



CLASSICAL CONSORTIUM HANDBOOK

FAMILIES AND STUDENTS 2021-2022

“Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbor as thyself. On these two commandments hang all the law and the prophets.” Matthew 22:37-40

A LETTER TO CURRENT AND PROSPECTIVE FAMILIES

Dear Current and Prospective C.C.A. Families,

“One’s philosophy is not expressed in words; it is expressed in the choices one makes.” – Eleanor Roosevelt

Sixteen years ago, I was blessed with the opportunity to obey the Lord and create a school where He was at the foundation of all. I’m grateful that I made that choice and that the staff, teachers, parents, and students who God has brought to this place over the years have thoughtfully chosen to play an important role in making the Classical Consortium Academy what it is today.

C.C.A. isn’t the easy choice for anyone. Our staff and teachers are amazing, brilliant, godly people who could choose to work anywhere for a larger paycheck...or nowhere and focus their passion and creativity on their own children or grandchildren. Instead our teachers choose to pour out their knowledge, love, and time on our student body. How grateful we are for their decision.

If parenting is the hardest job you’ll ever love, then homeschooling is the highest mountain you’ll ever joyfully summit. The fresh air will invigorate you while the altitude might make you dizzy. The exercise will make you stronger as your legs encourage you to take a rest. When it is all said and done, the view from the top will remind you that it was well worth the sacrifice. The choice to homeschool isn’t a choice made lightly and certainly isn’t the path for the faint of heart. Thank you for your courage.

Some choose C.C.A. thinking that it will lessen the incline of that mountain. Unfortunately, C.C.A. is no beach vacation. Choosing C.C.A. is like choosing to scale Mt Everest. Just as Sir Edmund Hillary had his Sherpa, Tenzing Norgay, to help him successfully navigate the climb of a lifetime, we are here to help you and your student successfully reach the summit and take in the incredible view. Can you just imagine what it felt like to reach the top of Mt. Everest? Is there anything you can’t do after you take on and conquer such an incredible feat? Hillary said “People do not decide to become extraordinary. They decide to accomplish extraordinary things.” I believe what is implied is that through the choice to do the extraordinary you become extraordinary.

For the past 16 years, I’ve had the privilege of watching ordinary students choose to do hard things and become extraordinary young adults, spouses, parents, leaders in their fields, leaders in their churches...people who choose to put God first, who don’t shy away from a challenge, and who succeed. Now, that’s a view!

I hope that you will join us for the climb.

In Him,

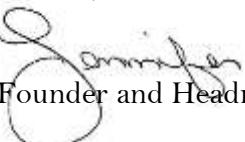

Jennifer Sommerville
Founder and Headmaster

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THE FOUNDATION OF THE CLASSICAL CONSORTIUM

MISSION

To foster the role of parents as the primary educators of their children by readying them to successfully teach subjects that define a classical Christian education while giving students the opportunity to learn from others using classical methods of teaching, which are amazingly powerful in a classroom setting.

GOALS

- To create an academic program that follows classical methods in both the subjects taught and the methodology used to teach them.
- To empower parents to use this proven method to help their children reach their God-given potential by creating critical thinkers who are logical, thoughtful, and articulate.
- To foster love of the Lord, passion for learning, and strength of character in children.

STATEMENT OF FAITH

"In essentials unity, in non-essentials liberty, and in all things love." - Augustine

We believe:

1. The Scriptures, both Old and New Testaments, to be the inspired Word of God, without error in the original writings, the complete revelation of His will for the salvation of men, and the Divine and final authority for Christian faith and life.
2. In one God, Creator of all things, infinitely perfect and eternally existing in three persons: Father, Son, and Holy Spirit.
3. That Jesus Christ is true God and true man, having been conceived of the Holy Spirit and born of the Virgin Mary. He died on the cross, a sacrifice for our sins, according to the Scriptures. Further, He arose bodily from the dead, ascended into heaven, where, at the right hand of the Majesty on High, He is now our High Priest and Advocate.
4. That the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and, during this age, to convict men; regenerate the believing sinner; and indwell, guide, instruct, and empower the believer for godly living and service.
5. That man was created in the image of God but fell into sin and is, therefore, lost; only through regeneration by the Holy Spirit can salvation and spiritual life be obtained.
6. That the shed blood of Jesus Christ and His Resurrection provide the only ground for justification and salvation for all who believe, and only such as receive Jesus Christ are born of the Holy Spirit and thus become children of God.
7. In the personal and imminent coming of our Lord Jesus Christ and that this "Blessed Hope" has a vital bearing on the personal life and service of the believer.
8. In the bodily resurrection of the dead: the believer to everlasting blessedness and joy with the Lord; the unbeliever to judgment and everlasting conscious punishment.

LOCATION

Classes are held at:

**The Village Church of Barrington
1600 East Main Street
Barrington, IL 60010**

In case of an **emergency**, you may call the church office at 847-381-5221 or Jennifer's cell phone – 847-863-6867.

THE CLASSICAL CONSORTIUM ORGANIZATION

The Classical Consortium is made up of a God-fearing Leadership Team, gifted instructors, dedicated staff members, committed parents and amazing students.

