Dear Families,
All Saints Classical Academy (ASCA) counts it a privilege to partner with you in educating your children. We do not take our responsibility in this partnership lightly. This handbook acquaints families with ASCA's approach to human formation in mind, body, and soul. Included are policies, procedures, and accompanying rationale to help orient you to the type of culture and ethos we strive for. No handbook can anticipate every circumstance or scenario. Therefore, the guidelines in this handbook are to be implemented in light of common sense and sound judgment. ASCA reserves the right to revise, supplement, or rescind any portion of the handbook as it deems appropriate. If you have any questions, please do not hesitate to ask.

We anticipate significant growth in students and teachers in the knowledge of truth, the love of goodness, and the delight in beauty, which all culminate in Christ. But we also know that we will inevitably encounter trials. At ASCA, we are a community enlivened and sustained by the Holy Trinity, who is love. With that in mind, our staff will work to maintain healthy relationships with each other and with our families. We require that you do the same. May God bless our humble efforts to raise up virtuous and wise children for earthly and heavenly citizenship.

Serving You,
The ASCA Board and Staff

-Academy Information-

Pastor:
Rev. Jeffrey Ware, revware@outlook.com

Headmaster:
Vicar Josh Pauling, headmaster@allsaintsclassicalacademy.org

Teachers:
Joelle Brotemarkle, jbrotemarkle@allsaintsclassicalacademy.org
Josh Pauling, headmaster@allsaintsclassicalacademy.org
Kristi Pauling, kpauling@allsaintsclassicalacademy.org
Jeffrey Ware, revware@outlook.com

Board of Education Chairman:
Tim Kautz, tim.za5@outlook.com

Website:
https://www.allsaintsclassicalacademy.org/

Phone:
704-752-4287

Address:
All Saints Lutheran Church and Classical Academy
17030 Lancaster Hwy
Charlotte, NC 28277

-Academy Hours-

Primary (Grades K-2)		Elementary (Grades 3-6)	
Drop-Off	8:50 AM	Drop-Off	8:50 AM
Chapel	9:00 AM	Chapel	9:00 AM
Lunch	12:15 PM	Lunch	12:15 PM
Pick-Up	12:15 PM -or- 1:00 PM	Pick-Up	3:15 PM

-Table of Contents-

Foundations……..2-3
Policies……..4-10
Academics……11-15
Appendices……..16-17

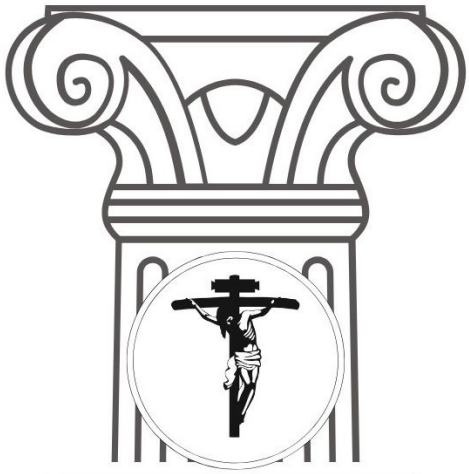
-FOUNDATIONS-

➢ Mission Statement

Partnering with families in providing a classical Lutheran education rooted in the Church's liturgical life to form students into the image of Christ and cultivate faith toward God and love toward neighbor.

➢ The Three Pillars

In fulfillment of its mission, All Saints Classical Academy is guided by three essential pillars.



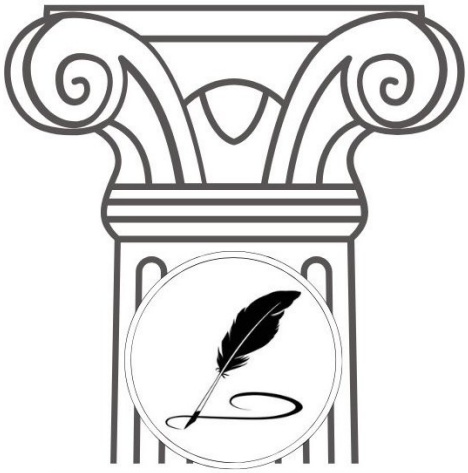
Lutheran Culture

- Rigorous education connected to catechesis in the historic Christian faith.
- Embracing our ancient catholic and orthodox heritage with its creeds, prayers, and hymns.
- Intellectual depth, spiritual vitality, personal piety, and service.
- Christ-centered pure doctrine expressed in faithful practice.
- Education and vocation culminate in the church's worship.
- Sustained by Christ's self-giving in Word and Sacrament.
- Liturgically structured around the Church Year.



Family Integrated

- Leveraging the best of home and education through a hybrid homeschool model.
- Providing curriculum, teaching, and the benefits of a church-academy community.
- Empowering parents to fulfill their roles and stay connected with their children.
- Incorporating service to community, family, church.
- Honoring the family as primary God-ordained structure for education and faith formation.
- Fostering unity between church, home, and academy.
- Equipping families to embody the academy's culture at home.



Classical Approach

- Formation of the whole person in mind, body, and soul for this life and for eternity.
- Rooted in truth, goodness, and beauty; directed towards wisdom, virtue, and humility.
- Unifying the arts and sciences; building on the Trivium and Quadrivium.
- Participation in humanity's Great Conversation.
- Faith seeking understanding through curriculum integration with Christ at the center.
- Restoring wonder, imagination, joy, and rest to education.
- Incorporating music, physical fitness, fine and common arts.

