



IMAGO DEI  
CLASSICAL ACADEMY

**Imago Dei**  
**Classical Academy**  
**Parent/Student Handbook**

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# **GENERAL** **INFORMATION**

## **IDCA VISION**

Imago Dei Classical Academy cultivates a Christ-centered learning environment that provides children with the necessary tools to reach their God-given potential. Students here will walk in the light of the Lord, with a Biblically aligned hopefulness for their future, knowing their hearts and minds are guarded by the Holy Spirit as they develop a joy of learning and pursue wisdom and truth.

## **STATEMENT OF FAITH**

From the time of the Apostles to today, Christians have laid out doctrine (beliefs) in brief, definitive statements. As those who know God, we believe it is necessary to set forth in concise fashion the cornerstone truths of our faith as guided by Holy Scripture. Our statement of faith summarizes essential Christian beliefs, shows unity in Christ, and guards the people of God from error.

The following are key elements of Christianity that will be unapologetically taught in various ways through all grades. These statements will be considered primary doctrine. Questions about secondary issues will be directed to parents.

- We believe in God the Father, Almighty, Maker of heaven and earth; and in Jesus Christ His only son, our Lord. Jesus Christ was conceived by the Holy Spirit, and was born of a virgin, Mary. He suffered under Pontius Pilate, was crucified, died, and was buried. He descended into Hades, and on the third day He rose again from the dead. He ascended into heaven, where He sits at the right hand of God the Father Almighty. From heaven He shall come to earth again to judge the living and the dead. We believe in the Holy Spirit, one holy Christian church, the communion of all true saints, the forgiveness of sins, the resurrection of the body, and the gift of everlasting life (taken from the Apostles' Creed).

- We believe that God reveals Himself through creation, preservation, and government of the universe. We believe that God makes himself more clearly and fully known through the Scriptures, which are the only inerrant and infallible Word of God, our ultimate and final authoritative rule for faith and practice. These scriptures are made up of 66 books, from Genesis to Revelation, the authority of which depends not upon the testimony of any man or church, and are all to be received as the Word of God.

- We believe that there is but one living and true, God, eternally existent in three Persons of one power, substance, and eternity - Father, Son, and Holy Spirit. He is perfectly wise, the overflowing fountain of all good. He is omnipotent, omnipresent, and omniscient. In all things He is limited by nothing other than His own nature and character. We believe the God we serve is holy, righteous, good, loving, and full of mercy. He is the Creator, Sustainer, and Governor of all that has been made.

- We believe in the true deity and full humanity of our Lord Jesus Christ, such that two distinct natures, divine and human were inseparably joined together in one person, without conversion, composition, or confusion. We believe in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection in His ascension to the right hand of the Father and in His personal return in power and glory.

- We believe that Adam was made from the dust of the ground and formed after God's image and likeness, which was good, righteous, and holy. Because of Adam's sin all mankind is in a state of rebellion against God. For the salvation of such lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.

- We believe that salvation is by grace through faith alone, and that faith without works is dead. We believe that God freely justifies His own, not by infusing righteousness into them, but by pardoning their sins, and by accounting and accepting their persons as righteous, for the sake of Jesus Christ alone.

- We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life, as the Spirit of Christ within us enables us to do freely and cheerfully what the will of God revealed in Scripture requires to be done. We believe that good works are only those which arise from true faith, conform to God's Word, and are done for His glory.

- We believe God has appointed a day when He will judge the world in righteousness through Jesus Christ, We believe in the resurrection of both the saved and the lost; those who are saved to the resurrection of life and those who are lost to the resurrection of damnation.

- We believe in the spiritual unity of all believers in our Lord Jesus Christ. All who are united to Christ as Head of the Church are united to one another in love, and have communion in each other's gifts and graces.

The Statement of Faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Imago Dei Classical Academy's faith, doctrine, practice, policy, and discipline, our Board of Directors is Imago Dei Classical Academy's final interpretive authority on the Bible's meaning and application.

## **IMAGO DEI CLASSICAL ACADEMY GOALS**

The ultimate goal of Imago Dei Classical Academy is to make disciples. This will be accomplished through integrating Christian teaching in every subject with a classical approach to curriculum and instruction, and an emphasis on quality work. Learning is not an end in itself. Creating a life-long, Biblically aligned learner who is equipped to think logically in light of the Scriptures will produce students who think clearly, listen with discernment and understanding, reason persuasively, and articulate precisely. Faculty and staff at IDCA will nurture intellectual and spiritual growth within the parameters of a student's maturity level which will build Christlike character, confidence, and critical thinking. The end result will be to develop a humble, scholarly graduate who is committed to serving Christian purposes in life with a strong work ethic and a love of God and country. Within a peaceful, well-ordered environment, students will strive toward the following goals while enrolled at IDCA:

### Goal #1: Christian Discernment

While maintaining a Biblical worldview and approaching all content through the lens of Jesus Christ, students will develop the ability to identify God's desires for His creation. IDCA will cultivate wisdom and virtue within students as they are nourished by God's truth, goodness, and beauty.

#### Goal #2: Christ-Like Character

Virtues guide our moral thoughts and conduct. By studying scripture, classical literature, and models of Christian morality, students will develop human strength and virtue. Faith, hope, and love are the fundamental virtues on which fortitude, justice, prudence, and temperance will be built while a student is enrolled at IDCA.

#### Goal #3: Academic Rigor and Vigor

Students will achieve a high level of understanding and critical thinking through memorization/recitation, discussion/debate, the art of persuasive speech/writing skills, and the study of the Great Works. Students will maintain a careful and focused attention to their academics so as to avoid academic laziness. Students will be industrious, engaged, and disciplined while also cultivating a spirit of inquiry through active and robust discussion and instruction.

#### Goal #4: Heart of Service

Christian service is rooted in the love of God and the compassion of Jesus. Through an understanding of God's grace and mercy, students will be provided opportunities to serve others during their enrollment at IDCA. The responsibility and privilege to meet the needs of others will cultivate an attitude of selflessness and humility, ultimately allowing students to identify and use their God-given gifts in order to serve.

#### Goal #5: Citizenship:

Although we are called to live not *of* this world, we do have to live *in* this world. For this reason, students at IDCA will be taught to obey the will of God through Biblical accountability and to be responsible with our freedom in Christ. Through the study of Scripture, grace, forgiveness, and love students at IDCA will develop leadership skills as an opportunity to be God's representatives. Patriotism and loyalty to one's Nation will be expressed through trusting God's promises, being mindful of the true King we represent, and prayerfully considering how our Earthly citizenship will bring God glory. Aligning leadership with the sensitivity to what will most glorify God will translate into a greater understanding of how to be good stewards of God's creation.

## **EDUCATIONAL PHILOSOPHY**

Parents/Guardians are the primary educators of their children (Ephesians 6:1-4; Proverbs 22:6) and are consistently to provide Christian discipline and guidance (Proverbs 13:24; Proverbs 23:13-14). The educational philosophy at Imago Dei Classical Academy supports this belief. IDCA and parents/guardians must walk alongside each other in the education of children but IDCA's purpose is to assist parents in fulfilling *their* responsibility as the primary educator of their children. Therefore, IDCA expects parents to encourage their children to be disciplined and work diligently, review all student work, and support the teachers and staff at IDCA.

IDCA's Educational Philosophy points to parents as the primary educators where the school will center all learning on the Bible and its application to subject-matter which will reveal the truth, goodness, and beauty of God's creation. The classical educational philosophy is naturally aligned with how children learn during their different stages of development and

employs a Socratic method of instruction. The three learning stages are referred to as The Trivium: Grammar, Logic, and Rhetoric. Staff will educate students in accordance with the Holy Spirit which will ultimately bear the fruits of the Holy Spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

IDCA's Christian, classical approach to instruction will:

- equip students for good works (2 Timothy 3:16-17).
- challenge students at all levels on how to learn and to produce quality work (Proverbs 14:23, Colossians 3:23).
- motivate students to encourage and love one another (1 Thessalonians 5:10-22, Hebrews 10:24).
- joyfully submit to the discipline of God (James 4:7, Romans 8:7, Luke 22:42, Hebrews 12:4-11).



# **SCHOOL** **GOVERNANCE**

# **ARRIVAL AND DISMISSAL POLICY**

## **School Hours**

Grammar, Logic, and Rhetoric Schools are in session from 8:30 AM to 3:30 PM, Monday through Thursday, and 8:30 AM to 12:30 PM on Fridays. Students should begin arriving no sooner than 8:00 AM, unless approved by IDCA.

## **Arrival Procedures**

All students are to be dropped off at the front entrance of the school. Students are required to make their way directly to their respective classrooms. Any student arriving after 8:30 AM will be considered tardy.

## **Dismissal Procedures**

The dismissal process begins at 3:30 PM. Parents/pre-approved adults picking up students must form a car line in the roundabout. Car placards must be in visible sight to pick up students. Any person without a car placard will be required to submit a photo ID to the office/staff member before the student will be released.

The IDCA office must be informed of normal pick-up arrangements and other adults who are pre-approved to pick up students during the enrollment process/at the start of each academic year using the Authorized Pickup form within the Student Information System on SchoolCues. If there is a variation to normal pick-up arrangements, the parent must send written notice to school with the student. The notice must include the name of the pre-approved adult who will pick up the student and said adult must be listed on the Authorized Pickup form. If the pre-approved adult is not known to IDCA personnel, proof of identification will be required. If the notice includes the name of an adult who is NOT LISTED on the Authorized pickup form, the student WILL NOT be released to this individual. We CANNOT modify dismissal procedures based on verbal notice from a student. Except for emergency circumstances, authorization for a modification to normal pick-up arrangements cannot be made by telephone.

## **Early Dismissal**

If a student must leave prior to dismissal, a signed note must be sent with the student in the morning and given to the classroom teacher (Grammar School) or home room teacher (Logic/Rhetoric School). The note must indicate the purpose of the early dismissal, the time at which the student will be picked up, and the person who will be picking up the student. Students will only be dismissed early to a parent/guardian or a pre-approved adult listed on the Authorized Pickup form. If the notice includes the name of an adult who is NOT LISTED on the Authorized Pickup form, the student WILL NOT be released to this individual. We CANNOT modify dismissal procedures based on verbal notice from a student. Except for emergency circumstances, authorization for an early dismissal cannot be made by telephone.

## **Late Pick-Up**

Any student being picked up later than 3:45 PM will be documented as a “late pick-up”. Whomever is picking up the student will be required to sign a Late Pick-Up Notice. A copy of this notice will be provided to parents/guardians. If a parent/guardian receives three late pick-up notices in one semester, the parent/guardian will begin being charged \$1.00/minute, per student past the 3:45 PM pick-up deadline thereafter. This charge will be reflected on tuition statements. Late-Pick-Up Fees will be considered part of the student’s tuition statement and will, therefore, fall under IDCA’s Financial Policy.

**\*All drivers should exercise great care when driving in the parking lot during arrival and dismissal times since students and families may be walking to their vehicles at this time. An IDCA staff member will be available should your student(s) require assistance getting out of or into the vehicle. Please do not exit your vehicle in the car line.**

## **ATTENDANCE POLICY**

There can be little doubt that a direct relationship exists between students’ attendance and their God-given potential for achievement. Single class periods can contribute significantly to the curricular objectives set forth for students. Those who are habitually late or absent from class will miss necessary assignments and instruction. Attendance at every scheduled class is therefore expected as we endeavor to glorify God in our care for students. The intent of IDCA’s Attendance Policy is to make provision for legitimate student absences while simultaneously ensuring that students’ ability to succeed is not hampered by tardiness or lack of attendance. In addition, IDCA’s Attendance Policy will account for students’ whereabouts during the school day and ensure that IDCA remains compliant with the attendance standards set forth by the State of North Carolina.

### **Tardiness**

Students are expected to be in their seats, ready to begin learning by 8:30 AM. In keeping with this expectation, students should arrive to school five to ten minutes early to complete any needed preparation for the day.

Students who arrive between 8:30 AM and 9:00 AM will be marked tardy. (Students arriving after 9:00 AM will be considered for either a tardy/excused/unexcused/illegal absence per the policies listed below and per IDCA Administration approval.) Late students being dropped off by a parent/guardian must be escorted by their parent/guardian to the school office where the student will be checked in. An IDCA staff member will then escort the student to class. Late students who drive themselves to school must check in at the school office where the student will be escorted by an IDCA staff member to class. Parents of a tardy student driver will be immediately notified via phone.

Exceptions to students arriving after 8:30 AM will be at the sole discretion of the IDCA Administration and will only be allowed under extreme/emergency circumstances.

