that must be returned to the school. For families who choose the 1 payment option, **payment is due within five business days** of signing the contract; for two payment and monthly payment options, **FACTS Tuition Agreement must be set up within five business days**. Student enrollment is not complete until FACTS Tuition agreement is completed. More information regarding drafts and payment schedule is available in the school office.

All tuition balances are due by the end of the academic year in which the student is enrolled (May) regardless of the date the contract was signed.

By signing the Enrollment Contract, parents/legal guardians are affirming complete agreement with confessional summary as stated in section 1.04 of the Parent & Student Handbook and are agreeing to support the vision of Augustine School as set forth in the Parent/Student Handbook.

Parental cooperation is expected in (a) the child's educational process, (b) timely tuition payments, (c) adherence to conflict resolution guidelines, (d) support of the discipline policy, and (e) practical help and prayer support.

In addition, by signing the Enrollment Contract, parents affirm their responsibility for paying the full tuition and fees for the academic year.

2.07 Re-enrollment

Each spring semester families are asked to indicate their intentions for the next academic year by submitting an enrollment contract during the open re-enrollment period. Families that fail to re-enroll before the priority deadline will incur a *non-refundable* re-enrollment fee of \$200 per student. Re-enrollment holds a student's position for the following academic year. Failure to re-enroll may lead to a student losing his/her seat altogether. Please note that student enrollment is *not* complete until the FACTS Tuition agreement is submitted.

By signing the Enrollment Contract, parents/legal guardians are affirming complete agreement with confessional summary as stated in section 1.04 of the Parent & Student Handbook and are agreeing to support the vision of Augustine School as set forth in the Parent/Student Handbook.

Parental cooperation is expected in (a) the child's educational process, (b) timely tuition payments, (c) adherence to conflict resolution guidelines, (d) support of the discipline policy, and (e) practical help and prayer support.

In addition, by signing the Enrollment Contract, parents affirm their responsibility for paying the full tuition and fees for the academic year.

All tuition balances are due by the end of the academic year in which the student is enrolled (May) regardless of the date the contract was signed.

Re-enrollment of students with outstanding tuition balances is provisional pending full payment of the balance due.

2.08 Non-Discrimination

Augustine School does not discriminate against any student or family on the basis of sex, race, color, national and ethnic origin, or denominational affiliation, although **it is expected that at least one parent be a professing Christian**.

3. Policies Regarding Payment of Tuition, Late Fees, Statements, and Return Check Fees, Outstanding

Financial Obligations and Transfer of Student Records

3.01 Tuition

There are three ways in which families may pay tuition: 1) One Payment, 2) Two Equal Payments, or 3) 10 Equal Monthly Payments. *Please note: two payment and monthly payment options must be made using automatic draft through FACTS Tuition Management.*

A non-refundable Application Fee of \$200 per student is due for newly applying families and newly applying siblings of current students at the time an application for admission is submitted.

A non-refundable Re-enrollment Fee of \$200 per student is due for returning families who miss the priority deadline, as stated in the re-enrollment schedule for the academic year in which the student is enrolling.

Payments are due on dates specified on the academic year's tuition document for which the student is enrolling. Families enrolling after the due dates specified will need to consult with Admissions.

All families choosing two payments, or monthly payment options must set up automatic draft service, or verify their current account information, through FACTS Tuition Management within five business days of signing an enrollment contract.

3.02 Late Fees

A late fee of 3% of a scheduled payment amount may be assessed for payment amounts not received on the due date. Any late fees will be added to the next month's draft amount.

3.03 Tuition Statements

Families may request tuition statements at any time during the school year by contacting the school office. Alternately, families registered with FACTS Tuition Management may log in to their account to view their current balance at any time.

3.04 Returned Check Policy

Checks issued to Augustine School, for any purpose that are returned due to insufficient funds or for other reasons, will be charged a return check fee equal to the amount charged to the school by our banking institutions. The returned check amount plus any applicable fee must be paid by cash to the school office.

3.05 Outstanding Financial Obligations and Transfer of Student Records

Student records of families with outstanding financial obligations, including Afternoons at Augustine, tuition, and other fees that may be assessed during the school year, will not be transferred to other institutions until all balances are paid in full.

4. Academic Policies.

4.01 Current School Year Key Date Calendar - Please refer to Addendum A

4.02 School Hours, Carpool, Student Drivers, Extended Day, and Afternoons at Augustine

4.021 Morning Drop-Off

- Pre-Kindergarten through Kindergarten will meet from 8:00 am-12:30 pm (2:30 pm if parents choose to register for the 12:30 pm - 2:30 pm Extended Day option.) First through twelfth grades will meet from 8:00 am - 2:30 pm
- Students are dropped off between 7:30 am and 7:55 am following drop-off procedures provided by the school office.

- All students, including student drivers (see 8.02 Student Drivers) and their passengers must enter the building through the main school entrance. Students are considered tardy after 7:55 am
- Doors will not be opened before 7:30 am. Children should not be dropped off at the school before this time. Please, never leave children unattended; make certain that a faculty or staff member always confirms the arrival of your child so that he/she may be properly accounted for and sent to the appropriate location.
- State guidelines require that all Pre-Kindergarten students be signed in upon arrival each day. The sign in sheet will be provided to the person dropping students at school.
- Drivers should remain in the vehicle in the drop-off line and allow school personnel to assist students who need help exiting.
- Please be certain that any person that you authorize to drop children off is familiar with the drop-off procedures.

4.022 Dismissal (12:30pm, 2:30pm, Student Drivers)

Parents/guardians should be on hand to pick their children up when school dismisses.

Families will be assigned a designated pick-up number and provided with two hanging tags for their vehicles. The number will be used to assist school personnel during 12:30 pm and 2:45 pm dismissals to call students to a designated pickup cone. Please help your student(s) learn your family's assigned number, which will be used from year-to-year.