➢ Educating Together

The vocations of father and mother are holy offices, instituted by God in the Garden and honored throughout Scripture. While these callings are a source of great blessing, the daily work of raising and educating children is a significant labor. In our Lutheran confession, we recognize that God uses our stations in life to refine us, drawing our hearts away from ourselves and toward Christ and those around us. As parents, you are the primary catechists and teachers of your children. ASCA exists to support and serve you in this divine charge, not to replace you. Our partnership is built on the biblical truth that the education of children is a responsibility given by God to the family. We are here to come alongside you in providing a community with a rigorous yet restful structure that supplements and enriches home education and formation, which can help ease your burdens and uplift your family culture under guidance from biblical precepts and wisdom. In this model, the three institutions of family, church, and academy function as a three-legged stool, mutually reinforcing one another. The commitment to be parents and teachers of your children can at times feel like a heavy mantle. In those moments we encourage you to return to the Word and Sacraments where our Lord restores, strengthens, and confirms you in your calling. ASCA is honored to partner with you in this work as we fix our eyes on Christ in bringing up the next generation in his nurture and admonition.

➢ Intergenerational Education

God places human beings within families, and families within communities, for very good reasons. Families teach us how to love people who are both like and unlike us, across generations. We take our cues from these natural realities in the way we structure the academy, which distinguishes our model from many conventional schools. Some of these distinctives include: a hybrid approach with two on-campus days and three at-home days; chapel for all ages; a half-day program for grades K-2 to allow for more family time; cross-age camaraderie through read-alouds, lunch, and recess together for all grades; studying some subjects across grades simultaneously yet with age-appropriate work; hosting whole-family events; and welcoming parents as volunteers.

➢ Academy Crest



Figured most prominently in the top third is Christ crucified. Christ is the center of our life together as he reigns over all and in all our efforts with his arms outstretched in self-giving love. The crucifix also displays how education culminates in worship and represents our close ties to All Saints Lutheran Church. This is one of our three central pillars, which we term *Lutheran Culture*.

In the bottom left third is a tree, symbolizing the family, which is central to our educational model. The family is the institution which God has entrusted with the raising of children, and we partner with families in these efforts. From this rooted place of honoring the family, a tree can grow and be fruitful. This is one of our three central pillars, which we term *Family Integration*.

In the bottom right third is a quill, symbolizing a classical education rooted in timeless truths and perennially-relevant methods and skills. We cultivate wisdom and virtue through the study of arts, sciences, and Scripture, which nourish the soul on truth, goodness, and beauty. Rigorous yet restful, we attend to mind, body, and soul. This is one of our three central pillars, which we term *Classical Approach*.

➢ Academy Motto

Our motto brings together three Latin words, *Christus, Familia, Schola*, which translate as "Christ, Family, School." Just as represented by the three symbols on our crest, faith, family, and education are meant to be united, working together in harmony for the glory of God and the good of neighbor. When these three are properly ordered, human flourishing is properly ordered, too.

-POLICIES-

➢ On-Campus Days

On-campus days are Mondays and Wednesdays with the expectation that students will attend all ASCA's on-campus days, except in the case of illness or emergency. In the case of a planned absence, please coordinate with the teacher in advance to ensure there is a plan in place to complete the work by the start of the next week. If your child is sick (see "Illness"), or has an unplanned absence, please email the teacher (and CC the headmaster) to inform them of your child's absence and to plan for missed lessons and assignments.

➢ At-Home Days

At-home days are Tuesdays, Thursdays, and Fridays where lessons will be taught in the home in accord with curated curriculum and weekly plans. Children are to complete all at-home lessons and assignments and return them to the teacher on the next campus day or on their due date. Teachers will assess and record assignments and weekly plans in a timely manner. Once assignments and weekly plans are returned, the parent is expected to file them at home. Success in a collaborative-style academy requires a significant and consistent effort by both children and their parents. Conducting at-home lessons and completing assignments is an integral part of success at ASCA.

➢ Chapel

Education culminates in worship as humanity is designed for true communion and knowledge of God. The sanctuary is the ultimate classroom where students encounter the fullness of truth, goodness, and beauty in God who promises to be present for us where two or three gather in his name. Habituation into the liturgical life of the church brings students into the pattern of faith and rhythm of piety. Because we value Scripture, tradition, excellence, sacredness, and permanence in worship, our standard chapel service will be the daily office of Matins which brings students into the Great Tradition of the historic church as we sing and pray what the church has been practicing for millennia. Periodically, we will also conduct Divine Service with Holy Communion because Christ's living body is what constitutes and sustains us, and is central to our identity as a community. All chapel and Divine Services are open to families, the congregation, and the public. We hope this strengthens academy families, church members, and the community, trusting that the Lord unites and strengthens us with his good gifts. Students are to be seated in the sanctuary at 9:00 AM when chapel begins.

➢ Communications

Open, consistent, and timely communication between home and academy is vital for the flourishing and success of all parties involved.

Academy to Home Communication: We strive to communicate with parents aptly and professionally. Official modes of communication will be in-person, phone call (voice), and email, except for emergency situations, in which case text messages will be used for time-sensitive mass communications. In addition to ongoing in-person conversations and weekly plan dialogues, you can expect the following:

- *Official Weekly Email:* This will be sent on Fridays and will include a wrap-up of the week and looking ahead. It will include upcoming events, and other items the teachers want to include.

- *Bi-Monthly Newsletter:* This will be sent to parents, congregation members, and friends of the Academy who are on the newsletter email list. This will include bigger picture information about the mission and vision of the academy, its philosophy, important milestones, and how we can continue to partner in building something lasting and worthwhile.