Three tardies within a single semester will result in a mandatory conference between the student’s parent(s)/guardian(s) and the IDCA Administration. Continued tardiness after said conference will result in disciplinary action; to be determined by the IDCA Administration which

can include, but is not limited to, revocation of driving privileges, extra-curricular activity involvement, school sponsored event attendance, etc.

## **Absences**

Students may not miss more than 17 days of class within a single school year. All absences, **whether excused, unexcused, or illegal**, from class will be counted towards students' minimum attendance requirements. The effect of absences on a student's ability to succeed is the same, regardless of the reason for the absence. Should a student reach 17 absences, of any kind within a single school year, the student will be suspended from school for five school days. It is the student's responsibility to complete missed assignments from their suspension within five days of their return to school. Additional absences accrued after the initial 17 absences will be addressed by the IDCA Administration on a case-by-case basis. The decision regarding absences made by administration is final. Grievances regarding this policy may be filed per the Grievance Policy outlined in this Parent/Student Handbook.

IDCA recognizes that some absences may be inevitable; it is the school's desire to ensure that students are not penalized for or disadvantaged by unavoidable absences. Therefore, a distinction will be made between **excused** and **unexcused** absences:

An **excused absence** is a failure to attend school (or a scheduled class) that is *unavoidable* or *unplanned*. Examples include, but are not limited to, medical emergencies, student illness, family emergencies, etc. While we encourage parents to schedule student medical appointments for times when school is not in session, we recognize that appointments during school hours may sometimes be the only option. Student medical appointments will be counted as excused absences if a doctor's note is provided. Extensions will be given to students for all work missed during an excused absence, and all reasonable accommodations will be made with the student's teacher(s) to ensure the student's ability to catch up. Extensions will generally not exceed the duration of the absence. Students are expected to make up all missed work. However, teachers *may*, at their sole discretion, excuse students from some work subsequent to an extended absence. Students and/or parents are responsible for consulting with teachers to obtain all missed assignments, materials, and notes.

### ***Procedure for excused absences:***

- Family/medical emergency or illness: Call the school before 8:30 AM the day of the student's excused absence. If a call is made before normal office hours, a message can be left on the voice messaging system. DO NOT email a teacher or administration regarding an absence the night before or the morning of the absence as the email message may not be received by the start of the school day.
- Planned medical appointment(s): Inform the school via phone or note (with parent/guardian signature) of a medical appointment(s) before the appointment occurs. Upon the student's first day of their return to school from said medical appointment(s), student must submit a doctor's note regarding the date(s) of the excused absence(s). If the student requires any medical accommodations, please have the doctor include these accommodations and the duration of these accommodations on the note.
- Extended illness/injury: Call the school before 8:30 AM the day of the student's excused absence *AND* if absence extends for more than ten consecutive days due to illness/injury, the student will be required to bring a doctor's note verifying that the student is healthy and can return to school.

An **unexcused absence** is a failure to attend school (or a scheduled class) that is *avoidable or planned*. Examples include, but are not limited to, oversleeping, insufficient sleep, family vacation or travel, recreational events, etc. Parents are expected to schedule foreseeable events during the vacation time allotted in the school calendar. Three **unexcused absences** within a single quarter of the school year will require a mandatory conference between the student's parents/guardians and the IDCA Administration. Extensions WILL NOT be given for assignments or assessments missed due to an unexcused absence. Exceptions for extensions on assignments or assessments *may* be approved by the IDCA Administration on a case-by-case basis if parents/guardians complete an Extension Request Form (available in the school office). Submission of the Extension Request Form is required in advance of the planned unexcused absence.

An **illegal absence (or cut)** is a failure to attend school (or a scheduled class) that occurs without parent/guardian permission or knowledge. No extensions or accommodations for assignments or assessments will be made for an illegal absence. All illegal absences will result in an office referral and a conference with the parents/guardians. A student's arrival at school after 9:00 AM will be documented as an illegal absence.

*Full-day absences* are defined as a student being absent for 3.5 hours or more.

*Half-day absences* are defined as a student being absent between 1 and 3.5 hours.

## **DRESS CODE POLICY**

The use of a uniform instills school spirit and a sense of belonging. The guidelines below help create a distraction-free environment for learning while providing enough personal choice to allow for individual expression. The neat appearance created by a uniform code enhances a ready-to-learn atmosphere and identifies the student as part of a group that desires to honor God while striving for excellence and tradition. The use of a uniform also acts as a security measure as it allows for students, staff, and volunteers to clearly identify students from visitors.

### **General Appearance Guidelines**

IDCA is a workplace for students and staff. Whether in uniform or not, students should dress in a way to demonstrate their respect for their teachers and school. IDCA's dress code is designed to help students learn to not draw attention to their own appearances. Deliberately drawing attention to one's appearance is inconsistent with Biblical teaching and the school's policy. Students are encouraged to be an example to others in their appearance. Modesty is a key guideline whether in uniform or not. The guidelines listed below apply to all school events, programs, and banquets unless special exemptions or requirements have been communicated by IDCA. Before any special event, the Headmaster will notify families if the regular school uniform is to be worn. The following general guidelines must be followed:

**Dress Neatly:** All shirts must be tucked in, shoes tied, no holes/tears in clothing, no frayed pants and all clothing must be appropriately sized for the wearer (ie: pants may not drag on the ground when walking, shirt/sweater sleeves may not extend beyond the wrist).

**Be Clean:** All students are to reflect a clean appearance with groomed hair.

**Be Modest:** Skirts/shorts/skort/jumpers should be no more than two inches above the knee. Blouses, shirts, pants/short and skirts should not be too tight or of stretchy, clingy fabric. Only plain white tee shirts and undergarments are to be worn underneath blouses and shirts. Pants for boys and girls will be worn at the waistline with a leather or braided belt.

**Hair and Accessories:** Students will keep their hair neat, clean, well groomed (combed), and in traditional styles and colors. Hats are not acceptable in the classroom or school building for either boys or girls.

Boys Hair & Accessories

- clean shaven faces with sideburns no longer than one inch
- hair should be short in length with the back no longer than the top of the shirt collar and cut above the ears; no Mohawks or shave-in designs
- no bleaching, highlighting or dying hair
- bangs should be trimmed and above the eyebrow line
- no hair accessories allowed

Girls Hair & Accessories

- hair may be tastefully and conservatively highlighted; full-color hair dyeing is not allowed
- no length restrictions for hair so long as hair is kept/styled in a way that does not interfere with school activities
- barrettes/clips, scrunchies, headbands, and hair bows that are moderate in size and match the uniform colors are allowed

**Jewelry:**

Boys

- no earrings allowed
- watches and rings are allowed, keeping in mind moderation and good taste
- necklaces may be worn if they are petite in nature and of good taste

Girls

- earrings (two pairs maximum) are allowed to be worn in the earlobes only; small earrings are encouraged and low dangling styles are to be avoided for safety reasons
- watches and rings are allowed, keeping in mind moderation and good taste
- bracelets and necklaces may be worn if they are petite in nature and of good taste

**Makeup:**

Boys

- makeup is not allowed

Girls

- makeup is permissible for grades 7 and up
- no bold or striking colors
- should compliment uniform and should not draw attention to the person

**Nails:**

Boys

- neatly trimmed and short in length
- no nail polish allowed

Girls

- neatly trimmed and of reasonable length that will not interfere with school

activities

- no fake nails allowed

- nail polish may be worn but must be of subtle colors that compliment the uniform

## **Uniform Guidelines**

Uniform items that do not require an IDCA school logo may be purchased from the store of your choosing. Uniform items that require an IDCA school logo, as well as the gym uniform for the Logic and Rhetoric Schools, may be purchased from the following providers: French Toast School Box (*frenchtoast.com*, *school code: QS5YQVY*) or Land's End (*landsend.com*, *school code: 900193814*). Uniform items that require a school logo may be purchased from a store of your choosing so long as the school logo is embroidered on the uniform item prior to being worn to school. If purchasing uniform items that require a logo from a store of your choosing, please refer to the approved providers for acceptable styles and colors before purchasing.

Daily Dress Uniform	BOYS	GIRLS
<p><b>Bottoms</b>  <i>*shorts/skirts/skort length must be no shorter than 2 inches above the knee</i></p>	<p>Dress Pants:  - pleated or flat front  - khaki or navy  - no cargo pants</p> <p>Dress Shorts:  - pleated or flat front  - khaki or navy  - no cargo shorts  - not allowed  November 15 through March 15</p>	<p>Dress Pants:  - pleated or flat front  - khaki or navy  - no cargo pants</p> <p>Dress Shorts:  - pleated or flat front  - khaki or navy  - no cargo shorts  - not allowed  November 15 through March 15</p> <p>Skirts/Skort: <ul style="list-style-type: none"> <li>- pleated or flat front</li> <li>- khaki, navy, or plaid (see provider for acceptable plaid pattern)</li> <li>- skirts must be worn with spandex shorts (blue, black, or white) if not being worn with leggings or tights</li> <li>- not allowed  November 15 through March 15 without leggings or tights ***see accessory requirements below</li> </ul> </p>
<p><b>Jumpers</b>  <i>*jumper length must be no shorter than 2 inches above the knee</i></p>		<p>Plain:  - khaki or navy  - polo or blouse required underneath</p> <p>Plaid:  - see providers for acceptable pattern  - polo or blouse required underneath</p>



Daily Dress Uniform	BOYS	GIRLS
<b>Shirts</b>	Short/Long Sleeve Polo: <ul style="list-style-type: none"> <li>- logo REQUIRED</li> <li>- see providers for acceptable styles and colors</li> <li>- no long sleeve shirts allowed under short sleeve polos</li> </ul>	Short/Long Sleeve Polo: <ul style="list-style-type: none"> <li>- logo REQUIRED</li> <li>- see providers for acceptable styles and colors</li> <li>- no long sleeve shirts allowed under short sleeve polos</li> </ul> Short/Long Sleeve Blouse: <ul style="list-style-type: none"> <li>- logo REQUIRED</li> <li>- see providers for acceptable styles and colors</li> <li>- no long sleeve shirts allowed under short sleeve blouses</li> </ul>
<b>Sweaters/Fleece</b>	Sweater: <ul style="list-style-type: none"> <li>- logo REQUIRED</li> <li>- see providers for acceptable styles and colors</li> </ul> Fleece: <ul style="list-style-type: none"> <li>- logo REQUIRED</li> <li>- see providers for acceptable styles and colors</li> </ul>	Sweater: <ul style="list-style-type: none"> <li>- logo REQUIRED</li> <li>- see providers for acceptable styles and colors</li> </ul> Fleece: <ul style="list-style-type: none"> <li>- logo REQUIRED</li> <li>- see providers for acceptable styles and colors</li> </ul>
<b>Shoes/Socks</b>	Dress Shoes: <ul style="list-style-type: none"> <li>- black/brown</li> <li>- must be close-toed with a back support</li> <li>- no sneakers</li> <li>- no colorful laces</li> </ul> Dress Socks: <ul style="list-style-type: none"> <li>- crew length</li> <li>- solid black or brown or navy</li> </ul>	Dress Shoes: <ul style="list-style-type: none"> <li>- black/brown/navy</li> <li>- must be close-toed with a back support</li> <li>- no heels</li> <li>- no sneakers</li> <li>- no colorful laces</li> </ul> Dress Socks: <ul style="list-style-type: none"> <li>- ankle, crew or knee length</li> <li>- solid black or white or navy</li> </ul>

Daily Dress Uniform	BOYS	GIRLS
<b>Accessories</b>	Belt: <ul style="list-style-type: none"> <li>- required with shorts and pants</li> <li>- leather/braided</li> <li>- solid black or brown</li> </ul>	Belt: <ul style="list-style-type: none"> <li>- required with shorts and pants</li> <li>- leather/braided</li> <li>- solid black or brown</li> </ul> Footed Tights: <ul style="list-style-type: none"> <li>- solid white, gray, black, or navy</li> </ul> Leggings: <ul style="list-style-type: none"> <li>- solid white, gray, black, or navy</li> <li>- no holes, zippers, mesh, designs, lace, cutouts, etc.</li> </ul>

<b>Gym Uniform</b> <i>Required for Logic and Rhetoric School students only</i>	BOYS	GIRLS
<b>Bottoms</b> <i>*shorts length must be no shorter than 2 inches above the knee and may not fall below the knee</i>	Sweatpants: <ul style="list-style-type: none"> <li>- see providers for acceptable styles and colors</li> </ul> Shorts: <ul style="list-style-type: none"> <li>- see providers for acceptable styles and colors</li> <li>- not allowed November 15 through March 15</li> </ul>	Sweatpants: <ul style="list-style-type: none"> <li>- see providers for acceptable styles and colors</li> </ul> Shorts: <ul style="list-style-type: none"> <li>- see providers for acceptable styles and colors</li> <li>- not allowed November 15 through March 15</li> </ul>
<b>Shirts</b>	Tee Shirt: <ul style="list-style-type: none"> <li>- logo REQUIRED</li> <li>- see providers for acceptable styles and colors</li> </ul>	Tee Shirt: <ul style="list-style-type: none"> <li>- logo REQUIRED</li> <li>- see providers for acceptable styles and colors</li> </ul>