- Students in Pre-Kindergarten and Kindergarten dismissing at 12:30 will be sent to Extended Day if not picked up by 12:45 pm. Parents will need to pick up and sign students out from the office.
- First through twelfth grade classes dismiss at 2:45 pm and Carpool Line will begin at 2:45 pm.
- Student drivers (see 8.02 Student Drivers) and their passengers will be dismissed first, and they should exit the campus at that time.
- Students enrolled in the Afternoons at Augustine Program (fee-based childcare 2:45 pm - 5:30 pm) will be called by the Afternoons Director or designated person, and proceed to the designated Afternoons at Augustine area.
- State guidelines require that all Pre-Kindergarten students be signed out each day. The sign-out sheet will be provided to the designated pick up person.
- Students who are left at school at the end of the school day dismissal (3:00 pm), will be sent to Afternoons at Augustine and incur a \$5 charge/per student for the first 30 minutes and full day Afternoons charges, (\$15/day per student), will be assessed after that time.
- Parents must notify the School Office via email (info@augustineschool.com) whenever plans are made for anyone other than parent or legal guardian to pick up a child (car-pool, babysitter, etc.).
- *Persons listed on the emergency contact form are used only as contacts in case of an emergency when parents cannot be reached.* The School will not release students into the care of anyone other than a custodial parent or legal guardian unless prior written instructions have been received.
- Students will be picked up using the dismissal procedures provided by the school office.

Students cannot be left on campus after dismissal unless they are under the supervision of adult school personnel for activities *immediately following dismissal* such as House Competitions (upper school students only), sports practices for which the student has been registered, tutoring, after school fee-based offerings such as ballet, drama, etc.

4.023 Extended Day

Pre-Kindergarten and Kindergarten students may register to attend Extended Day (12:30pm – 2:30pm) at no additional cost. Parents are asked to complete a registration form prior to the beginning of each

semester (fall and spring) indicating whether their student will stay until 2:30pm in order to assist in providing adequate supervision for students.

4.024 Afternoons at Augustine

Pre-Kindergarten -12th Grade students may be enrolled in the Afternoons at Augustine program available to families between 2:45 pm and 5:30 pm for an additional fee. Afternoons at Augustine provides students an opportunity to work on homework, play outdoors, eat a snack, and engage with friends in a relaxed and caring environment. Afternoons at Augustine begins immediately after dismissal at 2:45 pm and ends at 5:30pm. Afternoons at Augustine is not available on school holidays (including when the whole school releases at 2:30pm). Students should be picked up and exit the facility no later than 5:30pm. Students who are not picked up at the close of Afternoons (5:30pm), will be assessed a late fee of \$2.00 per minute, per student.

4.03 Attendance

Education is about much more than completing assignments on one's own. It is about the interaction between a teacher and a student. No student can "make up" on his own that dimension of education when a day is missed. Therefore, parents should make every effort to have students in school each day. Routine doctor/dentist appointments should be scheduled for after school. If a student needs to be absent from school for any reason (illness, appointments, family emergency, etc.), the parents should contact the school by note or by phone as soon as possible. Students who are absent may not participate in extracurricular activities that day. Attendance records are reported on the student's report card each quarter. Extended Absence due to illness may require a doctor's note when the absence exceeds 4 school days in a row or when Excessive Absences (4.033 below) begin to accumulate due to illness.

4.031 Makeup Work

It is expected that the student will complete all schoolwork missed. We recommend that, prior to any planned, extended absence, the student work ahead as much as possible. A student has one day to make up work for each day missed. All tests must be made up within one week of the student's return to school, at a time convenient for the teacher, and either outside of school hours or during a time when no instruction time will be missed. Any work not completed or turned in on time will receive a zero.

4.032 Extended Absence

If a student must be absent for an extended period of time (more than 5 school days in a row), the teacher and parent (and/or student in the case of upper school students) will meet to make a schedule for makeup work and due dates. This schedule will be signed by both parent and student. It is the student's responsibility to follow the schedule and have all work turned in on time. Any work not turned in by the agreed upon due date will receive a zero. When the student returns to class, any assignments given from that point on are due on time with the rest of the class to keep the student from getting farther behind.

4.033 Excessive Absences

Students who miss more than the equivalent (see punctuality policy below) of fourteen (14) days of school for the year or ten (10) days in one quarter for any reason may not receive passing credit for the year or quarter in question. Any requested exception to this requirement will be presented in writing to the Head of School for review by committee. The Head of School will respond in writing to the appeal with the decision of the committee, which will be final. Likewise, Upper School students who miss more than fourteen (14) periods of a specific class for the year or ten (10) days in a quarter may not receive credit for the class. Parents of children at risk of missing more than fourteen days for the year (or ten in a quarter) are encouraged to discuss the situation with the Head of School as soon as this becomes apparent.

Parents will be notified by school administration after seven (7) absences and reminded about the policy.

4.034 Online/Virtual Schooling

Augustine School does not offer an online/virtual option for schooling. While use of technology in the classroom, including audio recordings of some lectures, may be utilized in the upper school at the discretion of faculty and the Dean of Upper School, there is no requirement that they be regularly provided. In the case of extended absences, some accommodation may be made if prior arrangements are made with the Dean of Upper School and faculty.

4.04 Punctuality

Augustine School does not offer an online/virtual option for schooling. While use of technology in the classroom, including audio recordings of some lectures may be utilized in upper school at the discretion of faculty and the Dean of Upper School, there is no requirement that they be regularly provided. In the case of extended absences, some accommodation may be made if prior arrangements are made with Dean of Upper School and faculty.

4.04 Punctuality

Students must arrive in time to prepare themselves for the day's lessons. Tardiness is always disruptive and habitual tardiness demonstrates a lack of respect for teachers, fellow students, and school policies.

Teachers will take roll at 7:55am (before opening assembly). Students arriving late to school, whatever the reason, must be signed in at the school office by a parent or legal guardian. Student drivers may sign themselves in at the school office.

Five (5) tardies are equivalent to one absence and are considered in the enforcement of the mandatory attendance policy (4.03 above). Students missing more than two (2) hours of the school day are considered absent.