LEADERSHIP TEAM

The Leadership Team is made up of four positions.

Headmaster: The Headmaster is responsible for overseeing the C.C.A. program. The acting Headmaster is Jennifer Burns.

Academic Director: The Academic Director is responsible for scope and sequence execution and teacher training and development. The acting Academic Director is Julie Roper.

Director of Administration: The Director of Administration is responsible for staff training and development, administrative details surrounding grading, supplies, copies, bulk ordering, and communications. The acting Academic Director is Stephanie Ludwig.

The C.C.A. Leadership Team works closely together to set policy, ensure that the mission and vision of C.C.A. is upheld, and acts as a disciplinary board when necessary.

Contacting the Leadership Team

You are welcome to contact members of the Leadership Team. They can be reached at:

Jennifer Burns

21793 N. Andover Rd.
Kildeer, 60047
(C) 847-863-6867
fourthdegree@sbcglobal.net

Julie Roper

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Barrington, 60010
(C) 630-303-0933
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Stephanie Ludwig

15N281 Secretariat Ln.
Hampshire, 60140
(C) 847-477-7208
csludwig@hotmail.com

IMPORTANT DATES

Please make note of the following important dates:

Current C.C.A. Families Must Register To Secure Spots	April 5, 2021
Orientation (Family and Student)	Week of August 2, 2021 Specific Dates and Times TBD
First Day of Classes – 1 st Semester	August 9, 2021
No Classes (Work Assigned for the Week)	September 6 th /7 th , 2021
Final Week of First Semester	Week of November 15, 2021
No Classes	November 22 nd – January 2 nd
I-Term	November 29th – December 17th 2021
First Day of Classes – 2 nd Semester	January 3, 2022
No Classes (Work Assigned for the Week)	February 21 st /22 nd , 2022
No Classes – Spring Break	Week of March 21 st
No Classes (Work Assigned for the Week)	Week of April 11 th
Graduation Honoring L2 and R4 Students	May 21, 2022
Final Day of C.C.A. Classes	May 23 rd /24 th , 2022

TEACHING STAFF

We are honored to introduce you to our talented teaching staff.

Julianne Braker Julianne is married to an amazing man who loves the Lord. They have five beautiful children, serve together in the high school ministry at their church, and love hiking together! Julianne graduated from the University of Illinois with a degree in Elementary Education and a minor in Spanish. After graduation, she worked as a bilingual teacher in District 300 while pursuing a bilingual/ESL endorsement and a master's degree in literacy. After she had her twin girls, she quit teaching to stay home with them full time. They now have five children, age seven and under, and their house is a fun, crazy place! Julianne has enjoyed teaching at C.C.A. for the past seven years and looks forward to what God has in store in the future.

Linda Bryant Linda Bryant has been married to Ron for over 40 years. They have three adult children and three precious grandchildren. Homeschooling her children was a great joy and she continues to love teaching other children to inspire a love of words. She has been a Christ follower since her youth, attended Wheaton College, and currently attends Immanuel Church in Gurnee. Being exposed to excellent literature while home schooling, Linda has developed an interest in discovering history through literature. It also provides a vehicle to understand the human condition. It is her hope that students will grow in their love of learning through exposure to other times and places while reading and studying excellent literature. She is also passionate about the power of communication through words whether spoken or written. A good book and a knitting project are never far from her fingertips.

Stephanie Bucataru Stephanie became a Christian in childhood, and loves discovering more about God's magnitude through learning about the world that He made. She enjoys nature study, foreign languages, reading, gardening and teaching children. She graduated magna cum laude from Kalamazoo College, then moved to Romania where she met her husband Gabi and adopted their two oldest children. Later, they were abundantly blessed with the privilege of adopting three more sweet girls from Chicago. She has been homeschooling since 2001 and is thrilled to teach the delightful children of C.C.A..

Jennifer Burns Jennifer is happily married to David Burns and the mother of three boys – Ryan, Bradley, and Nicholas. Jennifer became a Christian as an adult. She believes strongly that her life's purpose is found in Galatians 6:9-10: "Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers." Jennifer adores being in the classroom with our amazing C.C.A. students. She is delighted to help teach students how to think logically and critically about the world around them. Jennifer has her master's degree in Marketing from Northwestern University. She feels honored that God called her to start both H.E.A.R.T. and C.C.A. and continues to allow her to teach and be the Headmaster at C.C.A..

Rachael Dadabo Rachael loves classical education because it gives her the opportunity to help students thoughtfully integrate their Christian faith with an understanding of history and culture. She graduated from Asbury University with a BA in Philosophy and Spanish. Currently, she teaches at C.C.A and Elgin Community College. Rachael enjoys homeschooling her four children. Her home church is Fox Valley Church where she spent many years on the World Outreach team because of her passion for a global Christian perspective. Rachael is currently involved in a small group and teaches preschool Sunday School. For fun, she enjoys keeping up with current events, reading sci-fi and historical fiction, playing strategy board games with her family, and taking nature walks with her kids. Rachael has taught many courses at C.C.A. including Latin, Literature, Omnibus, Classical Rhetoric, AP World History, Spanish, and Critical Thinking.