- *Special Announcements:* We will occasionally send an email to families when something needs to be communicated outside of the Weekly Email.

- *Urgent Announcements/Emergencies:* We will distribute urgent announcements via text message and email.

Home to Academy Communications: We ask that parents communicate aptly and professionally as well. To protect ASCA faculty's time, other vocations, and boundaries, we request that official modes of communication be in-person, phone call (voice), and email.

- *For Time Sensitive Questions (During At-Home Days):* If you have a time-sensitive question about that day's at-home lesson plan, teachers hold brief office hours for phone call (voice) only on Tuesdays and Thursdays. Please respect the time-windows teachers provide in their course materials as they are part-time staff with other vocations to fulfill. If your student's teacher cannot be reached, you can call the headmaster, who will try to assist.

- *For Non-Time Sensitive Questions (Any Day):* For questions or concerns that are not time-sensitive to that day's lesson, we prefer you send an email to your child's teacher either to set up a time for an in-person conversation or phone call if necessary, or to address the issue through email dialogue. We strive to respond within 48 hours.

Boundaries: Both teachers and parents must respect boundaries. Living in close community with one another, where friendships, families, and church relationship all merge, creates challenges. But the deep bonds that form are worth it. Academy-related conversations should not be carried out on Sunday mornings at church, if at all possible. We want to protect our worship life, so we all can receive from Christ in the Divine Service and not be consumed by academy tasks on Sunday.

➢ Technology

We hold our students and families to a high standard when it comes to digital technology use, desiring to help form family cultures that have clear technology boundaries that significantly limit their children's access and use. This is not because electronic entertainment or digital devices are inherently bad, but because such things so easily malform us at the level of desire and attention, and even at the level of the brain and the body. We desire to counteract this with a better yes, with rich, real-life experiences as we fill our children's lives with more lasting, beautiful, and wondrous activities and practices. Over time, children who heavily invest their energy and thought in electronic entertainment and the online world will find those pursuits to be at odds with ASCA's education and culture. Their tastes, habits, and preferences will not be well-attuned for a deep enculturation and love of what is permanent and lasting. For an education in virtue, wisdom, and faith to be effective, what takes place at ASCA must be in harmony with what takes place at home—especially in a hybrid homeschool model where teachers and parents are partnering in the education and formation of children in on-campus and at-home environments.

Thus, we ask families to embrace a tech-minimal lifestyle in the home and create a culture that models worthwhile pursuits and responsible technology use by the whole household. To aid with this, we ask families to consider taking the *Postman Pledge* with us, which reads as follows:

- As Christian parents, we recognize that everything God created is good and that we have the great privilege of teaching our children to know, love, and serve Him in the good world He created.

- We also recognize that technological developments in the culture undermine our capacity to inhabit the world and engage in social life as richly or fully as we ought.

- Therefore, we pledge for the next year not to allow our children to have smartphones or use social media. We also pledge to conscientiously limit our family's use of electronic technologies in general and to cultivate the habits of attention and presence that allow us to grow in love of one another and of God.

- Knowing that we were created for deep bonds of community, we pledge, finally, to foster friendships among our families in the natural, traditional ways human cultures have always done.[1]

We recognize that no two families will look exactly alike when it comes to technology use and practices, and that there is a measure of Christian freedom in the specifics. However, we acknowledge the benefits of Chistian prudence and commonsense wisdom in coming together as a community, supporting one another, and agreeing to work towards the vision laid out above for the good of all our children, our community, and ourselves.

Electronic Devices: Children are not allowed to have electronic devices on campus. This includes cell phones, e-readers, laptops, smartwatches, wearable technologies, etc. If devices are seen, heard, or perceived, they will be taken and kept for parents to retrieve from ASCA at the end of the day or the following on-campus day. The only exception to this policy is if the use of the electronic device is required by a campus teacher for academic work or due to student accommodations or health needs. During the year, ASCA strives to host some events for students and families that are completely phone free.

Artificial Intelligence (AI) / Large Language Models (LLMs): True education requires the development of human capacities through challenge, hard work, and practice. Outsourcing these vital avenues for human development to AI undercuts the very goals of education in the first place. Therefore, submitting text, images, outlines, or information generated by AI or LLMs for assignments, papers, speeches, and other work is considered cheating and plagiarism.[2]

➢ Dress Code

As we form students in mind, body, and soul, we want our dress and decorum to reflect that. All students will dress in a way befitting the high calling of growing in wisdom, knowledge, and excellence. Taking the effort to put on appropriate clothing says to ourselves and others that what we are doing here matters; it becomes part of the ritual of preparing for a great day. We want our bodies and how we dress to align with, not contradict, the goals of education. In doing so, we remind students that their autonomy is not the highest good; their individuality should be properly ordered into something bigger than themselves as they are part of the larger academy community. To help students develop practices of respect for self and others and habits of taking their education seriously, each year ASCA will provide two polos for students and has implemented the following dress code for on-campus days:

	BOYS	GIRLS
Tops	ASCA Logo Polo (choice of 2 colors)	ASCA Logo Polo (choice of 2 colors)
Bottoms	Pants or shorts (no sweatpants or gym shorts)	Pants, shorts, or skirts (no sweatpants or gym shorts)
Shoes	Closed-toe shoes	Closed-toe shoes
Prohibited	No sweatpants, gym shorts, clothing with rips/holes No light-up shoes/wheelies, flip-flops, hats	No sweatpants, gym shorts, clothing with rips/holes No light-up shoes/wheelies, flip-flops, hats
Hair	A natural color, should not hang in eyes	A natural color, should not hang in eyes
Other	Minimize distractions with items brought on-campus	Minimize distractions with items brought on-campus

Uniform Donation: We ask that when polos in good condition no longer fit students (or siblings), families consider donating them to ASCA for use by future students.