At the discretion of school administration and faculty, students who are late to school may be required to wait in the hallway until a designated class change or transition time.

Additional disciplinary measures may be required in cases of habitual tardiness; students and parents will be notified by School Administration in such cases.

4.05 Homework

4.051 Philosophy

Students often need extra practice in new concepts, skills, or facts. In certain subjects, there is not enough time in a school day to do as much practice as may be necessary for mastery; moreover, multiple short periods of practice or study of new information is often a better way to learn than one long period of study. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework that is deemed necessary to achieve the objectives of the class. Homework may sometimes also result when students who, having been given adequate time to complete an assignment in class, did not do so. Since Augustine School 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.

4.052 Guidelines

The necessity for doing homework will vary from grade to grade and even from student to student. Pre-K through 5th grade students will bring home a Communication Notebook each day which will contain any homework assignments. Homework guidelines specific to each grade/class will be provided by faculty during Parent Orientations scheduled prior to the beginning of each school year.

Students 8th grade and up may request a student login to our student information system, allowing them to access homework and missing assignments along with their parents. Parents need to be aware that homework assignments fall under the jurisdiction of the parents.

4.053 Late Homework

Students are expected to turn in all work complete and on time. However, students may turn in an assignment late 3 times per quarter in exchange for a 10% penalty. The late assignment must be turned in on the next day the class meets, or it will receive a zero. After the third late assignment of the quarter, all subsequent late assignments for that quarter will receive a zero.

4.054 Homework Times

No two students will spend exactly the same amount of time on the same assignment, so it is impossible for teachers to predict how long a given assignment will take each student to complete. In general, homework should not usually take longer than an hour in grades K-5 nor longer than two hours in grades 6-12, excluding time devoted to independent reading. However, actual times will vary from night to night and from student to student. If on a regular basis homework seems to take significantly longer than these guidelines indicate, feel free to discuss the issue with the teacher.

4.06 Grading

Pre-Kindergarten

Work Sampling System

Kindergarten

E = Excellent

S = Satisfactory

U = Unsatisfactory

1st - 12th Grades

- A+ = Excellent, exemplary, outstanding (97%-100%)
- A = Excellent, exemplary, outstanding (93%-96%)
- A- = Excellent, exemplary, outstanding (90%-92%)
- B+ = Consistently very good (87%-89%)
- B = Consistently very good (83%-86%)
- B- = Consistently very good (80%-82%)
- C+ = Satisfactory, competent (77%-79%)
- C = Satisfactory, competent (73%-76%)
- C- = Satisfactory, competent (70%-72%)
- D+ = Passing, with serious problems, struggling (67%-69%)
- D = Passing, with serious problems, struggling (65%-66%)
- F = Failing (below 65%)

Careful attention should be given to the above *verbal* descriptions of letter grades and not just to the *numerical* percentages.

4.07 Promotion, Retention, Graduation, Honors Track, and Dual Enrollment

4.071 Lower School (Pre-Kindergarten-5th) Promotion and Retention

Students who achieve passing credit in all subjects and skills-areas are eligible for promotion to the next grade level. Students who fail to achieve passing credit in one subject or skills-area may be promoted provisionally, provided the subject failed is not language studies. Students who fail to achieve passing credit in language studies or in any two (2) other subjects or skills-areas are subject to retention.

4.072 Upper School (6th-12th) Promotion, Retention and Graduation

4.0721 Probation Policy for Upper School [Academic and other]

- a. Students are required to maintain at least a 1.5 Grade Point Average (GPA) throughout the school year and have a cumulative GPA of at least 1.5 in order to promote to the next grade level.
- b. Grade Point Averages (GPA's) for each student will be calculated at the end of each quarter.
- c. If a student's GPA is below 1.5, the student shall be placed on academic probation, and a parent-teacher conference will be required.
- d. A student who has been placed on academic probation may not participate in extracurricular activities during the following quarter.
- e. If at the end of the next quarter the student's quarterly GPA has not risen to at least 1.5, that student's record will be reviewed by the Dean of Upper School. The Dean will determine whether or not to expel the student.
- f. Promotion of a student to the next grade level will be determined by the final GPA which will be an average of the two semester GPA's.
- g. Students who have maintained a GPA of 1.5 or greater but have failed (< 70% average) one or more classes will be referred to the Dean of Upper School for determination of whether or not promotion may be granted. A Review committee will be convened to assist the Dean in the determination process. The Review Committee will be composed of, at a minimum, one faculty member, one staff member, and the Head of School.
- h. An appeals process may be evoked and taken to the Head of School for further review. The Head of School's decision will be final.

4.0722 Promotion

- a. A student who does not make at least a C in a course cannot promote to the next course within the given sequence until proficiency is demonstrated, typically by doing remedial work during the following summer. In courses that are the end of a particular sequence, e.g. English IV or Physics, a student may pass with at least a D (70%).
- b. Students seeking to graduate from Augustine School must meet all applicable graduation requirements [see 4.0724 below]. All appeals for diverging from or waiving the requirements of this policy will be submitted to the Head of School who will present the request to the Board of Trustees for approval.

4.0723 Calculating Upper School GPA

The following formula is to be used to average upper school quarter/semester/yearly GPA: **Quarter Averages:**

Multiply credit times grade point, noting whether the class in question is Honors or Non-Honors. Add all the products and divide by the number of credits in which the student is enrolled.