<b>Gym Uniform</b> <i>Required for Logic and Rhetoric  School students only</i>	<b>BOYS</b>	<b>GIRLS</b>
<b>Sweatshirts</b>	Sweatshirt: <ul style="list-style-type: none"> <li>- logo REQUIRED</li> <li>- see providers for acceptable styles and colors</li> <li>- hooded sweatshirts not allowed</li> </ul>	Sweatshirt: <ul style="list-style-type: none"> <li>- logo REQUIRED</li> <li>- see providers for acceptable styles and colors</li> <li>- hooded sweatshirts not allowed</li> </ul>
<b>Shoes/Socks</b>	Sneakers: <ul style="list-style-type: none"> <li>- any color</li> <li>- laces required</li> <li>- no light-up sneakers</li> <li>- appropriate for athletic activities</li> </ul> Socks: <ul style="list-style-type: none"> <li>- white</li> <li>- athletic</li> <li>- ankle or crew length</li> </ul>	Sneakers: <ul style="list-style-type: none"> <li>- any color</li> <li>- laces required</li> <li>- no light-up sneakers</li> <li>- appropriate for athletic activities</li> </ul> Socks: <ul style="list-style-type: none"> <li>- white</li> <li>- athletic</li> <li>- ankle or crew length</li> </ul>

<b>School Spirit Day Uniform</b> Administration/Teachers will make an announcement when School Spirit Day Uniform will be allowed.	<b>BOYS</b>	<b>GIRLS</b>
<b>Bottoms</b>	<i>*Daily Dress Uniform bottoms allowed OR</i> Jeans: <ul style="list-style-type: none"> <li>- blue jean wash only</li> <li>- no holes/tears/patches/frayed edges</li> <li>- belt required</li> <li>- no sweatpants</li> </ul>	<i>*Daily Dress Uniform bottoms allowed OR</i> Jeans: <ul style="list-style-type: none"> <li>- blue jean wash only</li> <li>- no holes/tears/patches/frayed edges</li> <li>- belt required</li> <li>- no sweatpants or leggings</li> </ul>

<b>School Spirit Day Uniform</b> Administration/Teachers will make an announcement when School Spirit Day Uniform will be allowed.	<b>BOYS</b>	<b>GIRLS</b>
<b>Shirts</b>	<i>Daily Dress Uniform Shirts allowed OR</i> Tee Shirt: - school spirit logo <b>REQUIRED</b> - see providers for acceptable styles and colors	<i>Daily Dress Uniform Shirts allowed OR</i> Tee Shirt: - school spirit logo <b>REQUIRED</b> - see providers for acceptable styles and colors
<b>Sweaters/Fleece/Sweatshirt</b>	<i>Daily Dress Uniform Sweater/ Fleece allowed OR</i> Sweatshirt: - school spirit logo <b>REQUIRED</b> - see providers for acceptable styles and colors	<i>Daily Dress Uniform Sweater/ Fleece allowed OR</i> Sweatshirt: - school spirit logo <b>REQUIRED</b> - see providers for acceptable styles and colors
<b>Shoes/Socks</b>	<i>Daily Dress or Gym Uniform Socks/Shoes allowed</i>	<i>Daily Dress or Gym Uniform Socks/Shoes allowed</i>

**Grammar School Gym Uniform:**

The Grammar School students will not change clothes for gym but Grammar School students are required to bring sneakers to school to change into for their respective gym periods. After their gym period, Grammar School students will change back into their Dress Uniform Shoes. The following sneaker requirements must be followed:

- any color
- laces preferred
- no light-up sneakers
- appropriate for athletic activities

**Uniform Enforcement**

Any staff member has the authority to determine if a student is in violation of IDCA’s Dress Code Policy. Students not complying with the above Dress Code Policy will be required to correct their appearance as quickly as possible. Cheerful, consistent compliance is expected. Grumbling and challenging attitudes will be subject to disciplinary action. In situations of inappropriate dress or clothes that do not conform with the uniform requirements, parents/guardians will be contacted and asked to bring appropriate clothing to school.

If it has been determined that if a student is in violation of IDCA’s Dress Code Policy, the student will receive an “Out of Uniform Notice” which will be kept on file at school. A copy will be sent home to the student’s parents/guardians. Three “Out of Uniform Notices” within one quarter of the school year will result in a mandatory conference with the student’s parents/guardians; this will be equivalent to an office referral. If a student continues to violate the Dress Code after said conference, the student will be issued an in-school, before school, or after school detention per the sequence of office referrals outlined in the IDCA Rules and Discipline

Policy below. Any further Dress Code violations after being issued a single detention will result in a meeting with the Headmaster, student and parents/guardians. In all matters concerning IDCA's Dress Code policy, the decision of the Administration is final.

## **RULES AND DISCIPLINE POLICY**

Parents/guardians who enroll their children in IDCA and IDCA staff are united by a desire to provide children an education that is rooted in Christ, in which God is given His rightful place as Creator and Sustainer of the universe. IDCA's standards for behavior are Biblical. God's Word supports and recommends the use of corrective discipline and that a consistent, prayerful application of discipline will be a benefit to the development of children. While IDCA recognizes that, as part of the fallen creation, man is prone to sin and injustice, Biblical discipline is restorative in nature and is bathed in the love of Christ. The goal of biblical discipline is not merely to change outward behavior, but to reach the hearts of children. Certain parameters for behavior must be implemented and enforced in order to effectively conduct classes, maintain safety, teach children Godly character and academic responsibilities, and encourage in them a desire to serve God and their fellow man. IDCA's discipline policy strives to make discipline age-appropriate as IDCA realizes that discipline is a grave responsibility. As such, faculty and staff will pray regularly for all students, particularly those who are struggling with sin. Teachers will outline specific behavior management/ discipline policies for their individual classrooms/classes but IDCA does have Basic School Rules, Student Etiquette and Disciplinary Action to support classroom rules and policies. To be effective, this also requires support from the parents/guardians. If your child is the subject of discipline at IDCA, please consider the following:

- Give the staff the benefit of the doubt when the event is reported to you by the student.
- Realize that your child's reporting of an incident may be emotionally biased and may not include all of the pertinent information.
- Realize that IDCA has reasons for all rules and that rules are enforced without partiality.
- Support the administration and call IDCA with any concerns or for further clarification.
- If a situation arises in which you believe that discipline has been dispensed unfairly, please follow the Grievance Policy found in this handbook.

### **Basic School Rules**

All students should be aware of and are expected to adhere to the rules listed below. Failure to comply with these rules may result in an office referral and discipline from the administration.

1. All behavior and conversations are to reflect Christian standards.
2. Requests from adults should not have to be repeated. Students are expected to "obey right away." Talking back, arguing and disrespectful body language will result in disciplinary measures to be determined by teacher/administration/Headmaster.
3. Guns, knives (including pocket knives), or any other weapons are not allowed on the school grounds, buses or at school-sponsored events, excluding guns or rifles used during the Rifle Club under the authority of qualified instructors. This includes toy or

imitation weapons, unless being used for dramatic purposes under the supervision and permission of a staff member. Students found in possession of a weapon will be immediately referred to the administration. The disciplinary decision of the administration is final.

4. Students are not to use personal electronic devices on school grounds during school hours or on school-sponsored field trips/events. All personal electronic devices (including cell phones) must be silenced and stored in the student's locker or backpack or purse immediately upon entering school property/IDCA transportation or arriving at a school-sponsored field trip/event. Students may not use personal or school electronics without expressed permission from an administrator. In keeping with the classical methods, the goal of instruction is to help students master learning which needs to happen before students master technology. Classroom instructional time focuses on reading, writing, speaking, and arithmetic. Research and typing papers is completed as homework assignments. While technology is a useful tool, it can also be a distraction to learning and a hindrance to direct instruction. Placing computers in front of students is not necessary for cultivating classroom habits that encourage students to think clearly, read wisely, and write and speak well. IDCA may confiscate a personal electronic device until the end of the school day upon which the device will be returned to the student. The parents/guardians of said student will be notified of its illegal use and action will be reported to the administration. The disciplinary decision of the administration regarding personal electronic device usage is final.

5. Laser pointers are not permitted on school property unless the student is given permission by a staff member to use the device during an academic presentation. IDCA may confiscate a laser pointer until the end of the school day upon which the device will be returned to the student. The parents/guardians of said student will be notified of its illegal use and action will be reported to the administration. The disciplinary decision of the administration regarding the use of this device is final.

6. Students are expected to treat all of IDCA's materials and facilities with respect and care. This includes all textbooks distributed to the students. Parents will be charged for lost or damaged textbooks and may be held financially responsible for damage to other school materials and/or facilities caused by their respective student. Students found mistreating IDCA's materials and/or facilities will automatically be referred to the office where parents/guardians will be immediately notified and the disciplinary decision of the administration regarding the student's behavior will be final.

7. Public displays of affection (i.e. holding hands, kissing, etc.) in the context of peer relationships are not permitted at school or school activities. Such displays of affection will be reported to the administration and will be handled on a case-by-case scenario.

8. Students may not:

- chew gum at school.
- eat or drink outside of the designated lunchroom areas except during organized class activities.
- write on dry erase boards or chalkboards without permission of a staff member.
- use school musical instruments without permission of a staff member.
- bring toys or any other personal items to school that staff deem to be distracting or disruptive without first obtaining permission from the staff.

## **Student Etiquette**

All students are expected to show consideration for their teachers, administrators, and classmates by complying with the following etiquette guidelines while at school or school-sponsored events/activities. Failure to comply may result in an office referral and discipline from the administration.

1. Honor the Lord in all you say and do. (*1 Corinthians 10:31; 1 Samuel 2:30; Psalms 119:11; James 2:12; Colossians 3:17*)
2. Obey all Teachers, Staff and Parents all the way, right away. Delayed obedience is disobedience. (*Romans 13:1-5; Hebrews 13:17*)
3. "Do unto others as you would have them do unto you" applies to all relationships and situations. Address all adults and peers with respect and kindness. Students are expected to use "sir" or "ma'am" when addressing or responding to an adult and maintain eye contact when being spoken to. Boys are expected to exercise basic chivalry (i.e. hold the door for girls, maintain a "ladies first" attitude). (*Matthew 22:39; Luke 6:31; Ephesians 4:32; 1 Thessalonians 5:15*)
4. While inside the school building use only indoor voices. No yelling or screaming. Running in school is not allowed unless sanctioned by a staff member. (*1 Thessalonians 5:8; Titus 2:6*)
5. During class lessons, raise your hand and receive permission before speaking. "Be quick to listen, slow to speak." (*James 1:19*)
6. While at your desk sit up straight (posture for learning) and keep all "six feet" on the floor. (*1 Peter 5:8; 1 Thessalonians 5:6*)
7. Do not grumble, whine or complain. (*1 Corinthians 10:10*)
8. Do not throw anything or hit another person. (*James 1:20*)
9. Keep your desk, the classroom, and school neat and clean. (*Nehemiah 10:39*)
10. All students are expected to follow directions, to use time wisely, practice self control, and be diligent in their work. Having books, pencils, supplies, etc. is considered part of being diligent. (*Hebrews 13:17; Proverbs 13:4; 1 Peter 1:13; Colossians 3:23; Titus 2:6*)
11. Do not gossip. "Back-biting" and verbal taunting are unacceptable. (Gossip is defined as talking to another person who is neither part of the problem nor the solution in regard to another person or situation.) (*Galatians 5:14, 5:15; Proverbs 16:28*)

## **Lunchtime/Recess Rules**

*ALL BASIC SCHOOL RULES AND ETIQUETTE STILL APPLY IN THE LUNCHROOM AREAS AND WHILE AT RECESS/THE DAILY MILE. Any adult supervising lunch or recess or the Daily Mile has authority over the students.*

While at lunch, all students will:

- bring their own lunch from home or purchase from the IDCA lunch program.
- NOT be allowed to use school refrigerators or microwaves. If a hot or cold lunch item is brought to school, an insulated container must be used.
- NOT enter kitchen area without expressed permission from a staff member.
- maintain good manners by remaining seated, use indoor-appropriate voices, and chew with mouths closed.
- leave the lunchroom clean when finished.
- NOT share food unless enough food has been brought to share with the entire class for a celebration (i.e. birthday, etc.)