Exceptions to Dress Code: For field trips, service projects, and days that will involve a significant amount of physical activity, exceptions to dress code may be made. Parents will be informed ahead of time in these cases.

[1] For more about the Postman Pledge, see Matt Stewart, "Planting Our Flag in the Real World: Parents Take the Postman Pledge," *Front Porch Republic*, August 21,2023, https://www.frontporchrepublic.com/2023/08/postman-pledge/.
[2] For more about AI and education, see Joshua Pauling, "What Hath AI to do with Education?," *Classis*, Vol. XXXIIII, Issue 1, Fall 2025.

➢ Outdoor Policy

We want children to encounter all seasons and types of weather because doing so brings us more deeply into identity as creatures of God and fosters the development of our human capacities. We learn through direct experience of nature and encounters with beauty and human limits. We strive, whenever possible, to spend time outside every day on-campus for nature study, recess, and fitness.

When Below 32°: We will still plan to go outside at least for some portion of time. Students need jacket, hat, and gloves.

When Raining: In general, we will plan not to go outside. There may be a few times during the year that parents will be notified in advance for students to bring clothes fitting for going out in the rain. This will only be done with prior notification, and only done in light rain (not thunderstorms or severe weather).

➢ Inclement Weather

During inclement weather, ASCA staff will communicate any closure or delay via text message followed by an email. Every effort will be made to maintain regularly scheduled on-campus days as long as the safety of our children is not in question and our campus is accessible.

➢ Illness

Any child with a temperature of 100° F or above or any other signs of contagious illness (i.e. vomiting, diarrhea, severe aches/pains, unexplained rash/head lice) will be sent home. The child must be fever free for 24 hours without medication before returning. If an antibiotic is prescribed, the child may return 24 hours after initial treatment begins.

➢ Injury and Emergency

ASCA staff can provide basic first aid. If a student is severely sick or injured, the parent will be called and will be responsible to seek care for the child. In a medical emergency, ASCA staff will call emergency services. If the parents cannot be reached, the student may be taken to a hospital, and the cost of transportation by paramedics or ambulance will be the parents' responsibility.

➢ Medications

Medication will not be dispensed without specific written permission by the parent. If the medication is necessary for more than 10 days, a doctor's note is required. All medications will be kept in the Headmaster's office. Students may not keep any prescription or non-prescription medication in their possession, except in the case of an inhaler or EpiPen with written notice from a physician and parents. Students may not self-administer any medication. If the child is currently taking medication, please inform the headmaster.

➢ Allergies

ASCA cannot guarantee an environment completely free of food or other allergens that might cause a severe reaction. Parents should notify the headmaster if their child has a severe food allergy. If there is a student with a food allergy, all parents will be notified and asked to avoid bringing that food on campus. Students will not be allowed to share food during lunch or snack time.

➢ Lunch and Snacks

Students should bring a sealed water bottle, a healthy snack, and a nutritious lunch for on-campus days. Well-balanced meals provide what children need to grow, think, fight infection, and fuel their bodies. Parents desiring to celebrate a

child's birthday or other special occasion can bring a treat or party favor to share during lunch time. Please notify the headmaster in advance.

➢ Drop-Off/Pick-Up

Arrival/Drop-Off Time: All students are to arrive to campus at 8:50 AM so they have time to put their belongings away before going to chapel, which begins at 9:00 AM.

- Parents can drop their children off at the front door where ASCA staff will be stationed.
- Parents are warmly invited and encouraged to stay for chapel if they are able.

Departure/Pick-Up Time: We have multiple departure times to accommodate different programs. ASCA staff will release students only to parent/guardians or other designated individuals who have written permission and show a valid form of identification.

- **For primary grades (K-2):** 12:15 PM or 1:00 PM, depending on family needs. Students in primary grades can stay for lunch and recess from 12:15 PM to 1:00 PM or can depart at 12:15 PM.
- **For elementary grades (3-6):** 3:15 PM is the designated departure/pick-up time.

➢ Security & Safety

ASCA works to provide families with a safe and secure campus. All visitors (including ASCA parents) must check in with the office staff, teacher, pastor or headmaster. The following safety guidelines have been put in place for child safety:

- All campus doors will remain locked during the day.
- ASCA staff will be trained to respond to emergencies, has a First-Aid Kit and AED on campus, and commits to having at least one staff member be CPR and First-Aid certified.
- *Restroom Supervision:* During scheduled bathroom breaks, ASCA staff or designated volunteers will escort younger children to the restroom in groups and wait outside the restroom door. ASCA staff or designated volunteers will not enter the stall with children unless the child requests help. Older children may use the restroom independently. ASCA staff and volunteers will use the separate family bathroom.
- *Image Use Policy:* ASCA takes seriously the online privacy of students in their care and requires all families to abide by the image use statement included in the Participation Agreement. ASCA staff and volunteers abide by the academy's official Image Use Policy.
- Volunteers must complete a background check before serving in any capacity that involves supervision of or access to children. Until a background check is completed, an occasional volunteer may assist only in the presence of a cleared ASCA staff member and may not be alone with children at any time (for full volunteer and staff policy on these matters, see Child Protection Policy Document).