Grade	Honors	Non-Honors
A+ 96-100	4.5	4
A 93-95	4.3	4
A- 90-92	4	3.7
B+ 87-89	3.5	3.3
B 83-86	3.3	3
B- 80-82	3	2.7
C+ 77-79	2.5	2.3
C 73-76	2.3	2
C- 70-72	2	1.7
D+ 67-69	1.5	1.3
D 65-67	1.3	1
F (Below 65)	0	0

The following example will illustrate:

Honors Math	1 credit	x	A (4.5) = 4.5 points
English	1 credit	x	B (3.0) = 3 points
Bible	0.5 credit	x	A (4.0) = 2 points
Fine Arts	0.5 credit	x	A (4.0) = 2 points
History	1 credit	x	C+ (2.3) = 2.3 points

Science	1 credit	x	B (3.0) = 3 points
<u>Latin</u>	<u>1 credit</u>	x	<u>B- (2.7) = 2.7 points</u>
Total:	6 credits	x	Total = 19.5 points

19.5 points / 6 credits = 3.25 GPA

4.0724 Graduation Requirements

Total credits required to graduate: 28

Of the 28 credits required for graduation, 22-23 credits must be earned by completing the following:

Required Courses:

Literature: 4 total credits, 1 credit/course

Literature 110: Ancient Literature
 Literature 220: Roman and Medieval Literature
 Literature 330: Modern Literature I
 Literature 440: Modern Literature II

History: 4 total credits, 1 credit/course

History 110: Pre-Modern History
 History 220: The Modern World
 History 330: American History
 History 440: Government and Economics

Language: 1-2 total credits, 1 credit/course

Language 100: Latin I*
 Language 110: Greek I

* Students are required to demonstrate competency in Latin in any one of three ways. Students may 1) complete all three years of middle school Latin at Augustine School with at least a “B” average, 2) take and pass the Augustine School Latin competency exam with at least an 85%, or 3) failing either of these options, students must satisfactorily complete the Augustine School High School Latin I curriculum.

Rhetoric: 3 total credits, 0.5 to 1 credit/course

Rhetoric 110: Rhetoric I (1 credit)
 Rhetoric 210: Rhetoric II (1 credit)

Rhetoric 310: Thesis I (0.5 credit)
Rhetoric 410: Thesis II (0.5 credit)

Math: 2 total credits, 1 credit/course

Math 210: Algebra II
Math 310: Geometry

Science: 3 total credits, 1 credit/course

Science 110: Physics A
Science 210: Chemistry I
Science 330: Biology

Bible: 0.5 credit/course

Theology 110: Christian Worldview and Spiritual Formation
Theology 210: Biblical Theology
Theology 310: Systematic Theology
Theology 410: Apologetics

Fine Arts: 0.5 total credit

Fine Art 100: The History of Art and Music in Western Culture

Physical Education: 1.5 total credits over 2 courses

Physical Education 100: Wellness
Physical Education 110: Fitness and Games

Capstone: 0.5 total credit

Rhetoric 490: Senior Seminar

Personal Finance: 0.5 total credit

Finance 100: Personal Finance

Electives: 5-6 elective are credits required for graduation distributed as follows: 2 Math, 1-2 Language, 1.5 Fine Art, 0.5-1.5 Optional

Math: 1 credit/course

Math 110: Algebra 1b
Math 330: Statistics
Math 410: Pre-Cal
Math 470: Calculus 1

Science: 1 credit/course

Science 310: Physics
Science 320: Elective
Science 440: Anatomy and Physiology

Language: 1 credit/course

Language 210: Greek II
Language 120: French I
Language 220 French II
Language 230: Latin II
Language 330: Latin III

Fine Art: 0.5 credit/course

Fine Art 110: Art 1
Fine Art 210: Art 2
Fine Art 310: Art 3
Fine Art 120: Music I
Fine Art 220: Music 2
Fine Art 320: Music 3
Fine Art 130: Drama 1
Fine Art 230: Drama 2
Fine Art 330: Drama 3
Fine Art 140: Structural Design and Engineering

4.0725 Math/Science and Humanities Honors Tracks

High achieving students may earn the opportunity to participate in either or both of two Honors Track at Augustine School. The first is the Math and Science Honor track. Capable students will be invited to take a series of accelerated Math course (Problem Solving 1 in 9th Grade, Problem Solving 2 in 10th grade, and advanced Math electives Statistics, Trigonometry, and/or Calculus in 11th and 12th grades), as well as an additional advanced Science Elective. Those who maintain at least a “B” average in all Math and Science classes will be awarded a STEM honor cord at Graduation.

Second, the Humanities Honors Track will be open to students who have demonstrated academic excellence in the previous year by having a GPA above 3.5. Students who fail to meet this academic standard can petition the Dean of the Upper School for acceptance into the Humanities Honors Track. Students can be admitted to the track at any point in 9th, 10th, or 11th grades. Participating students will need to accept their invitation and enroll in an Honors Seminar of their choice. Three Seminars will be offered each year, and they will meet two days per week. Each Seminar will spend the entire year reading slowly and in-depth a Great Work(s) of Western Literature, Theology, Philosophy, or History that lies outside the normal Augustine School curriculum. There is no set Honors reading curriculum, but all works will be chosen annually from an approved list. Students will register for seminars by seniority in the program once the topics and works for the next year are announced. At the end of the Seminar, students will be required to produce a serious personal, thoughtful response to the text(s). This could take several different forms: essays, poetry collections, artwork, etc.

Honors 110: Honors Readings A

Honors 120: Honors Readings B
Honors 130: Honors Readings C

Examples of potential Seminar topics might be: The Works of C.S. Lewis , The Lesser Works of JRR Tolkien, The City of God, The Dystopian Novel in the Modern World, Reading the Reformers, Calvin's Institutes, The Gospels (open to Greek Students only), Plutarch and the Nature of Greatness, The Great Symphonies, The Pensees of Pascal, Edwards, Whitefield, and Wesley, The Essential GK Chesterton, Wendall Berry and the Modern Experience.

4.0726 Dual Enrollment

Augustine School students may take dual enrollment courses in the following areas:

- Certain Math and Science courses
- Certain foreign languages

Students eligible for dual enrollment:

- Dual enrollment will be generally an option for Augustine School seniors. For other students (e.g., juniors), the student will need to confer with, and receive permission from the Dean of Upper School.
- Students may be eligible for tuition assistance through the TN Hope Scholarship. For more information regarding eligibility and application process, please check with the College Advisor.
- Students enrolling in dual credit courses are asked to provide a copy of the class schedule to the school office. This will be kept on file to confirm the student's absence from campus on those days/times.
- In order for dual credit grades to be reported on the student's official high school transcript, a copy of mid-term grade report and final transcript must be turned in to the College Advisor.