While at recess or participating in the Daily Mile students will:

- dress appropriately for the weather. \*\*\*
- follow the directions of the recess supervisor.
- NOT exclude children from participation.
- NOT push, tackle or hit others. Tag is okay so long as students show restraint when tagging others. Failure to follow this guideline will result in a revocation of playground privileges.
- abide by indoor recess guidelines set forth by the recess supervisor during inclement weather. \*\*\*

\*\*\*All students will be required to participate in outdoor recess and/or the Daily Mile unless it is raining, icy or the temperature is below 32 degrees Fahrenheit. Students are expected to dress accordingly. \*\*\*

## **Cheating**

Scripture is clear on the commands to believers concerning honesty and integrity. While dishonest gain may be tempting to all of us, it does not come without consequence. Proverbs 20:17 says, "Bread obtained by falsehood is sweet to a man, but afterward his mouth will be filled with gravel." It is the intention of Imago Dei Classical Academy to ensure that students are performing with the utmost academic integrity. Therefore, academic dishonesty is defined as cheating.

### ***Cheating is receiving outside help on work claimed to be your own.***

Students who are given an assignment or assessment in school may not request, receive, or offer answers to that task without the expressed permission of the teacher who originally gave the assignment. This includes, but is not limited to, all tests, quizzes, papers, homework, and projects.

In other words, anything a student turns in to a teacher for a grade must be a 100% reflection of that individual student's knowledge and personal work on that assignment.

There are several different forms of cheating that will fall into this category:

- Taking or receiving information: A student who looks onto another student's paper (or information source) in order to gain information that he/she would not otherwise have been able to provide on his/her own, is considered cheating. A student who turns in answers that were freely given him/her by another student in an effort to claim credit for himself/herself is considered cheating.

- Offering or giving information: A student who offers answers from his/her paper (or information source) to another student in order to assist them on answers that they would not otherwise have been able to provide on their own, is considered cheating. A student who gives his/her assignment answers to another student who did not



complete the assignment on his/her own is considered cheating.

- **Plagiarism:** Plagiarism is considered cheating, and is often illegal. Plagiarism is defined as taking someone else's original words, ideas, or thoughts and making them your own without giving proper credit to the source. Taking an original document and changing a few words is still plagiarism since it steals the original general thoughts of another. In other words, a document does not have to be a word-for-word copy to be considered plagiarism. Plagiarism may come from books, magazines, videos, internet, or any other source of original (copyrighted or not) material.

Those who give or receive information on such assignments will fall under the definition of cheating, and will receive a zero on that assignment as well as receive an office referral as stated in the school's discipline policy.

## **Disciplinary Action**

1. **Office Referral:** IDCA has a Zero Tolerance Policy for severe disrespect, which will result in an automatic office referral. Any student found displaying any of the behaviors defined below will automatically receive discipline from the administration (principal, assistant principal or headmaster) rather than from the teacher. Severe disrespect is defined as a flagrant disregard of the authoritative command or instruction of an adult and includes, but is not limited to, the following behaviors:

- **DISHONESTY:** a lack of integrity while in any situation, including lying, cheating, stealing, and deceit
- **REBELLION:** an outright show of disobedience or defiance toward authority
- **FIGHTING:** a verbal or physically combative nature, rooted in anger with the intention of harming another individual

The following outlines the sequence of disciplinary action per office referral within a single school year:

***First Office Referral:*** Student will be spoken to by administration; parents/guardians will be contacted.

***Second Office Referral:*** Student will be spoken to by administration; parents/guardians will be contacted and a conference will be required. Student may receive an in-school, before school, or after school detention at the discretion of IDCA Administration.

***Third Office Referral:*** Parents/Guardians will be contacted and student will receive a two-day, out of school suspension.

***Fourth Office Referral:*** Student will be expelled from IDCA.

2. **Detention:** This form of disciplinary action is defined as a consequence for which a student will be detained from a school day activity (in-school detention) or required to arrive at school before the start of the school day (before-school detention) or required to remain at school after the end of the school day (after-school detention). The activity during a single detention is to be determined by the IDCA Administration and may include, but is not limited

to, serving someone within the school, cleaning part of the school, maintaining part of the school grounds, breaking down or setting up equipment needed for a school activity, etc. IDCA Administration reserves the right to determine the length of any detention but a single detention may not exceed one hour.

3. Suspension: While attending school is paramount to academic success, students must also be held accountable for their actions and understand that corrective discipline and negative consequences are a result of disobedience. A suspension consists of a temporary exclusion from school where the student is not allowed to attend regularly scheduled school lessons for the length of the established school day as well as any before-school or after-school activities during the entire length of the suspension. The suspension days will be counted as excused absences and the student will be required to complete all assignments and assessments per the excused absence policy listed above. IDCA Administration reserves the right to determine the length of a single suspension.

4. Expulsion: The IDCA School Board realizes that expelling a student is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to the total discipline policy. However, should a student and his/her parents/guardians not be able to eliminate behavioral problems before a fourth office visit, the student may be expelled. When appropriate, the Headmaster will contact the family's pastor.

5. Serious Misconduct: Should a student commit an act with such serious consequences that the Headmaster deems it necessary, the office referral process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct may include, but are not limited to, acts endangering the lives of others, gross violence/vandalism to the school or church facilities, or violations of civil law. In addition, students may be subject to school discipline for serious misconduct which occurs after school hours.

6. Parental Misconduct: In the event that serious misconduct on the part of the parents/guardians, (i.e. physical or sexual abuse or church discipline resulting in, but not limited to, excommunication), is brought to the attention of the Headmaster, he shall seek the counsel and guidance of the IDCA School Board and the student's family pastor. In the event of such circumstance, the course of discipline shall be at the discretion of the Headmaster and the IDCA School Board. The action may or may not include the removal of the student from IDCA.

7. Readmission: Should the expelled or removed student desire to be readmitted to IDCA at a later date, the Headmaster and the IDCA School Board will make a decision based on the student's attitude and the circumstances at the time of re-application.

## **Student Drivers Policy**

### **Requirements**

Any IDCA student who holds a valid, state-issued driver's license and plans to drive to and from school regularly or occasionally must adhere to the following guidelines:

- Complete and submit the "Parent Permission and Student Driver/Passenger

Agreement Form” to the office BEFORE beginning to independently drive to or from school during the regular school day.

- Abide by all road rules.
- Drive in a safe and responsible manner.
- Students may drive to and from school but are not permitted to leave school grounds in their vehicles for any reason during the regular school day.
- Students may not drive themselves to a field trip or school-sponsored event that occurs during the regular school day.
- Students may not drive other students to or from school unless otherwise stated on the “Parent Permission and Student Driver/Passenger Agreement Form” which is available in the school office.
- Students may not be driven by other students to or from school unless otherwise stated on the “Parent Permission and Student Driver/Passenger Agreement Form” which is available in the school office.

### **Disciplinary Action**

Any IDCA student driver who is found not to be adhering to North Carolina State traffic laws and/or ICDA’s Student Driver Policy may have his/her driving privileges revoked or suspended for a time period to be determined by the IDCA Administration.

Any IDCA student passenger who is found not to be adhering to North Carolina State traffic laws and/or ICDA’s Student Driver Policy may lose his/her privileges of riding with a student driver to and/or from school for a time period to be determined by the IDCA Administration.

## **Grievance Policy**

The objective of this policy is to establish biblical guidelines for the resolution of disputes and grievances in the operation of IDCA. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of IDCA’s operations between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and the board.

### **Students and Parents/Guardians to Teachers Grievance:**

- All concerns regarding the classroom must be first presented to the teacher by the parents/guardians or, if the student is mature enough, by the student himself/herself. If the student presents the concern, a respectful demeanor is required at all times.
- If the problem is not resolved, the parents/guardians or student may bring the concern to the Headmaster. If the student brings the concern, he/she must have his/her parents’/guardians’ permission to do so.
- If the problem is still not resolved, the parents should bring the concern to the IDCA School Board. The student’s family pastor may be consulted. The IDCA School Board’s decision regarding the grievance will be final.

### **Parents/Guardians to Headmaster Grievance:**

- If parents/guardians 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.
- If the situation is not resolved, the parents/guardians should present their concerns to the IDCA School Board for final decision. The IDCA School Board's decision regarding the grievance will be final.
- This procedure applies to board members who are acting in their capacity as parents and not as representatives of the board.

# **ADMISSIONS**

## **ADMISSIONS STATEMENT**

The mission of Imago Dei Classical Academy is to educate and train children of Bible-believing churches in a classical and Christ-centered environment. IDCA recognizes that the education of children is primarily the responsibility of parents. Therefore, it is imperative that parents of students attending IDCA agree with the mission, goals, and objectives of IDCA as well as with the methodology and practices of IDCA. IDCA believes that the Holy Scriptures are the ultimate guide and standard for all of life and of godliness. IDCA also believes that salvation by grace alone in Jesus Christ is the beginning of the path to living a godly life. Therefore, it is necessary for at least one parent of an IDCA student to profess faith in Jesus Christ as Lord and Savior and be a member of good standing of an evangelical Christian church. However, the IDCA School Board may waive this requirement, upon the recommendation of the Headmaster, when, upon interviewing the parents/guardians of a prospective student, the Headmaster believes there are exceptional circumstances that would warrant such action by the board. Such an exception can be made when it is in keeping with extending Christian grace and when such an exception would not interfere with the Christian environment being established at IDCA.

## **ADMISSIONS PROCEDURES**

### Step 1: Schedule a visit

It is oftentimes helpful to observe, firsthand, the environment of a school you are considering for your children. During your visit you will receive a tour of IDCA and will have an opportunity to speak with the Headmaster concerning the educational philosophy and methodology of a classical and Christ-centered school.

### Step 2: Complete an application

Submit a completed Application for Admission form to the IDCA office, along with copies of your student's standardized tests OR report cards from the previous school year and a non-refundable application fee of \$50.00. A separate application and fee must be submitted per student.

### Step 3: Schedule an entrance exam and/or interview

IDCA will administer an entrance exam for placement purposes. During the placement exam, the student's parents/guardians may be interviewed by the Headmaster and possibly other appropriate staff members. After the placement exam, the student may also be interviewed by the Headmaster and other appropriate staff members. This interview session is also an opportunity for parents/guardians and students to bring their questions to the Headmaster.

### Step 4: Admittance

IDCA reserves the right to review a student's application, interviews, and placement exams to determine whether or not to admit the student. Upon acceptance, the family will receive an enrollment packet and the IDCA Parent/Student Handbook. All parents/guardians and students must read the Handbook in its entirety and sign the form agreeing to uphold all the policies of IDCA.

### Step 5: Final Acceptance Letter

Parents/guardians will receive a formal letter of acceptance or non-acceptance from IDCA upon completion of the steps outlined above. Enclosed with the letter will be details regarding necessary school supplies as well as any required reading lists or summer projects, physical exam requirements, curriculum fee requirements, and other pertinent enrollment information.

## **ADMISSION REQUIREMENTS FOR STUDENTS**

The following must be met in order for a student to be considered for enrollment at IDCA:

- A child must have reached the age of FIVE YEARS by September first of the Fall in which he/she would be entering Kindergarten.
  
- A child must have reached the age of SIX YEARS by September first of the Fall in which he/she would be entering First Grade.
  
- If a child has successfully completed the previous school year and his/her schoolwork and behavior compare favorably to the comparable grade at IDCA, the child will likely be placed in the grade for which he/she is applying. However, if through the administration of IDCA's entrance exams or other evidence, it is determined that the child may not be adequately prepared for the next sequential grade level, it may be necessary for his/her own success that he/she repeat the previous grade.

Students are expected to establish a strong foundation of basic skills in order for IDCA to cultivate a love of learning and independence in students which will allow students to not only to possess information but also to gain discernment in the light of the Scriptures. Students will use the basic skills outlined below to pursue wisdom in order to glorify God by thinking clearly, listening with discernment and understanding, reasoning persuasively and articulating precisely. The chart below describes for grades K-5 the bare minimum of expectations required of students by the end of each grade level in order for IDCA to establish a strong foundation of students' God-given abilities. Students in grades 1-12 will be placed according to their incoming records and results of their placement exams.