Alison Gardner Alison has been following the Lord for over 20 years, since He rescued her in her mid-twenties. She is joyfully blessed with a kind, patient husband and two high energy teenage sons. She loves to study God's Word, cook, hike, and share the experiences of her kids as they tackle life. Alison has enjoyed unwrapping the wonder of math and science with young people for over 20 years. After graduating from UIC with a BS in Chemistry and Education, she taught at Bogan and Whitney Young High Schools in the city of Chicago. She left full time teaching with the birth of her first son and has taught various math and science classes at different homeschool groups throughout the last 10 years.

Deb Hayashi Deb received her B.A. in Political Science and Criminal Justice from Loyola University, Chicago and her M.A. in Criminal Justice, also from Loyola University, Chicago. She worked in the political arena (at the local, state and federal level) for approximately six years and then was employed with Cook County as a probation officer for nine years. Throughout this time, she was involved with the Cook County Prison Ministry, sharing the Word of God to inmates who were housed in the maximum security division. Although loving her career and working with individuals involved in the criminal justice system, Deb felt called to solely focus on her family after the birth of her and her husband's first child. She accepted Christ as her Savior in 1997 and continually strives to live a Christ centered life, in addition to equipping her children to be steadfast in the ways of the Lord. Deb is married to Brad and they have been blessed with four wonderful children: Alexandra, Madilyn, Bradley and Jocelyn.

Stephanie Ludwig Stephanie graduated magna cum laude from North Central College with a degree in Biology and minor in Secondary Education. She taught high school Biology and Physical Science and middle school science before becoming a homeschool mom to her three children, Nathan, Abigail, and Isaac. She loves teaching science through experimentation and enjoys spending Mondays at C.C.A. with her students.

Bill Marsh Bill has taught theology, philosophy, and world history in a range of settings, ecclesial and academic, for over thirty years. Author of many articles, five books, and a daily blog, he has spoken at conferences in Europe, Africa, and the U.S. A native of California and lover of mountains, oceans, and all things wild, Bill has backpacked for over forty-nine years, trekking, often alone, through some of the most remote wilderness areas in North America. He has been a Christian for forty-six years. A graduate of Fuller Theological Seminary, Christian Bible College, and the University of Chicago, Bill holds master's degrees in theology and near eastern studies, and a doctorate in philosophy of religion. Bill enjoys engaging students in sustained and rigorous critical thinking and intellectual inquiry. He and Carol have been married for over 40 years. They have two children.

Jennifer Miller Jennifer received her Bachelor's of Science degree in Business Administration/Marketing from Colorado State University in 1990 and her Bachelor's of Arts degree in Spanish from the University of Minnesota in 2000. In addition, she earned a Certificate of Advanced Studies in German from the American Graduate School of International Management (Thunderbird) in Phoenix, Arizona, in 1993. Jennifer has lived and studied abroad in Australia, Wales, Germany, and Spain and has traveled throughout Europe and Asia. She received her teaching certificate in Secondary Education from National Louis University in 2005 and taught high school Spanish at Prairie Ridge High School in Crystal Lake. Married for nearly 30 years to Derek Miller, they have three beautiful children, Eliza, Benjamin and Oliver. Jennifer has been following Christ since 1999.

Kimberly Rapp Kim is grateful to be married to David since 1986 and then experience the blessings of homeschooling six wonderful children over the past twenty-seven years. Growing up in a Christian home with two parents who were educators and who felt strongly about Christian education, Kim felt called to be a teacher like them. She graduated from Concordia University with a degree in Elementary

Education and a minor in English. Married to a military officer and moving every two years led her to homeschooling her own children. She has taught in various settings and schools through the years, and now that her youngest is in college, she is thankful for the privilege of being able to continue teaching young minds at C.C.A. Her desire for her Bible students is that they will grow in their love for Christ and His Word and learn to “do justice, to love mercy, and to walk humbly with their God.”

Elizabeth Ricci Elizabeth Ricci received her Master of Divinity from Trinity Evangelical Divinity School in Deerfield, Illinois. She received her Bachelor of Arts with a major in political science from Miami University in Oxford, Ohio. Elizabeth and her husband, Gary, are church planters with Converge MidAmerica, and Gary is currently the senior pastor of New Hope Christian Community in Round Lake. Elizabeth also served as a missionary in Albania just after communism fell in the mid-1990s. Elizabeth has a passion to see the next generation of Christians raised up to think critically and express their faith clearly and winsomely. She loves homeschooling her children and in her spare time enjoys running triathlons and playing bass--but almost never at the same time.

Julie Roper Julie has her degree from Alverno College in English Literature and Secondary Education. She has taught in both public and private schools. She has a great love for teaching children of all ages. Since her conversion over 25 years ago, the Lord has given her many opportunities to share His love with others and witness the joy He brings into life. Julie has been married to her husband, Scott, for over 20 years and they have been blessed with five children. She has been homeschooling them since her eldest's birth.

Arlona Schulz Arlona has a Bachelors in Mathematics from Illinois State University. Since graduating, she has tutored all levels of Math. She became a Christian at age seven. Arlona is passionate about helping students see the beauty of Creation through Mathematics.