Deadlines for Applying for Dual Enrollment: 18

- May 1 for Fall semester.
- December 1 for Spring semester.

4.0727 Honors Courses at Union University

The following courses will be considered, in consultation with the Dean of Upper School, as Augustine School "Honors" courses.

- Sciences
 - Advanced Science courses
- Mathematics
 - Calculus
 - Trigonometry

4.08 Special Needs

All students will be cared for as individuals in the sight of God, each with his or her own unique set of strengths and weaknesses. Children who are diagnosed as having special needs will still be required to meet the same academic standards as all the other children in his or her grade level and will be given as much individual instruction and encouragement as their classmates. Certain modifications will be

allowed at the request of the classroom teacher. Regrettably, because of limited resources, Augustine School cannot accommodate the needs of students with disabilities severe enough to require a separate classroom, program, or staff. If a child is accepted who has been identified with a specific diagnosis, the child's continual enrollment will be based on a quarterly evaluation performed by the classroom teacher, appropriate Director (e.g. Pre-School, Lower School, Dean of Upper School) and in consultation with Head of School. If needed, at the expense of the parent, the student will be required to be enrolled in a tutoring program.

4.081 Newly Identified Learning Needs

Students who are already enrolled at Augustine School who are subsequently identified as having special learning needs are required to meet the same academic standards as all the other children in their grade level and will be given as much individual instruction and encouragement as their classmates. The classroom teacher will begin documenting problem areas and present a report to the appropriate Director. An educational team including the classroom teacher, Director and Dean of Upper School will meet with parents to discuss particular problems and request testing. --Private testing may be conducted at the expense of the parent or through the public-school system. If the child is identified with a specific learning disability the child's continual enrollment is contingent on the recommendation of the educational team. If the educational team determines that the student can find academic success according to the curriculum guidelines, then certain modifications will be made in the classroom. If needed, tutoring will be required at the expense of the parent, and a re-evaluation will be performed each quarter.

4.09 Textbook Policy

A portion of tuition covers the cost of curriculum. This includes a purchase of some books ("consumable") and a rental fee for others (non-consumable).

Books and materials that are lost during the year (whether consumable or non-consumable) and that are required for a particular class must be replaced at parent's expense. The parent will pay the school, and the school will purchase the book to insure the right edition.

Non-consumable textbook condition: textbooks that are returned at the end of the year, must be returned no more than one level worse in wear than they were received. The teacher should mark the condition of the textbook when checking out and checking back in. The wear levels:

- *New or Like New:* An apparently untouched item in perfect condition. Original protective wrapping may be missing, but the original packaging is intact and pristine. There are absolutely no signs of wear on the item or its packaging. Instructions are included. Item is suitable for presenting as a gift.
- *Used - Very Good:* A well-cared-for item that has seen limited use but remains in great condition. The item is complete, unmarked, and undamaged, but may show some limited signs of wear. Item works perfectly.
- *Used - Good:* The item shows wear from consistent use, but it remains in good condition and works perfectly. It may be marked, have identifying markings on it, or show other signs of previous use.
- *Used - Acceptable:* The item is fairly worn but continues to work perfectly. Signs of wear can include aesthetic issues such as scratches, dents, and worn corners. Any non-consumable book that has writings, drawings, or markings in it is immediately placed in this category. If the writings, markings, or drawings are extensive, it immediately falls into the last category.
- *Used—Unacceptable.* Book is falling apart, has extensive writings/markings, or is otherwise unusable.

If the textbook is returned in a condition more than one level worse than it was received, the parent will be required to pay a fee equal to 1/3 the cost of a new textbook for each additional level of wear.

For textbooks that the student will use multiple years (Latin, history), the annual curriculum fee only covers one copy of the book on the year the book was first issued to the student. If the student needs an additional copy of the book for whatever reason, the parent will need to pay for that.

4.10 Field Trips

Field trips expose students to varied types of information that cannot be learned as easily in the classroom. They provide firsthand experience and lasting memories. Therefore, Augustine School encourages teachers to plan several such trips each year. To facilitate this, parents must transport and chaperone students with staff assistance. When cars are used, every student must be safely buckled in his seat. All school rules and policies are in effect on field trips, and, unless otherwise directed by the teacher, students are to wear their school uniforms as directed on the Field Trip Permission slip.

4.11 Controversial Subjects

If a subject that a teacher has good reason to believe is controversial should arise in class, and if discussion of that subject will not help him achieve the goals set for that class by the School's curricular objectives, then the teacher will not allow class time for discussion of that subject at all. If a subject that a teacher believes to be controversial arises, and if discussion of that subject *will* help achieve the goals set for the class by the School's curricular objectives, then the teacher will do the following:

- As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
- Instruct the class members on their responsibility to honor the teaching they have received from their parents on this subject.
- As appropriate (i.e., if appropriate for the age of the students and pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned.
- Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.

Teachers at Augustine School strive to offer their students a model of mature Christian behavior. They will refrain from entering into an adversarial debate with students on controversial subjects within a classroom setting. Even though the faculty member may hold strong personal convictions regarding the subject, in light of this policy and sound teaching practices, he or she is to encourage a gracious and scholarly attitude in the students.

5. Student Code of Conduct and Discipline

5.01 General Discipline

Augustine School does not believe that a person's mind exists independently from his character. Growth in virtue is a prerequisite to growth in wisdom and understanding. Each student attending Augustine School is expected to be obedient and respectful to teachers and respectful to one another. These standards are designed to help the student glorify the Lord in every area of his or her life and to develop Christian character. The school understands its mission to "assist Christian parents in their task of training their children" (see 1.02 above) to include bringing up students "in the discipline and instruction of the Lord." (Eph. 6:4). Moreover, an orderly learning environment contributes to the comfort and joy that children take in learning. As in all other areas of education at Augustine School, love and forgiveness will be an integral part of the discipline of the student.