	Literacy	Mathematics
Kindergarten	<p><b>With prompting and support, student should be able to:</b></p> <ul style="list-style-type: none"> <li>- identify characters, setting, major events, author, and illustrator of a text.</li> <li>- ask and answer questions about key details of a text.</li> <li>- describe the relationship between illustrations and the story in which they appear.</li> <li>- compare and contrast characters.</li> </ul> <p><b>Student should be able independently to:</b></p> <ul style="list-style-type: none"> <li>- ask and answer questions about unknown words in a text.</li> <li>- actively engage in group reading activities with purpose and understanding.</li> <li>- demonstrate understanding of print concepts and phonological awareness.</li> <li>- recognize and name all uppercase and lowercase letters of the alphabet.</li> <li>- print all uppercase and lowercase letters of the alphabet.</li> <li>- use drawing and dictation to express ideas.</li> <li>- write first and last names.</li> <li>- speak clearly and audibly to express ideas.</li> <li>- listen attentively.</li> <li>- take turns.</li> </ul>	<p><b>Student should be able to:</b></p> <ul style="list-style-type: none"> <li>- count to tell the number of objects, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>- know number names and the count sequence up to 100.</li> <li>- compare numbers/numbers of objects in a group between 1 and 10 as greater than, less than, or equal to.</li> <li>- understand adding as putting together and subtracting as taking apart/away.</li> <li>- describe, compare, and classify objects based on measurable attributes.</li> <li>- identify, describe, compare, and create basic shapes (square, rectangle, triangle, circle, oval, heart, diamond, star).</li> </ul>



	<b>Literacy</b>	<b>Mathematics</b>
<b>1st Grade</b>	<p><b>Student should be able to:</b></p> <ul style="list-style-type: none"> <li>- compare and contrast texts, characters, and settings.</li> <li>- identify points of view within a text.</li> <li>- distinguish between information from drawings apart from words within a text.</li> <li>- identify purpose of text (i.e. informational, opinion, etc.)</li> <li>- isolate initial and final sounds of words.</li> <li>- decode and read one- and two-syllable words.</li> <li>- read grade-level text with inflection, purpose, and understanding.</li> <li>- identify and write complete, simple sentences.</li> <li>- write simple opinion pieces, informative texts, and narratives.</li> <li>- regularly participate in class discussions.</li> <li>- orally present knowledge of ideas, opinions, and relevant details.</li> <li>- identify parts of speech: subject, noun, verb, adjective.</li> <li>- use conventional and phonetic spelling.</li> </ul>	<p><b>Student should be able to:</b></p> <ul style="list-style-type: none"> <li>- represent and solve numeric and word problems involving addition and subtraction up to 20.</li> <li>- understand and apply commutative property and associative property of addition.</li> <li>- identify and understand components of a simple equation.</li> <li>- count to 120 by 1's, 2's, 5's, and 10's.</li> <li>- compare and contrast numbers up to 120 using the symbols <math>&gt;</math>, <math>&lt;</math>, <math>=</math>.</li> <li>- understand place value up to the tens place.</li> <li>- add and subtract two-digit numbers without composing or decomposing a tens group.</li> <li>- compare and order multiple objects by standard units of length.</li> <li>- tell time in hours and half-hours using analog and digital clocks.</li> <li>- organize, represent, and interpret data up to three categories.</li> <li>- identify and compose two- and three-dimensional shapes.</li> <li>- distinguish shapes by defining attributes.</li> <li>- partition shapes using the phrases, half of, fourth of, quarter of.</li> </ul>

	Literacy	Mathematics
<b>2nd Grade</b>	<p><b>Student should be able to:</b></p> <ul style="list-style-type: none"> <li>- ask and answer questions to demonstrate key details of a text (who, what, when, where, why, how, etc.).</li> <li>- recount stories and determine lesson/moral.</li> <li>- make literary connections: text-to-text, text-to-self, text-to-world.</li> <li>- compare and contrast two versions of the same story.</li> <li>- demonstrate understanding of character, setting, and plot.</li> <li>- know and use various text features to locate facts.</li> <li>- identify purpose of text.</li> <li>- decode multisyllabic words including prefixes and suffixes.</li> <li>- read grade-level text with fluency, expression, purpose, and understanding.</li> <li>- use context to self-correct.</li> <li>- write well-outlined opinion pieces, informative texts, and narratives.</li> <li>- participate in collaborative discussions.</li> <li>- clearly present ideas and thoughts using complete sentences and details.</li> <li>- demonstrate the commands of standard English.,</li> <li>- identify parts of speech: plural noun, adverb, etc.</li> <li>- use knowledge of root words to predict meanings.</li> </ul>	<p><b>Student should be able to:</b></p> <ul style="list-style-type: none"> <li>- represent and solve numeric and word problems involving addition and subtraction up to 100.</li> <li>- fluently add and subtract within 20 using mental strategies.</li> <li>- determine and identify a number as being odd or even.</li> <li>- count to 1,000 by 1's, 2's, 5's, 10's, and 100's.</li> <li>- read and write numbers to 1,000 using base-ten numerals</li> <li>- read and write numbers to 100 using names and expanded form.</li> <li>- understand place value up to the hundreds place.</li> <li>- add and subtract three-digit numbers with some regrouping strategies.</li> <li>- measure and estimate lengths using standard units of measurement (inches, feet)</li> <li>- tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m.</li> <li>- solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols.</li> <li>- draw and interpret data from a picture graph and a bar graph.</li> <li>- reason with shapes and their attributes.</li> </ul>

	Literacy	Mathematics
<b>3rd Grade</b>	<p><b>Student should be able to:</b></p> <ul style="list-style-type: none"> <li>- demonstrate understanding of a text, with reference to the text.</li> <li>- distinguish their own point of view from that of the author.</li> <li>- explain how illustrations contribute to the text.</li> <li>- compare and contrast themes across literature.</li> <li>- read and comprehend multiple forms of literature independently and proficiently.</li> <li>- describe relationship between text and other subject areas.</li> <li>- apply word analysis skills to decode words.</li> <li>- read accurately and fluently to support comprehension.</li> <li>- use context clues to clarify vocabulary.</li> <li>- write clear opinion pieces, informative texts, and narratives with supporting points of view, clear event sequences, appropriately grouped information, and concluding statements.</li> <li>- develop and strengthen writing process.</li> <li>- conduct short research projects.</li> <li>- write routinely over short or extended time frames.</li> <li>- determine main ideas and supporting details.</li> <li>- present knowledge (oral/ written) and engage in collaborative peer discussion.</li> <li>- communicate in complete sentences and provide detail/ clarification upon request.</li> <li>- demonstrate an understanding of figurative language and nuances.</li> <li>- demonstrate command of the conventions of standard English sentences and grammar when writing or speaking.</li> <li>- be proficient in cursive.</li> </ul>	<p><b>Student should be able to:</b></p> <ul style="list-style-type: none"> <li>- represent and solve problems involving multiplication and division within 100.</li> <li>- understand properties of multiplication and the relationship between multiplication and division.</li> <li>- solve multi-step word problems involving the four operations, and identify and explain patterns in arithmetic.</li> <li>- use place value understanding and properties of operations to perform multi-digit arithmetic.</li> <li>- round whole numbers to the nearest 10 or 100.</li> <li>- develop understanding of fractions as numbers.</li> <li>- define numerator and denominator.</li> <li>- compare and contrast fractions.</li> <li>- recognize and generate simple equivalent fractions.</li> <li>- solve problems involving measurement and estimation of intervals to time, liquid volumes, and masses of objects.</li> <li>- represent and interpret data using graphs and tools of measurement.</li> <li>- understand concept of area and perimeter.</li> <li>- understand shapes of different categories and their shared attributes.</li> <li>- partition shapes into different parts with equal areas.</li> </ul>

	Literacy	Mathematics
4th Grade	<p><b>Student should be able to:</b></p> <ul style="list-style-type: none"> <li>- determine the theme of different texts and give an in depth description of a character, setting, or event.</li> <li>- compare and contrast texts, points of view, and phrases.</li> <li>- make various connections between texts.</li> <li>- read and comprehend literature proficiently with the ability to self-correct with understanding; rereading when necessary.</li> <li>- describe structure of events within a text and determine main idea with supporting details.</li> <li>- interpret information and explain author's purpose/ reasoning using evidence from the text.</li> <li>- know and apply word analysis skills to decode words and understand vocabulary.</li> <li>- produce clear and coherent writing with audience and purpose in mind.</li> <li>- conduct research projects that build knowledge through investigation of different aspects of a topic, take notes, categorize information, draw evidence from informational texts.</li> <li>- write routinely for a range of disciplines, purposes, and audiences.</li> <li>- come prepared for peer discussion with the ability to draw on previous knowledge to support opinions.</li> <li>- differentiate between contexts that call for formal and informal discourse.</li> <li>- demonstrate command of spoken and written standard English.</li> <li>- choose words and phrases to convey ideas precisely.</li> </ul>	<p><b>Student should be able to:</b></p> <ul style="list-style-type: none"> <li>- use the four operations with multi-digit whole numbers to solve multi-step equations and word problems.</li> <li>- gain familiarity with factors and multiples in the range 1-100.</li> <li>- generate and analyze patterns.</li> <li>- generalize place value understanding for multi-digit whole numbers including rounding.</li> <li>- illustrate and explain the relationship between multiplication and division.</li> <li>- compare fractions by creating common denominators or numerators.</li> <li>- build fractions from unit fraction by applying and extending previous understandings of operations of whole numbers.</li> <li>- add, subtract, and multiply fractions.</li> <li>- understand decimal notation for fractions and compare decimal fractions to the hundredths.</li> <li>- solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.</li> <li>- apply area and perimeter formulas in real world and mathematical problems.</li> <li>- make a line plot to display a data set of measurements.</li> <li>- understand concepts of angles and measure angles.</li> <li>- draw and identify lines and angles, and classify shapes by properties of their lines and angles.</li> </ul>

	Literacy	Mathematics
5th Grade	<p><b>Student should be able to:</b></p> <ul style="list-style-type: none"> <li>- quote accurately from a text.</li> <li>- compare and contrast characters, settings, genres, and themes.</li> <li>- describe, with evidence, a narrator/author's point of view.</li> <li>- analyze multiple accounts of the same event.</li> <li>- draw on information from multiple sources to solve a problem or answer a question.</li> <li>- integrate information from multiple texts to write or speak about a subject knowledgeably.</li> <li>- read with accuracy and fluency using word analysis skills to support comprehension.</li> <li>- produce clear and coherent writing/research that is well developed, organized, and supported with appropriately sourced evidence.</li> <li>- write routinely for a broad range of disciplines, purposes, and audiences.</li> <li>- present/summarize a topic by speaking clearly at an understandable pace with the ability to adapt during discussion.</li> <li>- use visual displays to enhance presentations.</li> <li>- demonstrate command of the conventions of standard English grammar when writing or speaking; including command of proper capitalization, punctuation, and spelling when writing.</li> <li>- determine or clarify the meaning of words using context clues, Latin affixes and roots, or reference materials.</li> </ul>	<p><b>Student should be able to:</b></p> <ul style="list-style-type: none"> <li>- write and interpret numerical expressions using parenthesis, brackets, or braces.</li> <li>- analyze numerical patterns and relationships.</li> <li>- understand the place value system.</li> <li>- read, write, and compare decimals to the thousandths.</li> <li>- perform operations with multi-digit whole numbers and decimals.</li> <li>- use equivalent fractions as a strategy to add and subtract fractions.</li> <li>- apply and extend previous understandings of multiplication and division to multiply and divide a fraction by a fraction or a whole number.</li> <li>- interpret multiplication as resizing by comparing products to factors.</li> <li>- solve real world problems involving multiplication and division of fractions and mixed numbers.</li> <li>- convert like measurement units within a given measurement system and use these conversions to solve multi-step, real world problems.</li> <li>- represent and interpret data.</li> <li>- understand concepts of volume and relate volume to multiplication and addition.</li> <li>- graph points on a coordinate plane to solve real-world mathematical problems.</li> <li>- classify two-dimensional figures into categories based on their properties.</li> </ul>

## ADMISSION REQUIREMENTS FOR PARENTS

The parents/guardians enrolling a student will agree to cooperate with all the written policies of IDCA. This is most important in the area of discipline (see Rules and Discipline Policy) and school-work standards, as well as maintaining active communication with the respective teacher(s) and administration. In addition, parents/guardians must read the IDCA Statement of Faith. All parents will be required to sign a Parental Agreement Form affirming their consent and cooperation on these matters.

## PARENTAL INVOLVEMENT AND RESPONSIBILITIES

***“Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord.” Ephesians 6:4***

As a support and extension of the family unit, Imago Dei Classical Academy considers the family to be of primary importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution since He compares it to the relationship believers have with Christ and with the Father. Therefore, IDCA is continually seeking ways to actively involve parents, siblings, and grandparents of our students in the programs of the school.

Below are a few of the more common ways to accomplish this:

### **Involvement**

- Volunteer your time to assist in the classroom or in the performance of clerical duties.
- Act as a chaperone on field trips, as needed.
- Offer to serve as a story-reader or guest artist or offer other unique talents.
- With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
- Offer to share your experiences, trips, and/or vacations as they may relate to an area of study in a particular class.
- Volunteer your help in the preparations for the many tasks related to IDCA's fundraising efforts.