Karen Snell Karen was raised on the Southwest side of Chicago where she was grateful to attend Catholic school through college, minus one year in kindergarten. After graduating from Benedictine University with a BS in Biology, she met her best friend and husband, Greg, while working at Abbott Laboratories for almost 10 years. Due to Greg’s job, the Snells moved to Georgia, where Karen was saved in 2008! She was called into teaching starting with preschool at St. David’s Episcopal and Veritas Classical Academy (3 years) where she taught high school and middle school Environmental Science, Biology, and Anatomy/Physiology. Jesus called the Snells back to Chicago to family in summer 2016, and told her “this is your mission trip.” She has been blessed with two sweet children-Garrett and Zoe and loves all of their animals. Karen believes you cannot teach science without including God and loves to show her children and students the amazing life that only God can create. God never ceases to amaze her with His creation.

Beth Urton Beth graduated from Princeton University with a degree in Politics and Certificate in Teaching English Literature. She earned her Master of Divinity degree from Trinity Evangelical Divinity School. Before her three beloved children arrived, Beth taught ESL for adult refugees with World Relief Chicago. Beth and her husband work with the Evangelical Free Church of America’s All People Initiative, educating churches about Islam and helping to build bridges of relationship between Christian and Muslim communities.

Jack VanNoord Jack has been a teacher for 30 years. He’s taught in public, Christian, and charter schools. Twice in his career, he taught overseas: Hong Kong and Japan. He’s also taught at the university level. His writing has appeared in *The Chicago Tribune*, *The Chicago Sun-Times*, and *First Things*. Jack is a graduate of Calvin College and has degrees in mathematics, English, and history. He’s

married to Julie and they have two adult daughters who attended H.E.A.R.T and C.C.A. back in the day. Jack and Julie attend Fox Valley Church in West Dundee where they have been active members for the last 20 years. In his spare time, Jack enjoys reading, classic movies, travel, and carpentry.

Tracey Wamsley Tracey has been married to Jamie since 2002, and they have five children together; Jimmy, Toby, Sammy, Andy, and Charlie. Tracey is a devoted mom and is currently educating her children at home. Tracey has a degree in education from Lake Forest College, where she graduated in 2000. Prior to having kids, she taught 5th-graders in the Waukegan public school district. Originally from the Pacific Northwest, Tracey grew up in a Christian family and made a decision to follow Jesus at a young age - but had a series of experiences shortly after graduating from college that renewed her faith and led her to decisively re-commit her life to God. She is passionate about seeing her kids become all God created them to be and helping each of them to uniquely enter into all God has for them. Tracey and her family worship and minister at The Chapel, a non-denominational Christian church serving the suburbs of Chicago.

TEACHING AND SUPPORT STAFF POSITIONS

On occasion there are teaching and staff positions available at C.C.A. They require a year commitment. All qualified applicants will be considered for teaching positions. Teaching and support staff are able to take advantage of our nursery, pre-school, or primary program free of charge. If you are or someone you know is interested in obtaining a teaching or staff position, please contact Jennifer Burns at fourthdegree@sbcglobal.net or 847-863-6867.

ACADEMIC DETAILS

GENERAL DESCRIPTION OF A CLASSICAL CHRISTIAN EDUCATION

A classical Christian education is made up of three distinct elements:

1. God is the foundation of ALL teaching.
2. The proven method of the Trivium is followed and dictates what is taught and how it is taught.
3. Great Works are read and used.

The Trivium includes three stages:

1. The Grammar stage studies the fundamentals of disciplines in order to build a framework of knowledge on which later information can be hung. Questions of who, what, where, and when are the focus. Teachers at this level act as lecturers and coaches. They transmit information, plan and supervise the practice of that information, motivate and tutor until the skills are mastered.
2. The Logic stage brings the grammar of disciplines into ordered relationships. The goal is to equip students with the thinking skills necessary to recognize sound arguments and ideas and to detect and correct fallacious ones. This stage addresses the questions of how and why. Teachers at this level act as midwives. They use the Socratic method (leading questions) to help students give birth to an idea.
3. The Rhetoric stage seeks to produce students who can use language, both written and spoken, to express their thoughts eloquently and persuasively. Teachers at this level act as tutors. They set students on their own, supervise, and give feedback.

The goal of the Trivium is to educate students not in what to think primarily, but in how to think, thoroughly, maturely and biblically.

We highly recommend that you read Douglas Wilson's book *Recovering The Lost Tools of Learning* for a complete understanding of the benefits of and methods unique to a classical Christian education.

GENERAL INFORMATION ABOUT THE CLASSICAL CONSORTIUM

The Classical Consortium requires commitment from both students and parents. We believe, as the Bible states, that the primary responsibility of educating children falls on the parents. We have created C.C.A. in order to assist parents in delivering the highest quality education to their children – a classical Christian education. At C.C.A., we strive to help you challenge your child academically and grow his/her character. C.C.A. will present new challenges to children that will give them the opportunity to learn and become more independent.

C.C.A. is a classical Christian program which by definition is an academically rigorous one. C.C.A. is not a program designed only for the gifted student, but all students must be diligent, detail-oriented, organized, studious, and committed. Expectations are high, but not unreachable by average students. It is important to remember that not every child is a straight “A” student and that your student’s expectations of grades may have to be adjusted.