➢ Visitors & Volunteering

There are several ways that parents, grandparents, and guests may participate in activities during on-campus days:

- *Chapel*: Each on-campus day, parents, family, church members, and the community are invited to participate in chapel. The chapel service is a public service of All Saints Lutheran Church.

- *Events*: Throughout the year, we host a variety of celebratory and festival events. Parents, families, and friends are encouraged to attend. We may also ask parents to assist with event set up, clean up, or refreshments.

- *Classroom Aides:* ASCA may utilize classroom aides when needed. Aides would go through the approval process that all volunteers undergo. Aides would not be in charge of the classroom or instruction, but would assist the teacher with tasks as directed.

- *Children On Campus Who Are Not Enrolled in the Program:* Unique family situations may necessitate children being on campus who are not enrolled in the program. Such children are the responsibility of their parents and must not interfere in the academy day. They are welcome to use the designated workspace throughout the day and to participate in chapel, lunch, and recess. The headmaster reserves the right to require supervision and establish other requirements as deemed necessary. The board of education can revise this policy as needed based on enrollment, space, and other factors.

➢ Academy Facilities

Students are expected to be good stewards of the physical resources of All Saints Lutheran Church and Classical Academy. They are also expected to be models of good citizenship by keeping the facility clean and refraining from actions that are destructive to the property or disrespectful to others. Students are permitted to be in sanctioned areas, but some areas of our campus may remain off limits for ASCA children.

➢ Conflict Resolution

Every human relationship has conflicts. This is a reality of life in the fallen world. We aim to resolve inevitable conflicts between members of our academy's community with mutual love and forbearance. Matthew 18 and the Eighth Commandment lay out basic principles for doing so faithfully and in a Christian manner.

Matthew 18:15-17 says, "Moreover if your brother sins against you, go and tell him his fault between you and him alone. If he hears you, you have gained your brother. But if he will not hear, take with you one or two more, that 'by the mouth of two or three witnesses every word may be established.' And if he refuses to hear them, tell it to the church. But if he refuses even to hear the church, let him be to you like a heathen and a tax collector."

The Eighth Commandment says, "You shall not give false testimony against your neighbor." Luther's Small Catechism unpacks the meaning of this commandment: "We should fear and love God so that we do not tell lies about our neighbor, betray him, slander him, or hurt his reputation, but defend him, speak well of him, and explain everything in the kindest way."

In accordance with these and other biblical injunctions for handling sin, when any member of ASCA's community has been sinned against, we ask that they initially keep the matter between themself and the transgressor to avoid slandering the other's reputation. The troubled party should speak with the offender in person. If a face-to-face meeting is impossible, communication should occur at least voice-to-voice on the phone, never by texting, email, or other impersonal forms that more easily allow for misunderstanding. The offending party should express repentance and ask for forgiveness if shown to have sinned, and the offended party should grant forgiveness. Often both parties will need to repent and forgive each other.

Most conflicts will be resolved after following this process. If the two parties in conflict cannot resolve matters themselves, they will come to the next level of authority together, again respecting the Eighth Commandment's injunctions to not harm another's public reputation by spreading gossip, hearsay, insinuations, or slander. This next step will typically involve a meeting with the headmaster. In the rare case that a conflict is not resolved at this level, the next level of communication is the Board of Education, where the headmaster will also take any matters of conflict he cannot resolve between himself and the affected parties.

Since the principles of Matthew 18 apply primarily to instances of private sins, there are situations that may arise requiring going directly to the person's supervisor or one in authority. In the case of manifest public sins, dereliction of duties, illegal activity, or other actions that jeopardize children's safety and wellbeing, the headmaster or board should be notified in a timely manner.

All ASCA staff and parents commit themselves to following these procedures for any conflict, from tiny to major, by enrolling or accepting employment or volunteer service with the academy.

- *Concerns about Class or Teacher:* If you have concerns about your child's class or teacher, follow the Matthew 18 example explained above and speak to the teacher first. They are here to serve you and your family and want to know if you have suggestions, questions, or concerns. If, due to a family connection or friendship that you perceive creates a conflict of interest or challenging conversation for you and the staff member or headmaster, the Board of Education chairman is available in such unique situations to help fill this role and ensure your concerns are heard and responded to.

- *Cordial Disagreement:* ASCA includes families from a variety of backgrounds with differences in opinion on many matters. If a discussion arises in which there are conflicting opinions, please remember to speak kindly and love each other first, maintaining humble hearts and teachable spirits.

➢ Parent Training and Formation

Essential to ASCA's mission is the equipping of parents through a real partnership and growing together. This requires time with each other around shared topics, books, and articles. Throughout the year, in addition to Parent/Teacher Conferences, ASCA will host a variety of events for this purpose, such as:

- *Start-of-Year Parent Training and Orientation:* Held on two Saturdays prior to the opening of the academic year, these training sessions are vital for on-boarding families, growing in understanding ASCA's approach, and building relationships. Both Saturday sessions are mandatory for new families. One Saturday session is required for returning families, but they are welcome to attend both.

- *Mid-Year Roundtable:* During the Christmas Rest, ASCA will host a brunch and roundtable discussion for families based on the reading of a book or article on a topic related to education, family, and faith.

- *Summer Enrichment:* ASCA encourages families to continue to grow as educators of their children in ways they see fit. ASCA will provide a list of potential conferences, seminars, webinars, and classes in which families can consider participating as they so choose.