### **Responsibilities**

- Attend all Parent/Guardian-Teacher Conferences that are formally conducted. Informal conferences may be held anytime at the parent's/guardian's request.
- Closely monitor and encourage your child's progress by reading all teacher notes, emails, and student papers sent home.
- Closely monitor IDCA's website for announcements, schedule of events, school closings, and other important information.
- During any school visit, parents must sign in at the school office and wear a Visitor's Badge before proceeding to any classroom.
- All IDCA families are expected to be faithful in their attendance at their home churches.
- Parents/Guardians are expected to make a conscientious effort to schedule vacations, doctor appointments, etc. during times when school is not in session.

## FINANCIAL POLICY

IDCA is committed to financial responsibility and accountability. The school's annual budget is based upon projected enrollment. Since tuition is the primary source of income for the operation of the school, it is essential that tuition be paid on a dependable schedule by all school families in order for IDCA to meet the expenses to which the school is committed.

The following policies are to be observed:

- If tuition remains unpaid for even one month, the student will be dropped from the enrollment of IDCA unless the entire balance is paid in full.
- The registration fee is due upon enrolling.
- All tuition payments are non-refundable and non-transferable.
- Tuition is due on the 15th of each month, with a late fee assessed of \$25.00 due after the 22nd day of the month. Three late fees could result in the loss of your child's placement in the program.
- Tuition is calculated on an annual basis. Billing is broken down into 10 month payments. Payments remain the same each month regardless of sickness, holidays, snow days, and spring break.
- Payments are the responsibility of the parents/guardians enrolling the child.
- Payments may be made in cash (request receipt) or check (made payable to IDCA) monthly. Payments are to be brought directly to or mailed to the school office. DO NOT give tuition payments to teachers or administration.
- Absentee credit is not available. The tuition remains the same even if your child has to miss because of illness, vacation, or other occasions.
- All necessary forms and documents, including the immunization record, must be submitted prior to your child's first day of attendance.
- Two weeks written notice of your child's withdrawal is required to prevent continued billing and additional charges to your account, for which you are responsible. No refund is given for withdrawal.
- A penalty of late pick-up of a child will be imposed.
- Tuition balance must be up-to-date in order to register your student for the next school year.
- All parents must sign an IDCA Tuition Agreement each enrolling year.

# LEARNING DISABILITY POLICY

Due to staffing, funding, and facilities, this policy and its definitions apply to ALL students enrolled at IDCA.

**Definition of 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/guardians (i.e. Down's Syndrome, deaf/mute, visual impaired, etc.).

**Definition of Learning Disability:** Any condition in a prospective student or a student already enrolled at IDCA which does not require a separate classroom, program, and/or staff in order to provide the educational services desired by the parents/guardians (i.e. Hyperactivity, Attention Deficit Disorder, dyslexia, etc.). For the purposes of this policy, it is not important that the condition is accurately diagnosed or that it is a genuine learning disability.

In keeping with the vision of IDCA to "...provide children with the necessary tools to reach their God-Given potential," IDCA teachers are committed to meeting the individual needs of each student within the abilities of IDCA. Since students learn in a variety of ways, teachers at IDCA implement diverse methods of instruction to address a variety of learning styles and needs. Therefore, teachers will implement certain interventions and accommodations deemed necessary in order for a student who is not meeting academic standards for his/her grade-level to reach required benchmarks. Students who receive interventions and/or accommodations will receive the same amount of instruction that is normally provided and will receive this instruction in the general classroom setting. All students, whether they are receiving interventions and/or accommodations or not, will be required to meet the same grade-level benchmarks established by the school.

Occasionally, after instructional interventions and accommodations provided by the classroom teacher, some students will continue to perform below grade-level benchmarks. In this situation, a conference will be required between the teacher, parents/guardians, and administration. The purpose of this conference will be to identify what interventions and/or accommodations have already been implemented and what additional assistance the teacher may suggest that will improve the student's skills and performance. Suggested assistance may include, but is not limited to:

- before- or after-school tutoring
- additional homework with or without parental guidance
- formal evaluation of student

*\* Should a formal evaluation reveal a student requires an IEP (Individualized Education Plan), BIP (Behavior Intervention Plan), or 504 Plan, the school board will meet to determine if IDCA's staff, funding, and facilities can support the student's IEP, BIP, or 504 Plan.*

Any evaluations or tutoring will be arranged and financially supported by the student's parents/guardians. Teachers, parents/guardians, and administration will agree upon a timeframe in which additional assistance will be implemented. If academic progress is not made within the agreed upon timeframe, another conference between teachers, parents/guardians, and administration will be held. The purpose of this second conference is to decide the best academic placement for the student. The final outcome of this conference will be to determine if IDCA is the best setting for the student or if another school setting would be more beneficial to support the student's individualized needs.



## **Policy:**

- Children with a severe learning disability will not be admitted to IDCA due to the lack of adequate staff, funding, and facilities. IDCA reserves the right to remove a child from the school if he/she is diagnosed with a severe learning disability after he/she is already enrolled.

- Children who have been diagnosed as having a learning disability will be required to meet the same academic standards/benchmarks as the other children at their grade level, without separate staff assistance or academic modifications. Limited accommodations may be made at the sole discretion of the teacher and the IDCA Administration. Strategies and/or accommodations will be formally outlined and distributed to parents/guardians. Only strategies and/or accommodations that are not distracting to other students in the general classroom setting will be allowed. Electronic accommodations will not be allowed at this time.

- Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

- IDCA reserves the right to decline admittance to and/or remove a student from the school if he/she has been diagnosed with a learning disability before, during, or after enrollment if the child is unable to meet the same academic standards/benchmarks outlined for students at his/her grade level.

- If necessary, parents/guardians shall be responsible for arranging for and for financially supporting additional assistance, such as tutors, before or after school.

## **ADMISSIONS WAITING LIST PROCEDURES**

Each applicant will be informed when an appropriate class is full so that each may decide whether to go through the admissions process in order to qualify for a position on that class' waiting list. To be eligible for placement on a waiting list, applicants need to complete the entire application, including forms and fees. Generally, families on the waiting list will not proceed to Board review and assessments until there is an opening in the classroom. The following factors will give priority on waiting list status:

- Families with children already enrolled at IDCA.
- Employee (or potential employee) child.

Other factors which may affect waiting list status include (in no particular order) and are not limited to:

- Students that have attended IDCA in the past or left due to relocation, home schooling, financial reasons, etc.
- Board evaluation of Admission Criteria as applied to each applicant.
- Date of application.

If parents/guardians decide to remove their child from the waiting list before the school year begins, the registration fee will be refunded. This fee would be re-collected should the child be admitted after the school year begins.

Upon parental/guardianship request, an applicant may remain on the waiting list for consideration for the following academic year or if a spot in the program becomes available in the current year. To keep a child active on the waiting list, all fees must remain paid in full. However, his/her priority on the waiting list may change depending on future applications. In the event that registration fees increase from one year to the next, families carrying over on the waiting list will be billed only the increased amount.

# **ACADEMICS**

# CURRICULUM

IDCA embraces and applies the three stages of learning, known as The Trivium, when choosing curriculum. All texts and materials are viewed through the lens of Scripture with the approach that all knowledge is interpreted by and built upon the foundation of the truth of God's Word. The methodology of a classical approach to teaching pays close attention to the the stages of a child's brain development while requiring students to meet high expectations and standards. The benefit of the classical approach of instruction nurtures intellectual growth within the parameters of a student's maturity level which will build character and confidence. The three stages of The Trivium are outlined below.

1. Grammar Stage: The Grammar Stage consists of Grades K-5. During this stage, students are able to apply a concrete level of thinking. The curriculum in the Grammar Stage will require students to gather and retain large amounts of basic information from each curricular area. Students will primarily use the following methods of learning: memorization, recitation, games, written and oral drills/exercises, and flash cards.

2. Logic Stage: The Logic Stage (sometimes referred to as the Dialectic Stage) consists of Grades 6-8. During this stage, students are able to apply an analytical level of thinking. Students will begin to analyze the relationship of the information gathered at the Grammar Stage. The curriculum in the Logic Stage will require students to synthesize knowledge in order to demonstrate the interrelationship of this learned information. Students will primarily use the following methods of learning: questioning, debate/discussion, investigation/experiments, research, and cross-curricular projects.

3. Rhetoric Stage: The Rhetoric Stage consists of Grades 9-12. During this stage, students have moved to an abstract level of thinking. The curriculum in the Rhetoric Stage will require students to demonstrate their proficiency in clearly expressing what they have learned while purposefully applying their acquired knowledge and understanding to life issues. Students will primarily use the following methods of learning: essays, oral presentations, debate, defense papers, cross-curricular projects, and written expression.

Through the use of classical, Christ-centered curriculum, graduates from IDCA will be provided with the necessary tools, mentally, spiritually, and academically, to positively influence society from a strong biblical worldview.

## **An excerpt from Doug Wilson's book, *Recovering the Lost Tools of Learning*:**

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

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

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

## **Applications of the Trivium**

*The following material is drawn from the essay, “The Lost Tools of Learning” by Dorothy Sayers. It illustrates the applications of the Trivium (Grammar, Logic, Rhetoric) used at IDCA.*

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

## Curriculum Overview

### Grammar School Curriculum Overview

	K	1st	2nd	3rd	4th	5th
<b>Grammar/ Writing</b>	-	<b>Shurley English 1</b>  <b>Literature 1</b>	<b>Shurley English 2</b>  <b>Literature 2</b>	<b>Shurley English 3</b>  <b>Literature 3</b>	<b>Shurley Grammar 4</b>  <b>Literature 4</b>	<b>Shurley Grammar 5</b>  <b>Literature 5</b>
<b>Spelling/ Phonics</b>	<b>Memoria Press</b> First Start Reading K	<b>Memoria Press</b> First Start Reading 1	<b>Abeka</b> Spelling & Poetry 2	<b>Abeka</b> Spelling & Poetry 3	<b>Abeka</b> Spelling, Vocabulary & Poetry 4	<b>Abeka</b> Spelling, Vocabulary & Poetry 5
<b>Handwriting</b>	<b>Memoria Press</b> Writing With Phonics K	<b>Memoria Press</b> Writing With Phonics 1	<b>Classical Academic Press</b> Classically Cursive 1	<b>Classical Academic Press</b> Classically Cursive 2	<b>Classical Academic Press</b> Classically Cursive 3	<b>Classical Academic Press</b> Classically Cursive 4
<b>History/ Geography</b>	<b>Veritas Press</b> Bede's History of Me and Bede's History of US  <b>Passport:</b> Travel Around the World	<b>BJU</b> Heritage Studies 1: Family & Community	<b>BJU</b> Heritage Studies 2: Community & Government	<b>Veritas Press</b> Greece and Rome	<b>Veritas Press</b> Middle Ages, Renaissance, Reformation	<b>Veritas Press</b> Explorers - 1815
<b>Math</b>	<b>Saxon</b> Math K	<b>Saxon</b> Math 1	<b>Saxon</b> Math 2	<b>Saxon</b> Math 3	<b>Saxon</b> Math 5/4	<b>Saxon</b> Math 6/5
<b>Science</b>	<b>Memoria Press</b> Science & Enrichment	<b>BJU</b> Science 1	<b>BJU</b> Science 2	<b>BJU</b> Science 3	<b>BJU</b> Science 4	<b>BJU</b> Science 5
<b>Bible</b>	<b>Veritas Press</b> Bible K	<b>BJU</b> Bible 1	<b>Classical Academic Press</b> God's Great Covenant Old Testament 1: Genesis to Ruth	<b>Classical Academic Press</b> God's Great Covenant Old Testament 2: Samuel to: Malachi	<b>Classical Academic Press</b> God's Great Covenant New Testament 1: The Gospels	<b>Classical Academic Press</b> God's Great Covenant New Testament 2: Acts
<b>Latin</b>	-	<b>Classical Academic Press</b> Song School Latin 1	<b>Classical Academic Press</b> Song School Latin 2	<b>Vocabulary from Classical Roots</b> Book 4	<b>Vocabulary from Classical Roots</b> Book 5	<b>Vocabulary from Classical Roots</b> Book 6