The following four virtues are the foundation of the more specific rules that follow:

- **Reverence** (respect, humility, fear of the Lord, awe, wonder)

- **Discipline** (self-control, concentration, orderliness in thought and action, honesty, integrity)
- **Diligence** (whole-heartedness, hard work, intensity, effort)
- **Loving-Kindness** (compassion, kindness, consideration, mercy, self-sacrificing)

5.02 Code of Conduct

Godly Character Traits

5.021 Students should obey promptly (Hebrews 13:17). It is expected that children will obey immediately without reminder. Children should have a respectful attitude and make attentive eye contact with the person giving instruction.

5.022 Students should obey cheerfully (1 Thess. 5:18). It is expected that children will obey with a thankful attitude. Grumbling, grimacing expressions, sighing, and nonverbal complaining will be addressed.

5.023 Students should exercise diligence in work (Eph. 6:6,7). It is expected that children will be hard workers. Their work should give evidence of neatness, precision, and strong effort. They should be focused on, attending to, and engaged in the task given. Assignments should be completed.

5.024 Students should display consideration, kindness, and compassion (Eph. 4:29, 32). It is expected that children will treat everyone with kindness in action and in speech. Harsh words and harmful behavior will be addressed.

5.025 Students should speak with honesty and edification (Eph. 4:25, Ps. 19:14). It is expected that children will speak honestly without rationalization or excuse. Gossip, slander, “tattle tales” will be addressed. Children will be encouraged to speak directly with the person with whom they have a concern and to model the biblical principle of Matthew 18.

5.026 Students should exercise control (Proverbs 25:28). It is expected that children will control their tongues and actions. Children will be encouraged to speak at appropriate times and to control their bodies.

5.027 Students should display order (1 Cor. 14:40). It is expected that the children will take an active part in maintaining their personal belongings (desks, school boxes, etc.) and school’s appearance. It is expected that the children demonstrate orderly behavior when in groups. Children will be encouraged to line up, walk in the hallways, sit in assembly, raise hands, etc., in an orderly manner.

General Conduct

5.028 Students should cooperate, using basic Christian standards of behavior and conversation, in accordance with the virtues and Godly character traits described above.

5.029 Students should not talk back or argue with teachers or staff. Prompt and cheerful obedience is expected, in accordance with the virtues and Godly character traits described above.

5.030 Running, rough-housing, and boisterous speech are prohibited in the building.

5.031 Neither gum nor electronic devices are allowed in the building. Electronic devices are only allowed in accordance with 5.07 below.

5.032 Students should avoid the off-limits areas of the building and grounds.

5.033 Students should treat all of the school’s materials and facilities with care.

5.03 Levels of Offenses

These guidelines are designed to provide guidance to faculty, staff, and administration. However, wisdom is always required in applying rules and guidelines to specific situations. In grades PreK-2, the appropriate director should be consulted for more specific guidance in applying these guidelines in those grades.

There are five levels of offenses: 1) Reminder 2) Halltalk 3) Yellow Card 4) Serious, and 5) Egregious. Offenses become more serious as they are repeated, so an offense that begins as a reminder offense could move to a higher level if it is repeated. Other offenses automatically begin at a certain level.

5.031 Reminder Offenses

- a. As a general rule, all non-serious offenses begin as reminder offenses.
- b. Reminders are given frequently during the initial period of training (typically the first 2-3 weeks of the school year) for non-serious offenses.
- c. After the initial training period, if a student still needs reminding about an action, it becomes a halltalk offense.
- d. Verbal reminders may be accompanied by visual reminders, write-offs, time-outs, sitting out of recess, and other consequences designed to help the student remember the behavior that is expected.

5.032 Halltalk Offenses

- a. Halltalk offenses are typically those that have already received one or more reminders. However, a teacher can give a halltalk at any time. The number of reminders will vary based on the grade of the student and the nature of the offense.
- b. A halltalk is a one-on-one talk that uses the principles and techniques of Tedd Tripp's *Shepherding a Child's Heart* to help lead the student to a more Biblical understanding of behavior while demonstrating the pattern of repentance and forgiveness and encouraging the student to resist sin and commit to more God-glorifying conduct.

5.033 Yellow Card Offenses

- a. Typically, yellow cards are given *after* the student has already been given a halltalk for the same offense. However, yellow cards can also be given in conjunction with or even before a halltalk, depending on the grade and the specific nature of the offense. In either case, its purpose is to alert the parent to the behavior so that it can be addressed at home.
- b. A yellow card is a formal communication from the school to the parent. It is for internal use only and is not forwarded to another school along with a student's records. Although teachers may also use a variety of more informal types of communication (emails, phone calls, etc.), a yellow card is designed to communicate as clearly as possible that the student's behavior needs to be addressed by the parent.
- c. There are two basic types of yellow cards: standard yellow cards and office yellow cards. The main difference is that standard yellow cards typically come from the teacher, whereas the office yellow card comes from the office and indicates that an office visit has taken place.

- d. Yellow cards should be signed by the parent and returned to the faculty member or administrator who issued it to indicate that the yellow card has been seen and that the incident has been addressed.

5.034 Serious Offenses and Consequences

- a. Any offense automatically becomes a serious offense after two yellow cards have been given for the same offence (see 5.04 “Persistent Infractions”).
- b. In addition, any of the following offenses are serious offenses *on the first offense*, and will result in a yellow card and, in most cases, an office visit.
 - Disrespect shown to any staff member. The staff member will be the judge of whether disrespect has been shown.
 - Dishonesty or cheating
 - Striking or verbally abusing other students (this would include teasing and bullying)
 - Profane or obscene language or gestures.
- c. If the offense is egregious, the student may be suspended immediately for all or part of a day, and possibly the next day after the infraction (see 5.035 below).

5.035 Egregious Offenses and Consequences

If a serious offense is egregious, suspension is likely, even if it is a first offense. Expulsion is also a possibility depending upon the seriousness and context. Egregious offenses include:

- Hitting in anger
- Threatening someone’s life
- Causing injury intentionally
- Teasing/bullying any student
- Rebellion or outright defiance
- Public conduct that contradicts Augustine School’s theological commitments.