➢ Parents in the Classroom

At ASCA, we recognize that education is a partnership between the family, the teachers, and the church. Our hybrid approach enables us to honor parents' God-given responsibility in education, while recognizing that during on-campus days, parents delegate their educational role to teachers to help them fulfil their vocation as parents. This is vital to maintain for on-campus days to alleviate the following concerns:

- *Unclear Authority Structure:* If parents are present in class for every on-campus day, it presents a problem for the student regarding who to look to as an authority. It also presents a problem for the teacher in who is responsible for addressing the student's misbehavior. The whole situation becomes very confusing even for adults, let alone children.

- *Space:* Our classroom space is limited. We want the classroom to be a place of beauty, order, and restful learning—with room for students to breathe.

To help alleviate these potential challenges, our policy regarding parent/guardians in the classroom is as follows:

- Parents are welcome to schedule a classroom observation. This must be coordinated with the teacher and headmaster for an agreed-upon day.

- Parents can request a meeting/conference with the teacher at any time for any reason.

To help parents become more comfortable and confident in their teaching role for their at-home days, parent trainings will be held prior to the academic year and support throughout the year will be given to facilitate continued growth and collaboration.

➢ Events and Field Trips

Central to our academy's life is spending time together as families where we celebrate, work, feast, and serve. Throughout the year, family and community events will be organized. Students and their families will play a vital role

in executing these events. The schedule of events will be part of the yearly academic calendar and will be further explained throughout the year.

- *Supplemental Weeks:* In addition to the 32 weeks of on-campus learning, there are four weeks built into the calendar that are geared toward further wholistic development of students. These four weeks are spread out throughout the year as moments for restful learning, review, and times for additional learning experiences that enrich and supplement the curriculum. These four weeks will include things like the following:
    - *Common Arts Experiences:* Workshops geared around developing life skills in trades and crafts.
    - *Community Service Projects:* Opportunities to serve others in our church and community
    - *Rhetorical Events:* Students will help host two events for the school/church community (e.g., recitation nights, dances, feasts, fundraising banquets, etc.)
- *Field Trips:* Throughout the year there will be select field trip opportunities for things like cultural events, museums, concerts, and theatrical productions. Such experiences further reinforce the curriculum and help develop students' taste for truth, goodness, and beauty. We want students to grow in their appreciation of visual arts, musical arts, performing arts, athletic arts, history, natural beauty, and more. These trips will be organized by the academy and will be highly encouraged for families. Events with a fee will be the responsibility of the family.

➢ Assessment Philosophy

We believe that grades are not a commentary on the relative worth of the individual. We seek to practice a re-humanized approach to assessment where students are treated as full persons. Assessments are a helpful tool that can provide some sense of a child's mastery in a given subject at a given time in order to most usefully guide further instruction. But we must do more than evaluate the accumulation of content-knowledge; parents and teachers also care deeply about students' growth in virtue and character, the shaping of their loves, and the ordering of their affections. This requires a wholistic approach to assessment and necessitates ongoing collaboration between parents and teachers. ASCA understands that:

- Assessments help us teach, correct, and train students as we hold them accountable for their work.
- Fruitful teachers are constantly assessing, whether formal grades are being employed or not.
- There is a risk of quantifying students when using numerical grades and we are making a conscious effort to avoid the well-documented dangers of grade inflation, which can give students a false sense of self.
- Different types of assessments (formal/informal, formative/summative) help evaluate student mastery and competency.
- Assessments provide understood means of communicating a child's progress internally between parents and teachers, as well as externally to other institutions the child may attend in the future.

Fostering Intrinsic Motivation: Our overriding goal is to continually foster in students a love for learning and a healthy relationship to learning and assessment, success and failure. We want to move beyond extrinsic motivation and foster intrinsic motivation that blossoms into lifelong learning for the joy and wonder of it all. For these reasons, in our Primary (Grades K-2) and Elementary levels (Grades 3-6), a grading scale of A-F and/or 100-0 will not be utilized. Verbal and written feedback and discussions with parents and students will be utilized to determine student mastery

and competency. As students reach middle and high levels, numerical and letter grades will begin to be utilized judiciously for specific assignments.

How we put this philosophy into practice is as follows:

- *Weekly Plan Documents*: A primary method of feedback/assessment occurs on the weekly plans, where both the teacher and parent provide notes and feedback on student progress. Parents are to include as much information as possible on these documents. Each week ASCA will make a copy of the weekly plan document to keep in the student's file and the parent will keep the original. These weekly documents are vital in the collaboration between parent and teacher and will form the basis of periodic conferences on student growth.

- *Assessment Scale*: For primary and elementary grades, we will use the simple *Satisfactory / Not Satisfactory* terminology for most assessments and evaluations. This is in the context of an ongoing relationship and conversation with the student and parent, which provides specific and actionable feedback throughout. For these early years of education, this type of information meets our needs. Formal and cumulative assessments will be given and utilized, but with the goal of evaluating mastery and competency, rather than achieving a certain grade.

- *Conversational Assessment and Evaluation:* Long before number and letter grades existed, teachers and professors assessed students by simply talking to them and asking them questions (simple yet effective; authentic and reliable). We desire to recover that type of relationship between teacher, parent, and student. We will talk to our students frequently one-on-one for informal and formal assessment and providing feedback. And we strive to do so *before* talking to the parent because the child is a full person, deserving of our respect and love.