At C.C.A. the classroom experience is designed to introduce subjects/concepts and discuss them. Class participation is critical; and as a result, preparation for class is essential. Homework is designed to develop mastery of the taught concepts and must be completed. We strive not to assign “busy” work.

We assign homework that will continue to reinforce the necessary elements of the week's lessons. Tests are designed to assess students' knowledge of information that they are expected to know.

Our belief is that children learn best from natural consequences and we ask that you support our effort in allowing those natural consequences to occur. For example: A student forgets his/her homework and asks to call a parent to retrieve it. We will not allow the parent to be called. The lesson of responsibility is taught swiftly with zeros on that day's assignments.

Please remember that C.C.A. provides a group-learning environment for your child. There are many benefits to a group setting; however, this environment has its downsides. Not every student can get the kind of one-on-one attention that you can give at home. In addition, while around his peers, it is possible that your child will be exposed to language and discussions to which you would have preferred that your child was not exposed. Those situations are very difficult to avoid and are not without benefit. These experiences provide practical application for your teachings. These situations give your child the opportunity to make the right decision in a crowd or the wrong one in a safe atmosphere. Rest assured that although we don't have control over what children say or do, we do have control over how we react. The Leadership Team takes disobedient, disrespectful, and God-dishonoring behavior very seriously. All discipline matters will be handled following our Discipline Policy described in this manual.

MONDAY GRAMMAR LEVEL CLASS SCHEDULE (REQUIRED):

	Primary	G1	G2	G3	G4
8:00 - 8:15		Chapel			
8:20 - 9:15	Primary K, Primary 1, Primary 2 Classes	Science	Biblical Studies	Biblical Studies	Science
9:20 - 10:15		Biblical Studies	Science	Science	Biblical Studies
10:20 - 11:00		Latin – A, B, C, or D			
11:05 – 12:00		Grammar 3	Grammar 4	Grammar 6	Applied Grammar
12:05 - 12:35		Lunch			
12:40 - 3:45	Primary K, Primary 1, Primary 2 Classes	Omnibus: <i>History, Geography, Literature, Composition</i>	Omnibus: <i>History, Geography, Literature, Composition</i>	Omnibus: <i>History, Geography, Literature, Composition</i>	Omnibus: <i>History, Geography, Literature, Composition</i>
		Fine Art Appreciation and Execution			

TUESDAY GRAMMAR LEVEL STRUCTURED STUDY (OPTIONAL):

Tuesday is an optional guided study hall where students bring their work and mentor teachers guide students through completing their homework for a set of subjects. The day consists of a combination of individual study and group work. Because there is a solid and consistent structure, students settle into a productive rhythm. Students enjoy ample breaks and time with friends.

MONDAY LOGIC LEVEL CLASS SCHEDULE (REQUIRED):

	L1	L2
8:00 - 8:15	Chapel	
8:20 - 9:15	Christian Studies	Critical Thinking
9:20 - 10:15	Latin I or II	Latin II or Intro to Spanish
10:20 - 11:15	Physical Science*	Church History
11:15 - 11:45		Lunch
11:50 - 12:20	Lunch	Physical Science*
12:25 - 1:20	Formal Logic	
1:25 - 2:55	Omnibus: History	Omnibus: Literature and Composition
3:00 - 3:45	Omnibus: Literature and Composition	Omnibus: History

*We are transitioning to a Physics first model at the Rhetoric Level which affects the Logic Level sciences as well. The scope and sequence will be Physical Science (L1), Earth Science (L2), Physics (R1), Biology (R2), Chemistry (R3).

TUESDAY LOGIC LEVEL STRUCTURED STUDY (OPTIONAL):

Tuesday is an optional guided study hall where students bring their work and mentor teachers guide students through completing their homework for a set of subjects. The day consists of a combination of individual study and group work. Because there is a solid and consistent structure, students settle into a productive rhythm. Students enjoy ample breaks and time with friends. There are optional math classes by level available during the day too.

MONDAY RHETORIC LEVEL CLASS SCHEDULE (REQUIRED):

	R1	R2	R3	R4
8:00 - 8:15			Chapel	
8:20 - 9:50		Math – Geometry, Algebra II, Pre-Calculus, AP Calculus		
9:50 - 10:05			Break	
10:10 - 11:40	Physics*	Foreign Language – Spanish: II and III Independent Language Classes		
11:40 - 12:10			Lunch	
12:15 - 1:55	Spanish I	Chemistry	Physics*	Quadrivium
2:00 - 2:55	Systematic Theology and Biblical Worldview Study Hall	Economics and Personal Finance	Fundamentals of Professionalism	Independent Study
3:00 - 3:45	Algebra I		Study Hall	

*We are transitioning to a Physics first model. The Rhetoric Level science sequence will be Physics, Biology, Chemistry.