## Logic and Rhetoric School Curriculum Overview

	6th	7th	8th	9th	10th	11th	12th
<b>English/ Omnibus (Literature, History, Theology)</b>	<b>Literature Study</b>  <b>Shurley Grammar 6</b>	<b>Literature Study</b>  <b>Shurley Grammar 7</b>	<b>Literature Study</b>  <b>Shurley Grammar 8</b>	<b>Veritas Press</b> Omnibus III	<b>Veritas Press</b> Omnibus IV	<b>Veritas Press</b> Omnibus V	<b>Veritas Press</b> Omnibus VI
<b>History</b>	<b>Veritas Press</b> 1815 - Present	<b>Memoria Press</b> World Ancient History	<b>Memoria Press</b> World Medieval History	-	-	-	=
<b>Math</b>	<b>Saxon</b> Math 7/6	<b>Saxon</b> Math 8/7	<b>Saxon</b> Pre- Algebra	<b>Saxon</b> Algebra I	<b>Saxon</b> Geometry	<b>Saxon</b> Algebra II	<b>Saxon</b> Adv. Math
<b>Science</b>	<b>Apologia</b> Earth Science	<b>Apologia</b> General Science	<b>Apologia</b> Physical Science	<b>Apologia</b> Biology	<b>Apologia</b> Chemistry	<b>Apologia</b> Anatomy	<b>Apologia</b> Physics
<b>Bible</b>	<b>Personal Bibles, (Made in Our Image)</b> Gospels and General Epistles	<b>Personal Bibles, Holiness of God</b> Old Testament Survey	<b>Personal Bibles, Basic Christianity</b> Paul's Epistles	-	-	-	-
<b>Logic/ Rhetoric</b>	<b>Christian Logic</b> Fallacy Detective & The Thinking Tool Box	<b>Classical Academic Press</b> The Art of Argument	<b>Classical Academic Press</b> The Argument Builder	<b>Classical Academic Press</b> The Discovery of Deduction	<b>Classical Academic Press</b> Everyday Debate and Discussion	<b>Classical Academic Press</b> Rhetoric Alone! Book 1 Principles of Persuasion	<b>Classical Academic Press</b> Rhetoric Alive! Senior Thesis
<b>Latin</b>	<b>Vocabulary from Classical Roots</b> Book A	<b>Vocabulary from Classical Roots</b> Book B	<b>Vocabulary from Classical Roots</b> Book C	-	-	-	-
<b>Modern Language</b>	-	-	-	<b>Spanish I</b> "Excelerate"	<b>Spanish II.</b> "Avencemos 1"	<b>Spanish III</b> "Avencemos 2"	-

# LATIN

Latin contributes to a richer understanding of the English language and the ability to decipher new words more accurately. Studying the fundamentals of Latin will result in reading, writing, and speaking with more confidence. In addition, the study of Latin greatly facilitates the learning of “Romance” languages, such as French, Spanish, and Italian. Furthermore, statistics point to the study of Latin to explain the success of high achieving students in general. Latin study at IDCA will consist of a focus on roots and vocabulary, beginning in the First Grade.

## HOMEWORK POLICY

### Philosophy

Students often need extra practice in learning specific new concepts, skills, or facts. In certain subjects there is not enough time during the school day to complete as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on material, the teacher may assign homework to allow for necessary practice. Repeated, short periods of practice or study of new information are often a better way to learn rather than one long period of study.

Since IDCA recognizes that parental involvement is critical to a child’s education, homework can be used as an opportunity for parents/guardians to actively assist their child with his/her studies. This will also keep the parents/guardians informed as to the current topics of study in the class.

Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use their class time wisely. The homework, in this situation, serves as a punitive as well as a 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. The necessity for doing homework will vary from grade to grade and may sometimes even vary from student to student. It is not the desire of IDCA that homework occupy hours each evening, thereby preventing the family from the exercise of family devotions and fellowship. Therefore, time spent on homework per grade level is as follows:

Grade Level	Time Spent/Night on Homework
Kindergarten	5 minutes
1st Grade	10 minutes
2nd Grade	15 minutes
3rd Grade	20 minutes
4th Grade	30 minutes



Grade Level	Time Spent/Night on Homework
5th Grade	40 minutes
6th Grade	50 minutes
7th Grade	60 minutes
8th Grade	70 minutes
9th Grade	80 minutes
10th-12th Grade	90+ minutes, but not to exceed 120 minutes

- 3rd-6th Grade students will be required to write down their homework assignments in an assignment notebook that parents must initial nightly in order to promote organizational skills and independence.

- 7th-12th Grade students will be required to write down their homework assignments in an assignment notebook but parents will not be required to initial their student's assignment notebook nightly in an effort to begin promoting responsibility and accountability in the student.

- Logic and Rhetoric teachers will communicate with each other weekly so as not to over-assign homework and surpass appropriate time limits.

### **Grading Homework**

The intention of most daily homework assignments is to be used as a tool to review concepts learned in class and allow both the student and the teacher to recognize areas in which the student may need extra help. Therefore, unless the homework assignment is a cumulative project/essay/paper, students will not be graded on their homework. However, students will receive a participation grade for turning in their homework assignments. Students will be informed if a homework assignment is to be graded using IDCA's ten-point scale.

## **GRADING POLICY**

Students at IDCA will be graded in the following areas: Academics and Character. Progress reports are sent home in the middle of the 1st and 3rd quarters. Teachers are required to notify parents before the end of the grading period if a student is in danger of receiving a failing grade for the quarter or semester. Parents are required to pick up their student's Quarter 1 progress report in person at each school year's specified date. Each grade level has a report card specific to its curriculum goals and content studied. Report cards are distributed at the end of each quarter. All students are required to take the Iowa Test in the Spring of each academic year.

## **Kindergarten**

In IDCA's Kindergarten classes, the evaluation of skill acquisition is designated on the following basis:

<b>Level</b>	<b>Descriptor</b>	<b>Description</b>
<b>4</b>	Advanced	Independently and consistently exceeds expectations
<b>3</b>	Proficient	Frequently meets expectations
<b>2</b>	Progressing	Occasionally meets expectations
<b>1</b>	Beginning	Rarely meets expectations
<b>&gt;</b>	Evaluate Later	Evaluate later
<b>*</b>	Not Evaluated	Evaluate when developmentally appropriate

## **Grades 1-12**

Students in grades 1-12 are graded on the following ten-point scale:

<b>Percentage</b>	<b>Grade</b>	<b>GPA</b>
97-100	A+	4.0
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
0-59	F	0.0

## HONORS AND AWARDS

IDCA maintains a system of formal honors and awards for the following reasons:

- To increase the academic motivation of all the students by demonstrating that good work and good behavior are rewarded.
- To recognize and show appreciation to students qualified to be listed on the honor rolls.
- To draw public attention to academic quality and outstanding behavior of the students at IDCA.

### Honor Rolls

Students earning placement on one of the Honor Rolls will be recognized at Morning Chapel following each quarter and at the Awards Night following the fourth quarter. Students in grades one and higher will be eligible for Honor Roll.

In order to be eligible to be placed on the Honor Roll, students must have successfully completed their Catechism and Scripture memory assignments during the current quarter.

*Headmaster's Honor Roll* requires an overall weighted grade average of 93% or above per subject area graded for grades one through twelve.

*Honor Roll* requires an overall weighted grade average of 83% to 92% per subject area graded for grades one through twelve.

### Awards

Students earning an award will be recognized at the Awards Night in May. Students in all grade levels are eligible to earn an award.

*Perfect Attendance Award* is presented to students who have not been absent or tardy during the entire school year.

*Scripture Mastery Award* is presented to students who earned A's (1st-12th grade) or 4's (Kindergarten) in Scripture Memory for each of the four quarters of the school year and who were able to recite the entire year's Scripture Memory verses at one time at the end of the year.

*Other* Teachers may hand out other awards for various student accomplishments.

## ACADEMIC PROMOTION/RETENTION

It is the goal of IDCA to provide students with the tools of learning so that each student will have the ability to learn for themselves. The intention of the Trivium is to teach students the proper use of these learning tools so that students are then able to apply these tools to all content areas. In order to be promoted to the next grade level, it is imperative that students have mastered certain basic skills that are then used as building blocks as they progress through their education. Grades, assessment tools, teacher judgement\*, attendance and student behavior will all be indicators used to determine the promotion or retention of a student. Parents/guardians of a student who is not making adequate progress within a course or class will be notified by the student’s teacher, with possible remediations or interventions to be discussed. The final decision as to whether or not a student will continue to be enrolled, (based on academic/behavioral/attendance measures), after remediations, interventions, and/or retention will be made on a case-by-case basis and is at the sole discretion of the IDCA Administration and School Board. Students in grades 1-12 will not be assigned a certain grade level based solely on age or other factors that constitute “social promotion.” Below are the descriptive indicators for Kindergarten and Grades 1-12 that will be considered when promoting or retaining a student.

\* Teacher Judgement

*Teacher judgement is defined as compelling evidence provided by the student’s teacher that quantifies student performance and/or abilities. Teacher judgment factors may include, but are not limited to, the following:*

- observations
- classroom assessments
- student portfolios
- level of text at which student is independently proficient
- previous retentions

### Promotion/Retention Policy for Kindergarten

Student Progression Level	Measurement Criteria Considered	Decision
Above Grade Level	1. Annual Cumulative Descriptor of any Subject = 4’s 2. Teacher Judgement *	Promote
At Grade Level	1. Annual Cumulative Descriptor of any Subject = 3’s 2. Teacher Judgement *	Promote
Below Grade Level (needs short-term intervention)	1. Annual Cumulative Descriptor of any Subject = 2’s 2. Teacher Judgement *	Promote with Interventions (i.e. outside tutoring, small group instruction, summer study, etc.)
Below Grade Level (needs intensive intervention)	1. Cumulative Descriptor of any Subject = 2’s and 1’s 2. Teacher Judgement *	Retention Considered

## Promotion/Retention Policy for Grades 1-12

<b>Student Progression Level</b>	<b>Measurement Criteria Considered</b>	<b>Decision</b>
Above Grade Level	<ol style="list-style-type: none"> <li>1. Annual Cumulative Grade of any Subject = A+</li> <li>2. Iowa Test Score Percentiles = 77 and up Stanine = 9/8/7</li> <li>3. Teacher Judgement *</li> </ol>	Promote
At Grade Level	<ol style="list-style-type: none"> <li>1. Annual Cumulative Grade of any Subject = A through B-</li> <li>2. Iowa Test Score Percentiles = 23-76 Stanine = 6/5/4</li> <li>3. Teacher Judgement *</li> </ol>	Promote
Below Grade Level (needs short-term intervention)	<ol style="list-style-type: none"> <li>1. Annual Cumulative Grade of any Subject = C+ through C-</li> <li>2. Iowa Test Score Percentiles = 4-22 Stanine = 3/2</li> <li>3. Teacher Judgement *</li> </ol>	Promote with Interventions (i.e. outside tutoring, small group instruction, summer study, etc.)
Below Grade Level (needs intensive intervention)	<ol style="list-style-type: none"> <li>1. Annual Cumulative Grade of any Subject = D+ and below</li> <li>2. Iowa Test Score Percentiles = below 4 Stanine = 1</li> <li>3. Teacher Judgement *</li> </ol>	Retention Considered

Students in grades 1-12 must receive a minimum annual cumulative grade of a C- in each core course, in a single school year, in order to be promoted to the next grade level. Students who do not receive an annual cumulative C- in any core course may validate mastery of the course content through the following options:

1. Repeat the course at school during an elective period, if scheduling and staffing allow.
2. Complete an online course (at the parent's/guardian's expense) of equivalent content with evidence of completion and a passing grade before the start of the next school year (online course must be approved by administration).
3. Attend a summer school course (at the parent's/guardian's expense) of equivalent content with evidence of completion and a passing grade before the start of the next school year (course must be approved by administration).
4. Complete tutoring (at the parent's/guardians expense) and retake a course's final exam, earning a passing grade, before the start of the next school year.

Teacher judgment (as defined above) and student behavior will also be taken into consideration when promoting or retaining a student.

## IDCA GRADUATION REQUIREMENTS

All students enrolled at IDCA must earn the required numbers of credits outlined below on order to receive a High School Diploma. Credits are not earned unless the student receives a passing grade in that particular course. One credit is earned for passing a course that meets between 3 and 5 days per week, per semester. One-half credit is earned for passing a course that meets between 1 and 2 days per week, per semester.

Subject	Courses	Credits/year
<b>Omnibus: Literature, History, Theology</b>	Omnibus I - Primary & Secondary (9th Grade)	2
	Omnibus II - Primary & Secondary (10th Grade)	2
	Omnibus III - Primary & Secondary (11th Grade)	2
	Omnibus IV - Primary & Secondary (12th Grade)	2
<b>Math</b>	Algebra 1 (9th Grade)	1
	Geometry (10th Grade)	1
	Algebra 2 (11th Grade)	1
	Advanced Math (12th Grade)	1
<b>Science</b>	Biology (9th Grade)	1
	Chemistry (10th Grade)	1
	Anatomy w/Lab (11th Grade)	1
	Physics (12th Grade)	1
<b>Logic/Rhetoric</b>	Logic I (9th Grade)	0.5
	Logic II (10th Grade)	0.5
	Rhetoric I (11th Grade)	0.5
	Rhetoric II w/ Senior Thesis (12th Grade)	0.5
<b>Modern Language</b>	Spanish I (9th Grade)	0.5
	Spanish II (10th Grade)	0.5
	Spanish III (11th Grade)	0.5
<b>Enrichment Courses: Home Economics/ Personal Finance/Debate/ Public Speaking/Art/ Greek/Latin/ Choir</b>	9th-12th Grade; rotating curriculum - <i>two enrichment courses per year required</i> - <i>courses offered varies from year to year</i>	0.5 per course
<b>P.E.</b>	P.E. rotating curriculum (9th-12th Grade) w/CPR and First Aid Certification - <i>PE is required every year</i>	0.5
<b>Total Graduation Credits Required</b>	Accumulated from the 9th-12th grades - <i>credits from previous schools will be transferred accordingly</i>	25.5

# **STUDENT HEALTH**

## REQUIREMENTS

Imago Dei Classical Academy is committed to providing a safe and nurturing environment for students. Keeping IDCA students and staff both spiritually and physically healthy is of great importance. The following items below are required of all students in order to achieve a healthy learning environment.