- *Collaborative Partnership:* The hybrid model of ASCA requires an ongoing conversation between parent and teacher, and we desire to assist and aid parents in assessing their students fairly and faithfully. We strive to do so with the following:

    - *Progress Reports:* Teachers will send narrative progress reports three times a year, on the supplemental weeks in which there are not parent teacher conferences and during Christmas Rest. Progress reports will include space for observations about each subject and wholistic considerations. The focus will be on a growth mindset and keeping a healthy relationship to learning/assessment.

    - *Parent/Teacher Conferences:* Teachers will hold conferences two times a year, during one of the supplemental weeks in the Fall and the Spring. A portion of the conversation will include the child and parent and a portion will include just the parent (childcare will be provided).

    - *End of Year Reflection:* In the two weeks after the end of the program in the Spring, an end-of year reflection will be held individually with each family to consider the year and areas for growth.

Standardized Tests: Standardized tests can have a place in a well-rounded approach to assessment and can be important objective check-in measures periodically, especially as students get older. We will work with families to facilitate that process upon request. We also recognize that to participate in many forms of higher education, performance on such tests is important. We want students to be well-prepared for whatever their future holds. However, we also want to balance that with the reality that overuse of high-stakes testing and numerical grades can distort the student's relationship to learning, increase anxiety, and replace a love for learning with a desire to get a certain grade or score.

➢ Discipline and Student Formation

Students at ASCA are expected to continually grow in grace, virtue, and wisdom in their thoughts, words, and deeds. Our character standards for students and teachers are guided by what Scripture reveals regarding virtuous living (the 10 Commandments, the Beatitudes, the Fruit of the Spirit), and also informed by how the Great Tradition has come

to articulate virtue (the Four Cardinal Virtues: Prudence, Temperance, Fortitude, Justice; and the Three Theological Virtues: Faith, Hope, Love). Students are encouraged to always strive for excellence and to encourage others in a courteous and respectful manner. In this way, children can experience a positive and supportive educational environment that fosters learning and achievement while enjoying healthy social interaction with like-minded peers.

"I have no greater joy than to hear that my children are walking in the truth" (3 John 1:4).

The goal of all disciplinary measures at ASCA is to train children to know the joy of obeying God; that by grace, through faith, on account of Christ, they will be further conformed to his image (2 Corinthians 3:18; Romans 8:29), and "grow in wisdom and stature and in favor with God and man" (Luke 2:52).

The role of ASCA is to come alongside parents with delegated authority in an effort to uphold God's standard of living and behavior towards others. It is not the desire of ASCA to replace the authority God has given to parents in the area of discipline, but merely to uphold these standards during the on-campus days in effort to maintain the best possible learning environment for all ASCA children. ASCA faculty will work alongside parents to correct any disruptive behavior in the classroom.

ASCA handles behavior matters with immediate consequences that are directly related to the wrongful action. Parents will be notified of any disciplinary measures taken during on-campus days in writing, email, in-person, or phone call from either the teacher or headmaster. The following guidelines will be followed as ASCA faculty seeks to train, encourage, and correct our children, cultivating in them a love for God and his ways.

Training: "Do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord" (Ephesians 6:4). Expectations will be emphasized heavily in the first month to set the framework for discipline. Classroom routines, rules, and procedures will be demonstrated and practiced in order to ensure children understand behavior expectations. When violations to routine procedures occur, teachers will correct the child and ask them to practice the proper procedures which will serve as both a reminder and correction.

- *Courtesy:* At all times, adults should be addressed with a title (Mr., Miss, Mrs., Pastor, etc.). Proper respect is due to teachers, pastors, other adults, and children. ASCA desires to encourage children to learn to edify one another and respect authority.

- *Classroom Standards:* The classroom is a place of learning where the teacher is able to instruct and children are able to learn. Conduct that disrupts instruction or learning will not be tolerated. Students should always:

    - Be prepared with all required materials.

    - Conduct themselves in an orderly, respectful manner.

    - Make an effort to learn by actively participating in class activities and following instructions.

Encouraging: "Therefore encourage one another and build one another up, just as you are doing" (1 Thessalonians 5:11). Educators will consistently encourage children and direct them towards what is virtuous, good, true, and beautiful. Verbal encouragement will be the main method of positive reinforcement for children' correct behavior. Rewards are to be reserved for special occasions, surprises, and for accomplishing a clearly defined goal. We desire for our children to obey for the joy of obedience, out of trust and intrinsic motivation, and not for a reward. We also recognize that in our culture of affirmation and self-esteem, heaping false praise on children creates a unrealistic sense of confidence and can prevent children from developing an accurate self-understanding, or learning how to deal fruitfully with challenge and difficulty. Thus, our encouragement will not be overly suffuse or fulsome.

Correcting: "For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it" (Hebrews 12:11). ASCA will take a Biblical approach in addressing all behavioral issues. Following the example laid out in Scripture, ASCA faculty will steward children through this three-fold process:

- Admit (Psalm 32:5, 1 John 1:9)
- Seek Forgiveness (Acts 8:22, Col. 3:13, Matt. 6:14)
- Make Restitution (1 Peter 3:11, Gal. 6:10)

The utmost goal of ASCA's disciplinary action is to deal with the matter of the heart. Students will be asked to first admit the behavior in the following ways: to the most direct academy authority and to their parents. Following admission of fault, the child will be asked to seek forgiveness from the person(s) they have offended, whether staff member or fellow classmates. The offended party will also be instructed to grant forgiveness in clear language like "I forgive you," rather than something like "it's OK." Restitution, if deemed necessary, might include a formal note of apology, replacement of damaged property, an act of service, etc. We believe these three principles will teach our children how to Biblically handle wrongful action whether intentional or unintentional.