TUESDAY RHETORIC LEVEL CLASS SCHEDULE (REQUIRED):

	R1	R2	R3	R4
8:00 - 8:15			Prayer Time	
8:20 - 11:20	Omnibus: American History, Literature, and Composition	Omnibus: History, Philosophy, Theology, Literature, and Composition		
11:25 - 12:00			Lunch	
12:05 - 1:35	Critical Writing	Classical Rhetoric I	Classical Rhetoric II	

THURSDAY CLASS SCHEDULE (REQUIRED):

8:20 - 9:15	Pre-Calculus/Pre-Algebra	Spanish II	Study Hall
9:20 - 10:15	Algebra/ Geometry	Spanish I	
10:20-11:15	Algebra II	Spanish III	
11:20-12:15	ACT/SAT/CLT Prep		

Enrichment classes are available for students kindergarten through 12th grade through the HEART program at Village Church of Barrington on Thursdays. More information about the HEART program can be found at www.heartsenrichment.com.

COURSES OFFERED AND MATERIALS USED

C.C.A. serves students from kindergarten grade through twelfth grade. Our students are referred to by their progress through the Trivium. G1, G2, G3, and G4 are in the grammar stage and are the equivalent of 3rd, 4th, 5th and 6th grades. L1 and L2 are in the logic stage and are the equivalent of 7th and 8th grades. R1, R2, R3, and R4 are in the rhetoric stage and the equivalent of 9th, 10th, 11th and 12th grades.

Each Monday begins in a special way. All students come together for Chapel. A Rhetoric Level student Chaplain and a student worship band lead Chapel. The Chapel includes worship songs, a devotional, and prayer.

Grammar Level overview:

Primary Level: The Primary Level (Kindergarten - 2nd grade) is designed to prepare students for the Grammar Level of Classical Consortium. Our kindergarten program is designed to help students obtain early learning skills that provide a solid foundation for academic learning. Our class studies Bible, grammar, science, history, geography, math, Latin, and Literature. Our curriculum has been chosen specifically to prepare students to enter the Grammar Level.

G1-3 Levels: At these levels students take six courses taught by six different teachers. Their Latin class is likely to include students from other levels at C.C.A..

G4 Level: Just as the G2-3 levels, G4 students take six courses taught by six different teachers. Their Latin class is likely to include students from other levels at C.C.A.. Students at this level use much of the same curricula as the students at the lower Grammar Levels, but they are challenged in such a way that prepares them for the rigors of the Logic Level facing them in the coming year.

At the Primary level, students will take the following courses:

Biblical Studies:

Students will move through the entire Bible chronologically. Students will be given an understanding of the complete story of the biblical narrative using the Story Bible for Children NIrV. Each class we will read, discuss, journal or play-act the Bible story highlighting important events, people, and places. Students will also be learning and memorizing key bible verses.

Grammar:

We will set the foundation for the Grammar Level studies by using Shurley English Levels 1 and 2. This level covers basic parts of speech, punctuation, statements and questions, word order, letters, and more.

Science:

In the Primary classes we will follow the same science curriculum as the Grammar Level students and use the junior note-booking journal. Students will learn through hands-on experiments and projects.

History and Geography:

Our History and Geography course parallels the time and places which are being studied in the Grammar Levels during the current school year. Through biography, historical fiction, and audio-visual students are introduced to many important people and places which have shaped our world. Each lesson is accompanied by crafts and activities to reinforce learning.

Literature and Composition:

Students will be introduced to age appropriate historical fiction during class corresponding with the period of history being studied. Students will be led in exercises which will identify main ideas, plot, and description of characters and setting.

Math:

Students will be learning math fundamentals such as skip counting, math facts, measurement, and currency corporately while preparing students to complete math lessons individually.

Latin:

Our students will be introduced to the Latin Language through the use of songs, stories, games and activities. We will use Song School Latin program specifically designed for young students. This vocabulary-based program provides a foundation for the Latin study with will continue through the Grammar Level.

Memory Time:

Chanting is an important memory tool. Each Monday, Primary students come together to chant important information from all of their classes.

At the Grammar Level, students will take the following courses:

Latin:

The study of the classical language, Latin, is the core of a classical education. In the grammar stage, the emphasis will be on the memorization of Latin grammar by the ancient method of oral recitation and form drills. Additionally, students will learn rigorous vocabulary, chants, and derivatives. As student move through the program levels, they will work on Latin translation. There is extra help available to students through e-flash cards and an instructional DVD.

Biblical Studies:

In this course, students will move through the entire Bible during a four-year cycle. This class will focus on the people, events, and chronology of the Bible. Biblical study will be enriched by an understanding of the history of the time. Special emphasis is placed on memorization of key dates, people, facts, and Bible verses. In addition, older grammar students will be introduced to basic theology and how to identify theological themes.

Grammar:

Once a student reaches twelfth grade following a classical Christian education, he will be able to think logically and express himself well both on paper and through speech. The foundation of clear communication begins with a strong command of English grammar. The best curriculum we have found to build this strong foundation is Shurley Grammar. Because of the importance of English grammar in a classical Christian education, we require all C.C.A. students to follow the Shurley Grammar series through levels 3, 4, and 6. In our Applied Grammar class, we rely on a variety of resources to teach students to easily identify parts of speech, edit/proofread, build vocabulary, document sources, and take notes.