5.04 Persistent Infractions

Students who exhibit persistent disciplinary problems will be sent to the Head of School who, in an attitude of Christian love and grace, will use a variety of individually appropriate disciplinary measures in order to help the student overcome the problems. Forms of discipline that may be used in extreme cases include suspension and expulsion.

“Do not withhold discipline from a child; if you punish him with the rod, he will not die. Punish him with the rod and save his soul from death.” (Prov. 23:13-14)

“He who spares the rod hates his son, but he who loves him is careful to discipline him.” (Prov. 13:24)

5.05 Discipline Communication

Augustine School affirms that the parents are the primary disciplinarians of their children (see sections 1.05 and 5.01). The primary job of teachers and administrators as disciplinarians is to shepherd hearts through the use of words and actions outlined above and to alert the parents to issues that require further discipline and discussion.

At the start of each academic year, your child’s teacher(s) will provide a document outlining his/her classroom management guidelines that typically address the Reminder and Halltalk Offenses. These classroom guidelines reflect the conduct and discipline expectations as outlined in this Parent-Student

Handbook. The method of communicating Reminder and Halltalk Offenses will vary by grade, so refer to the classroom document or contact the teacher if you have any questions.

Yellow Card, Serious and Egregious Offenses will result in formal communication with parents in the ways outlined in 5.03.

If you have questions regarding an incident, please confer with the teacher or administrator involved.

5.06 Uniforms

Augustine School will maintain a uniform dress code that accomplishes a number of valuable objectives. Uniforms instill in students a sense of unity and humility, a specifically Christian reason for wearing uniforms. The uniform will allow for some variety from student to student and from day to day. **Augustine School contracts with two uniform providers, (Uniform Source and Lands' End) and all uniform components should be purchased from this source.** The Uniform Guidelines document (available in the school office) covers requirements for **Formal Uniform (Chapel on Mondays, Recitations,** or as designated by teacher.), attire for other days of the week, including Spirit Wear Day (Fridays or the last day of the week that school is in session, unless formal uniform is required) and Field Trips

5.061 Uniform Reminders

It is the parent's responsibility to ensure that their student arrives at school properly attired. A uniform reminder will be given for uniform violations. **After three uniform reminders have been issued, parents will be required to bring proper attire before a student will be admitted to class.**

5.07 Electronic Devices

Students may not possess electronic devices on campus or on field trips, except for cell phones which must be turned off and kept out of sight at all times unless given permission by a faculty member or administrator. If the phone is seen or heard, it will be confiscated, and the student may come retrieve it at the end of the day (first offense). There may also be disciplinary consequences. After the first offense, the parent will have to collect the cell phone. Cell phone privileges may be revoked entirely after a third offense. There may also be disciplinary consequences.

Parents who need to contact their child may call the office (660-6822). The message will be delivered to the student in a timely manner. Students will not be removed from class during instruction except for an emergency.

5.08 School Computer and Internet Use

Only those students authorized by Augustine School and who are under the supervision of a staff member may use a school computer, access any local network, or access outside telecommunication resources such as the Internet. Students are expected to observe network etiquette and are prohibited from pretending to be someone else, transmitting obscene messages or images, revealing personal information (including phone numbers and addresses) about themselves (or anyone else), accessing any and all social networking sites (such as Facebook et al) on a school computer, sending personal emails and other messages, and/or using school computers in a disruptive manner. In addition to adherence to the standards outlined here, students may be required to sign a separate computer usage policy which will be provided to parents and students when applicable.

Augustine School, its staff, and students will uphold all copyright laws and federal and state laws regarding electronic data transfer or communication. This includes, but is not limited to, making copies of copyrighted software, invading networks, computer systems, or files to alter data therein (via viruses or changing data), and bringing pirated software into offices or labs. No one may copy software from any school office or computer.

Violation of these guidelines is a **serious offense** and will be treated accordingly per the discipline section of this Handbook. Each student and parent will be held financially responsible for any damage to school computer equipment caused by that student.

6. Communication between Home and School

6.01 Assignment Books

See 4.052 above.

6.02 Progress Reports

Every student will receive a progress report indicating his performance after the fourth week of the first quarter. Thereafter, teachers may use progress reports at their discretion to inform parents that a child is exhibiting unsatisfactory academic progress or poor conduct or noticeable improvement.

6.03 Report Cards

The report card is issued to students for delivery to the parent/guardian at the close of each quarterly grading period. The last report card will be delivered to parents within one week after the last day of school. Report cards (and other official records) may be withheld in cases where families have balances on their accounts.

6.04 Parent-Teacher Conferences

Parent-teacher conferences will be scheduled at the end of the first quarter grading period and the middle of the third quarter. At least one parent or legal guardian is encouraged to attend these conferences and both parents are encouraged to attend if at all possible. Additional conferences may be arranged as the need arises, at either the parents' or the teacher's initiative.

6.05 Classroom Visits

Parents are welcome to observe classes. We do ask that you call ahead to schedule a time with the teacher.

6.06 Parent Volunteer Expectations

Parents are expected to volunteer to serve the school throughout the year. Parents can volunteer to help in the library, with classroom parties, by driving for field trips, campus service days (usually one fall and one spring), and other opportunities. Parents can also volunteer to share a talent or interest with a class or during Upper School Activity Week or to assist the school in general.

6.07 Resolution of Conflict

Parents are always free to bring any problem or question to the attention of the administration through the following procedure:

6.071 Should a conflict arise with a teacher, parents should schedule a conference to discuss the problem privately with the teacher. In almost every instance, frankness and consideration can bring a solution to the problem (Matthew 18:15).

6.072 If resolution is not attained, the Dean of the Lower School (PK- 5th) or Dean of Upper School (6th – 12th) will meet with the parent and the teacher together to work toward a solution.

6.073 If resolution is still not achieved, parents may appeal to the Head of School who (in some cases in conference with the Board of Trustees) will rule on the issue at hand. The decision of the Head of School is final.