- Immunization Record: All students attending IDCA must have, on record with the school office, a current immunization record or an immunization exemption letter before entering school in the fall of the year in which they are enrolled or the year in which they reenroll. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office. An immunization exemption letter may be written and submitted to the school office by the student's parent/guardian.

- Physical Examination: All new students must receive a physical examination by his/her physician prior to enrollment. The examination must be completed during the three month period prior to the start of school. In addition, returning students must have a physical examination annually.

- Permission to Dispense Medication: Before IDCA Administration will issue any medication to student, IDCA must receive written parental permission. No prescription or non-prescription medicines will be dispensed by authorized administrative staff without written parental/guardian permission each time. Instructions must be very specific, including time, dosage, and for a specific medical need (not based on appearance of symptoms). For liquid medicines, a medicine spoon must be included. Medicine must be sent for each occurrence.

The following forms are required for student health records and are available at the school office. These forms must be completed upon enrollment and updated each school year.

- Health History: This form describes the basic health/illness history of each student.

- Emergency Form: This form lists the emergency contact names and phone numbers of people whom IDCA can notify if parents/guardians can not be reached in the event of a medical emergency. This form also includes a surgical waiver, should surgery be necessary, if parents/guardians can not be reached.

## FOOD ALLERGIES

IDCA understands the increasing prevalence of life-threatening allergies among school populations. Recognizing that the risk of accidental exposure to allergens can be reduced in the school setting, IDCA is committed to working in cooperation with parents, students, and physicians, to minimize risks and provide a safe educational environment for all students. However, due to the limitations of finances, facilities, and staff, IDCA may not be able to admit all those diagnosed with severe allergies. The Headmaster will have the final decision in all these matters.



## **Responsibility of the Parents/Guardians of an Anaphylactic Student**

Each parent/guardian of a child with a Life-Threatening Allergy shall be expected to:

1. Teach your young children to:
  - recognize the first symptoms of a food allergic/anaphylactic reaction.
  - communicate with school staff as soon as he/she feels a reaction is starting.
  - carry his/her own epinephrine auto-injector, when appropriate.
  - not share snacks, lunches, drinks, or utensils.
  - understand the importance of hand-washing before and after eating.
  - report teasing and/or bullying that may relate to the child's allergy.
  - take responsibility for his/her own safety.
  
2. As children get older, teach them to:
  - carefully read label and evaluate ingredient safety information.
  - administer his/her own epinephrine auto-injector and be able to train others in its use.
  - develop awareness of his/her environment, including allergy-controlled zones, and to practice age-appropriate behavior regarding health and safety.
  
3. Inform the school office of your child's allergies prior to the opening of school or as soon as possible after diagnosis.
  
4. Work collaboratively with the school team to develop a health plan for accommodations in the classroom, in the cafeteria, and during school-sponsored activities.
  
5. Provide the school with:
  - required medication forms and updated medical information.
  - current cell phone/contact information as well as updated emergency contact information.
  - Epinephrine, if necessary.
  - safe snacks for your child's dietary needs.
  
6. Chaperone your child's field trips if requested.
  
7. Immediately inform the school of any changes regarding your child's Life-Threatening Food Allergy status and/or a physician's statement if your child no longer has food allergies.

## **Responsibility of IDCA**

All IDCA staff is expected to:

1. Meet with parents/guardians to hear their needs and concerns.
  
2. Be educated concerning Life-Threatening Allergies which will include the following topics:
  - a description of severe allergies and a discussion of the most common foods causing allergic reactions
  - the signs and symptoms of anaphylaxis
  - the correct use of Epinephrin

- the specific steps to follow in the event of an emergency
3. Provide a safe environment in the classroom and lunchroom for those students with life threatening allergies. *IDCA reserves the right to permit students to bring all types of foods onto school property.*

## **SICK POLICY**

A student will not be permitted to attend school if they have any of the following:

- fever (100° F or higher)
- vomiting or diarrhea
- frequent and/or productive cough
- green, yellow or bloody discharge from the nose or mouth
- drainage from the eyes
- contagious disease (i.e. chickenpox, Hand, Foot & Mouth, etc.)
- communicable parasites (i.e. head lice, scabies, etc.)

If a student exhibits any of the above signs and/or symptoms, IDCA reserves the right to require a parent/guardian to pick up the student from school immediately.

Oftentimes a period of 18-24 hours will allow enough observation time to be sure a child is feeling better, as well as being non-contagious to the other children at school. Even though a fever may be gone please keep in mind that a child may not be ready to return to school as he/she may lack energy or have a poor appetite and require another day or two of rest. Before allowing your child to return to school, IDCA requires:

- students to be fever-free for 24 hours (without the aid of medicine)
- students to receive antibiotics for a minimum of 24 hours for contagious diseases (i.e. strep throat)
- students to be vomit-free and diarrhea-free for 24 hours (without the aid of medicine)
- drainage-free eyes (i.e. pink eye)
- all lesions, in the case of chickenpox, to have crusted over
- a doctor's note that the student is healthy and can return to school if a student has been absent for more than ten consecutive days due to illness/injury

# HEALTH CARE AND EMERGENCY PROCEDURES

## **Minor Health Issues**

Students experiencing minor health problems (i.e. a cut, upset stomach, fever, etc.) will be brought to the office by an adult or peer (if the student is older than 3rd grade). IDCA staff will lovingly and appropriately care for the student. An incident report will be filled out for any accident and stored in the school office. Parents will be notified if student feels he/she cannot continue with the school day due to illness/injury or if the IDCA staff member deems necessary.

## **Serious Injuries or Emergencies**

IDCA staff will observe the scene of an illness or accident to determine next steps. If an injury/illness is severe, but does not require emergency services, a parent/guardian will be notified immediately. IDCA staff will provide care and comfort to the student until his/her parent/guardian arrives.

If an injury/illness is determined to be severe and require emergency services, an IDCA staff member will immediately call 911. The student's parents/guardians will be immediately notified. Emergency services will be called if a student:

- is unconscious, unusually confused, or seems to be losing consciousness.
- has trouble breathing or is breathing in an unusual way.
- has persistent chest pain or pressure.
- has severe pressure or pain in the abdomen that does not go away.
- is excessively vomiting or passing blood.
- has a seizure, a sudden and severe headache, or slurred speech.
- appears to have been poisoned.
- has severe injuries to the head, neck, or back.

# **MISCELLANEOUS**

## VISITORS

For the safety of all students and staff, it is imperative that all visitors to IDCA are properly identified, signed in upon arrival, and signed out upon departure. No one may enter the school building without proper identification. Listed below is the procedure for ALL visitors (including parents/guardians) to IDCA.

1. Upon arriving at IDCA please visit the school office. Once there, you will be asked to provide a legal form of PHOTO IDENTIFICATION which will be photo-copied and kept on file for future visits. If you have already presented a proper form of identification on a previous visit, please be patient during this sign in process while the office staff checks to be sure said proper identification is on file.
2. You will be asked to print your legal name on the Visitor's Sign-In Sheet, initial and log your time of arrival, and state your reason for visiting (i.e. volunteer, chaperone, presenter, etc.).
3. You will receive a Visitor's Badge which **MUST BE WORN AT ALL TIMES** while on school grounds or attending a school-sponsored event/field trip if you are a chaperone.
4. When you are ready to depart the school or school-sponsored event/field trip, please return to the school office where you will relinquish your Visitor's Badge as well as initial and log your time of departure.

## SCHOOL EVENTS AND SCHOOL-SPONSORED EVENT POLICY

This policy seeks to define school events and school-sponsored events as well as ensure school-sponsored programs meet the same standards for quality and content established in the educational programs at IDCA. It also seeks to ensure that the same standards for student conduct established at school are maintained at all events sponsored by IDCA. Finally, this policy is designed to limit the liability assumed by IDCA for school events and school-sponsored events.

### School Event

A school event is defined as an event that occurs before, during or after regular school hours but **IS A PART OF** the overall program at IDCA and, therefore, **DOES REQUIRE** mandatory student attendance. School events will be published in the IDCA monthly calendar and/or communicated to parents/guardians in a timely fashion. These events include, but are not limited to, parents'/guardians' nights, orientation programs, holiday programs, open house programs, awards ceremonies, and occasional programs to promote IDCA.

### School-Sponsored Event

A school-sponsored event is defined as an event that is organized/promoted by an IDCA staff member acting in his/her official capacity as a teacher or administrator and/or financially supported by IDCA in some capacity but **IS NOT A PART OF** the overall program at IDCA and **DOES NOT REQUIRE** mandatory student attendance. After school clubs are considered a school-sponsored event. All school-sponsored events must be approved by a school administrator who will then determine the number of chaperones required and approve

a date for the event. If an event has not been approved as “school-sponsored” by administration then the event will not receive financial or staff support from IDCA.

School-sponsored events will:

- require the attendance of an IDCA staff member.
- not be planned using class time.
- be limited to students who are currently enrolled at IDCA. Exceptions may be granted by an administrator.
- be published in the IDCA monthly calendar and/or be communicated to parents/guardians in a timely fashion. All written communication must be submitted to an administrator prior to being sent to all parents/guardians.
- require all parents to sign a waiver releasing IDCA from any liability for all events taking place off-campus. This waiver will also contain a section to authorize medical treatment to be given to the student in case of injury/illness.

### **Academic Field Trips**

An academic field trip is defined as an event that is organized/promoted by an IDCA staff member that will usually occur during regular school hours. The purpose of an academic field trip is to supplement and complement the course curriculum. Academic field trips may include, but are not limited to, trips to museums, historic sites, or other places of interest. Since academic field trips are considered part of the course curriculum, attendance on these field trips is mandatory for all students.

***\*\*\*ALL school policies, (including dress code unless otherwise stated by administration), procedures and requirements are applicable to and will be enforced in accordance with IDCA's Discipline Policy for all school events, school-sponsored events, and academic field trips.\*\*\****

## **BOARD PROPOSAL POLICY**

The objective of this policy is to establish clear guidelines to facilitate communication to the IDCA School Board by the parents/guardians and patrons of the school. This policy covers all formal communications to the IDCA School Board from parents/guardians, staff, or students which do not fall under the Grievance Policy. Such communications would include, but are not limited to, suggestions for school improvement, changes in policy, new programs or activities. In the event a parent/guardian or patron of the school desires to bring a proposal or suggestion to the IDCA School Board, the following guidelines apply:

- The communication must be put in writing.
- The written proposal or suggestion will be directed to the Headmaster who must then bring the proposal to the IDCA School Board as part of the agenda of the next regularly schedule board meeting.
- The Headmaster, after consulting with the board members, may refer a proposal or suggestion to an appropriate committee (i.e. finance, curriculum, uniform, etc.) instead of bringing the proposal directly to the whole board.
- The board's response will be forwarded to the persons making the proposal through the Headmaster.

## **SECURITY POLICIES AND PROCEDURES**

IDCA has policies and procedures in place for the following:

- recognizing and reporting child abuse
- evacuation
- tornado
- lockdowns

These policies and procedures are available to parents/guardians upon request.

## **INCLEMENT WEATHER - SCHOOL CLOSING**

IDCA will close during inclement weather based upon Henderson County Public Schools. Since staff members and students come from many different school districts, the primary factor is safe travel to and from school. If school is closed:

- the Headmaster will make a determination by 6:00 AM, whenever possible.
- parents will be notified via text message.
- the closing information will be posted on WLOS TV.

## **LOST AND FOUND**

Parents and students are encouraged to put names on all uniform items and outerwear with an indelible marker. Lost items will be placed in the Lost and Found Bin which is kept in the school office. Students who have lost items should check this bin for those items. Valuable items (i.e. jewelry, cell phones, etc.) will be kept in the school office. Uniform items with no name written on them which remain in the Lost and Found Bin over sixty days will be turned over to our uniform exchange. All other unclaimed items will be donated to a local charity at the end of the school year.

## **CONTACT**

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