Science:

All Grammar Level students will learn the same science subject. Over four years the students will cover Anatomy and Physiology, Astronomy and Botany, Zoology: Land Animals, and Zoology: Flying Creatures and Swimming Creatures using Apologia science curriculum.

Omnibus:

In the afternoon, our Grammar Level students are treated to a learning experience that challenges them to think differently, to think deeply, and to think actively.

Literature and Composition:

Students in this class will engage in thought provoking writing prompts, discussion driven literature circles, opportunities for peer review, and valuable exercises in fable (G1), narrative (G2-3), and chreia (G4), the first three stages of the progymnasmata. These progymnasmata exercises were developed by the ancient Greeks and are a valuable tool to help students become proficient, logical, and eloquent writers. Students will use imitation of excellent writing models, which allow them to create within a limited framework while paying close attention to the target language skills appropriate for their own developmental level. Students in G4 will experience writing expository, narrative, descriptive, and persuasive five-paragraph essays. Students at all levels will read purposefully chosen, high-quality historical fiction corresponding with the period of history being studied for the year. In addition, students will spend the year writing their very own original piece of literature set in the time period being studied during our history experience. The capstone to the course is an exciting, end of the year, “Meet the Author” event complete with author presentations and book signings. It’s a can’t-miss end to a year full of exciting and meaningful writing opportunities!

History:

Students will experience an exciting afternoon of history beginning with a short lecture about the week’s history focus that will provide an opportunity to practice their note-taking skills. Students then engage in a thought-provoking, student-driven discussion circle that will allow opportunity for insights, questions, and observations from both students and the instructor. Center activities designed as “competitions” give students an opportunity to reinforce their knowledge through creative games like “spoons,” “beach ball fun,” “history hot potato,” and more! Our history course is taught in chronological order, integrating biblically recorded history with events not recorded in Scripture. This helps our students know the relationship between what they study in history books and what they read in the Bible. Special emphasis is placed on memorization of key dates, people, and facts. Students won’t just learn about history – they will interact with history!

Geography:

While students will participate in geography mapping exercises every week, every fourth week a special emphasis is placed on geography. During this class, students will experience a “visit” to specific countries (states for G1) and learn about their culture and their people. The students will participate in a guided mapping experience with their instructor that is reinforced with thoughtful mapping exercises. Geography center activities and focused student research projects bring the world to life in this class! Students don’t just learn about countries – they experience them!

Fine Art Appreciation and Execution:

The ending to this great afternoon of learning is our Art Appreciation and Execution class. The class will focus on art and music directly relating to the time periods being studied in history. This class makes the art of the historical time period being studied come alive!

Math:

Math is a critical subject that should be taught and reinforced every day. For younger students, the one-day-per-week learning model doesn't work as well with math. As a result, we ask that parents to shepherd their students through the math program that works for their student. We highly recommend Horizons Math and provide an assignment schedule, grade recording, and test grading for the students following Horizons Math curriculum levels 3-6.

At the Logic Level, students will take the following courses:

Christian Studies (L1):

At the Logic Level, our aim is to help students grow in their faith beyond factual knowledge of the Bible. With this goal in mind, the foundation of our Logic Level Biblical instruction will be 52 catechetical questions and answers from the New City Catechism. Students will deepen their understanding of the key concepts of Christianity through the catechetical discipline of memorization. This practice of question-answer recitation will open up opportunities for teachers and parents to dialogue more meaningfully with students about their faith as they enter into the dialectic stage of development. Finally, in support of the catechism, students will be reading and discussing pertinent passages from the Bible and related readings from Packer's Concise Theology.

Church History (L2):

The history of the church drives the rest of history; God is always working to build up and purify the Church so that it may be presented as the blameless, glorious, and radiant bride of His Son, Jesus Christ. Those who have come before us have set some examples which are worthy of following, and some which should be avoided at all costs. Our goal is to discern which examples deserve honor, and which ones serve as warnings to today's Church. Therefore, the objective of this class is two-fold: 1.) To see how God has demonstrated His sovereignty and providence in the way He has built up and protected His Church and 2.) To see and understand how God has used those faithful to the Gospel to carry out His message and bring glory to Himself.

Latin:

The study of the classical language, Latin, is the core of a classical education; as a result, we require students to continue their study of Latin at the Logic Level. Students must successfully complete Latin I or II with a score of 70% or higher to fulfill this requirement before they are able to take a different foreign language in the Logic and Rhetoric Levels.

Introduction to Spanish:

The course is intended for L2 level students as a ground-level introduction to the Spanish language. It will introduce basic vocabulary and grammar concepts that will be further developed in Spanish I through Advanced Spanish. Throughout the year, students will learn the Spanish phonetic alphabet, learn and memorize essential vocabulary, and practice simple conversation using basic grammar concepts. After completing this class, students will be well equipped for success in our Rhetoric Level Spanish coursework.

Science:

At C.C.A we strive to improve how we prepare our students. Over the next few years, we will be transitioning to a Physics-first model at the Rhetoric level which affects what we teach at the Logic level. In this year of transition, both L levels will be studying Physical Science. In subsequent years, L1 students will take Physical Science and L2 students will take Earth Science.