6.08 Student Information System

Our student information system, along with occasional text, email, and voice notifications are the primary tools of communication between school administration, classroom, and parents. Parents will receive login information to begin accessing features upon enrollment during the academic year or prior to the beginning of the new academic year for Fall enrollment.

7. Medication, Emergencies, and Communicable Diseases

7.01 Medication

Medication should be given at home. No medication of any kind is administered at school except by parents or legal guardians. Students may not carry any medication with them while at school (this includes Tylenol, Ibuprofen, cough drops, etc.).

Parents of students with potentially life-threatening conditions, conditions that require administration of medication during the school day, administration of medication in emergency situations, or EpiPens will need to complete an Allergy-Medication Action Plan and Authorization to Administer form provided by the school office *annually* prior to the beginning of the school year.

Parents of students with potentially life-threatening conditions and students with allergies requiring an EpiPen should make arrangements with the administrator and the student's teacher for the administering of emergency medications. Medication will be kept in the school office with the administrator or school nurse along with the completed Allergy-Medication Action Plan and Authorization to Administer form. A copy of the completed form will also be retained by the classroom teacher.

7.02 Emergencies/Accidents

When students are ill or injured, their parents will be notified as soon as possible. Should we not be able to contact a parent or legal guardian in case of a severe problem, the student would be taken to the emergency room at Jackson-Madison County General Hospital. If we are unable to contact a parent or legal guardian, we will attempt to contact a person on the family's emergency contact list.

Minor bruises or scratches will be treated with ice or Band-Aids and an anti-bacterial ointment, if appropriate.

7.03 Communicable Diseases

Students who have had a fever of 100°, who have been vomiting, had diarrhea, or exhibiting symptoms of illness within the past 24 hours should not come to school.

If a student has an illness that a doctor determines to be contagious, the child should be kept at home until no longer contagious. It is the obligation of parents to inform the school if the child has (or has been exposed to) a contagious disease.

7.04 Immunization Requirements

The Tennessee Department of Public Health requires that every student, prior to attendance at any school, file with the school either a record of childhood immunization or a statement of exemption. Parents choosing to file a record will need to request from their physician an Official Immunization Certificate. This form is not available at the school and may not be received from a previous school.

The Tennessee Department of Health has new rules for immunization requirements that became official in December of 2009. Most of the new requirements took effect on July 1, 2010.

An updated copy of the immunization record should be turned in to the school office each time a child receives an immunization required by The TN Department of Health.

Parents opting to exempt their children can do so by presenting to the school office a signed, written statement that such immunization conflicts with their religious tenets and practices, affirmed under the penalties of perjury (T.C.A. 49-6-5001).

8. Miscellaneous Policies.

8.01 School Closings

8.011 Inclement Weather Policy

Should it be necessary to cancel school or make changes to carpool schedules due to inclement weather, parents will receive notification via a combination of text, email, and BAND post as needed. In addition, information will be posted on the Augustine School Parent Facebook Page, as needed.

8.012 Epidemics/Pandemics

Should it be necessary to cancel school due to an epidemic/pandemic such as flu or other illnesses, parents will be notified by email and text alert, and information posted on the Augustine School Parent Facebook.

Parents can assist the school in avoiding such closures, unless absolutely necessary, by keeping children with a fever of 100° or above, who have been vomiting, have had diarrhea, or have exhibited symptoms of flu or other such illnesses within the past 24 hours **at home**.

Students with fevers associated with ear infections and similar non-contagious viral/bacterial illnesses may return to school with a return-to-school note from their attending physician.

8.02 Student Drivers and Students wishing to test for Learners Permit

8.021 High school students holding a valid Tennessee driver's license who wish to drive to school will need to complete a Parking Permit Application, along with their parents. Parking Permit Applications are available in the school office. A parking decal will be given issued to the student for placement on their vehicle.

8.022 Student drivers must have permission from a parent or legal guardian to leave campus during the school day. A parent or legal guardian should contact the school office (731-660-6822) and give verbal permission for the student to sign out and leave campus.

8.023 Students needing to leave the campus regularly to attend dual-credit classes at a local university will need to provide a copy of their class schedule to the school office each semester stating days/times the class will meet.

8.024 Students wishing to test for their learner's permit will need to present a school Compulsory Attendance Form at the time of testing. Forms are requested from the school administrator and requests should be made a minimum of two business days prior to their testing date. Forms are valid for 30 days.

8.03 Emergency Plans

Augustine School has emergency plans in place for fire, tornado, earthquake, and lock down. Drills are conducted throughout the school year to familiarize students and employees with procedures in the event of an actual emergency. These procedures are kept in the School Administrator's office and in an Emergency Binder in each classroom.

Addendum A

**Augustine School
2023-2024
Key-Dates Calendar**

August

8th-11th (Thursday-Friday).....Faculty In-Service
14th (Monday).....First Day of School

September

4th (Monday).....Labor Day Break

October

6th (Friday).....Autumn Recitation
9th – 13th (Monday – Friday).....Fall Break
16th (Monday).....Parent-Teacher Conferences
(No Students)

November

20th – 24th (Mon.-Fri.).....Thanksgiving Break

December

15th (Friday).....Christmas Recitation
15th (Friday).....Last day of Fall Semester
December 18th – January 5th.....Christmas Break

January

8th (Monday).....Faculty In-Service
(No students)
9th (Tuesday).....First day of Spring Semester
15th (Monday).....MLK Day Break

February

16th-19th (Friday-Monday).....Winter Break

March

11th –15th (Monday – Friday)..... Spring Break
29th (Friday).....Easter Break

April

1st (Monday).....Easter Break

May

16th (Thursday).....Senior Farewell
18th (Saturday).....Senior Graduation
24th (Friday).....Last day of School Year
28th-29th (Tues.-Wed.).....Faculty In-Service

Dates are subject to change and additional dates may be added.

** Pre-Kindergarten Program and Kindergarten staggered start. Teachers will notify parents of their child's schedule for the first week of school.*