In the case of serious disciplinary offenses like those listed below, consequences will be administered at the discretion of ASCA administration.

- *Academic Dishonesty:* Any form of submitting work that is not your own.
- *Fighting:* Fighting physically or verbally before, during, or after classes.
- *Bullying:* Physical or verbal actions that belittle, threaten, taunt another child
- *Improper Language:* Improper or disrespectful speech (e.g., profanity, lying, back-talking, etc.).
- *Stealing*: Taking from a child, staff, academy, or church campus.
- *Drugs and Alcohol:* Possession of drugs or alcohol.
- *Explicit Material*: Possession of explicit or inappropriate material.
- *Threats or Violent Language:* Any actions or talk that threatens physical or violent harm to persons or property

This is not an exhaustive list. Other actions may warrant serious disciplinary action.

-APPENDICES-

➢ Appendix 1: The Nicene Creed

I believe in one God, the Father Almighty, maker of heaven and earth and of all things visible and invisible.

And in one Lord Jesus Christ, the only-begotten Son of God, begotten of His Father before all worlds, God of God, Light of Light, very God of very God, begotten, not made, being of one substance with the Father, by whom all things were made; who for us men and for our salvation came down from heaven and was incarnate by the Holy Spirit of the virgin Mary and was made man; and was crucified also for us under Pontius Pilate. He suffered and was buried. And the third day He rose again according to the Scriptures and ascended into heaven and sits at the right hand of the Father. And He will come again with glory to judge both the living and the dead, whose kingdom will have no end.

And I believe in the Holy Spirit, the Lord and giver of life, who proceeds from the Father and the Son, who with the Father and the Son together is worshiped and glorified, who spoke by the prophets. And I believe in one holy Christian and apostolic Church I acknowledge one Baptism for the remission of sins, and I look for the resurrection of the dead and the life of the world to come. Amen.

➢ Appendix 2: All Saints Lutheran Church Statement of Belief

This congregation, All Saints Lutheran Church, is part of The Lutheran Church—Missouri Synod (LCMS or Synod). The LCMS is a mission-oriented and Bible-based denomination that confesses the historic, orthodox Christian faith in the Triune God, Father, Son, and Holy Spirit, a faith built on "the foundation of the apostles and prophets, Christ Jesus himself being the cornerstone" (Eph. 2:20). With the universal Christian Church, The Lutheran Church—Missouri Synod teaches and responds to the love of the Triune God, who created all that exists; became man to suffer, die, and rise again for the world's redemption; and brings people to faith and new life through His Word and Sacraments. The three persons of the Trinity – Father, Son, and Holy Spirit – are coequal and coeternal, one God.

LCMS congregations voluntarily choose to belong to the Synod, and, although diverse in many ways, all hold to a shared confession of Jesus Christ as taught in Holy Scripture. We believe without reservation that the Scriptures of the Old and the New Testament are the written Word of God and the only rule and norm of faith and of practice. In addition, the Synod accepts without reservation the writings contained in the *Book of Concord: The Confessions of the Evangelical Lutheran Church*.

Believing in the authority of Holy Scripture and that the Lutheran Confessions are a correct interpretation and presentation of biblical doctrine, our congregations agree to conform all their teaching and practice to the Scriptures and the Confessions. The Synod "is not an ecclesiastical government, exercising legislative or coercive powers" (LCMS Constitution, Article VII) concerning its member congregations and ministers. However, the voluntary association of member congregations and ministers includes their agreement to respect and honor and uphold (Bylaw 1.7.2, 1.8.1) decisions (resolutions) made by the Synod in its national conventions regarding the understanding of the teachings of Scripture and the Lutheran Confessions and practices that are consistent with such teaching. The Synod in convention is the "principle legislative assembly" of the LCMS (Bylaw 3.1.1) and its resolutions and statements are the position of the Synod in matters of doctrine and life. The Constitution and Bylaws of the LCMS provide specific guidance for the implementation and supervision of the teaching and practice of its members (congregations and rostered church workers).

Congregations of the LCMS, while upholding teachings and practices that are consistent with Scripture and the Lutheran Confessions and while honoring Synod convention resolutions, are self-governed and establish policies based on local circumstance and expediency. An LCMS congregation or ministry operates according to its own constitution and bylaws – which are required by the Synod Bylaws to be reviewed by the District through which the congregation holds membership in the Synod – and therein establishes an orderly way of making decisions and

determines which individuals or entities in the congregation (e.g., the pastor, church council, board of elders) will have authority to act on behalf of the congregation in specific circumstances. The Constitution and bylaws of this congregation govern our decision-making and policies. A copy is available upon request.

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Gen. 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person. We believe that the term marriage has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen. 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Cor. 6:18; 7:2-5; Heb. 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God (Matt. 15:18-20; 1 Cor. 6:9-10).

We believe that in order to preserve the function and integrity of All Saints Lutheran Church as the local Body of Christ, and to provide a biblical role model to the church members and the community, that all persons employed by All Saints Lutheran Church in any capacity, or who serve as volunteers, agree to abide by this Statement on Marriage, Gender, & Sexuality (Matt. 5:16; Phil. 2:14-16; 1 Thess. 5:22).

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Acts 3:19-21; Rom. 10:9-10; 1 Cor. 6:9-11). We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of All Saints Lutheran.