Omnibus:

The word *omnibus* comes from Latin “for all” and truly embodies the heart of our classical curriculum. This course seeks to integrate history, literature, theology, literary analysis, composition, and art/music history. Logic students will study these topics chronologically in a two-year rotation of Ancient/Medieval and Modern Times. The curriculum for the course is based upon Great Works with sharp focus on the ideas rather than just the facts. Subsequently, the reading material and class discussion provide a rich resource for in-depth and integrated instruction in a variety of composition modes, such as expository, narrative, descriptive and persuasive writing, as well as the classical progymnasmata exercises. Our instructors will use a combination of sources to help students develop into confident and accomplished writers.

Logic and Critical Thinking:

Consistent with the modes of learning inherent in this stage of the trivium, the disciplines of logic and critical thinking provide students with the tools to recognize sound arguments. L1 students study formal logic, the science of reasoning well. L2 students study the processes of critical thinking in order to learn how to carefully and methodically analyze arguments of others and preparing them to construct solid arguments of their own.

Math (Optional C.C.A. Class):

C.C.A. offers Pre-Algebra, Algebra, and Geometry to Logic Level students on Tuesdays and Thursdays. Those interested in a math class will join at a specific class time for their level. Participating students will receive grades. The cost for the class is \$500/student.

Other Subjects:

At home, parents must teach students math (if not enrolled in math at C.C.A.). All students must complete Shurley Grammar Level 6 and our Applied Grammar class or the equivalent course work. If that requirement isn't met, Logic Level students will need to follow the homework assigned for those courses on their own and submit work weekly.

At the Rhetoric Level, students will take the following courses:

Foreign Language:

Spanish will be taught using *Descubre 1 & 2*. This program offers C.C.A. students the opportunity for daily language practice utilizing many on-line components such as vocabulary and grammar tutorials with practice activities, audio, video, and digital voice recording. Students will also use a workbook and lab manual for their weekly assignments, which are designed to build competency in all four of the language acquisition areas: speaking, listening, reading and writing. Additionally, students in Advanced Spanish will read an adapted version of Cervantes' *Don Quijote de la Mancha*. C.C.A.'s four-year program will prepare students for advanced study of the Spanish language. Spanish meets twice per week – Mondays and Thursdays.

We encourage Advanced Spanish students with an aptitude in languages to prepare for the SAT Subject Test in that area.

Math:

All students entering the math program at C.C.A. will be given a placement test to ensure proper placement. Math will be taught by skill level – Algebra I, Geometry, Algebra II, Pre-calculus, and AP Calculus. Math is taught twice each week – Mondays and Thursdays. It is required that students attend both class periods. We encourage Algebra II students with an aptitude in math to prepare for the SAT Math I Subject Test and Pre – Calculus students with an aptitude in math to prepare for the SAT Math II Subject Test. In AP Calculus, a special emphasis will be given to preparation for the National AP Exam.

Because some C.C.A. students don't participate in math classes until Rhetoric level, parents should keep the following guidelines in mind in preparing their students to perform successfully in Algebra I. When selecting your student's math curriculum, check the scope and sequence to be sure that students entering Algebra I will have mastered the following skills:

- Addition
- Subtraction
- Multiplication (times table facts and multiplication of large numbers)
- Division (including long hand division)
- Order of operations
- Raising to a power
- Performing operations with negative numbers
- Integers (positive and negative whole numbers and zero)
 - *Performing operations such as addition, subtraction, multiplication, division, and raising to a power.*
- Rational numbers (fractions and decimals)
 - *Performing operations such as addition, subtraction, multiplication, division, and raising to a power.*
 - *Switching between fractions and decimals*
- Because calculators are rarely used, students must be able to perform all basic math operations by hand.

Science:

At C.C.A we strive to improve how we prepare our students. Over the next few years, we will be transitioning to a Physics-first model. In this year of transition, both R1 and R3 levels will be studying Physics and students at the R2 level will be studying Chemistry. In subsequent years, R1 students will study Physics, R2 students will study Biology, and R3 students will study Chemistry. We have both a regular and honors track. The honors track is designed for students who are seriously considering entering a science field in the future. We encourage Biology, Chemistry, and Physics students with an aptitude in the sciences to prepare for the SAT Subject Test in those areas. If your student is prepared to take a science other than the science he/she is scheduled to take, please let us know and we can try to accommodate your student.

Quadrivium:

In classical education, based in antiquity, the Quadrivium is the integration of the four “sister sciences”(Pythagoras) of arithmetic, geometry, music, and astronomy. The relationships between these subjects have been studied and taught since the earliest days of Greek education. This course moves beyond the preparatory work of the trivium (grammar, logic, and rhetoric) to explore the deep interconnections between number, space and time. In doing so, R4 students have the opportunity to complete their personal journey through the seven core liberal arts.

Systematic Theology and Biblical Worldview:

All of Scripture is breathed out by God, which means everything in the Bible matters. There is a fundamental unity in the Bible since it is all written by the same author. Systematic theology seeks to make the comprehensive unity understood and enjoyed. We all do theology, but it may not be very well organized or incorporate verses from the whole Bible. We must study the entirety of what God reveals about a particular doctrine. This is why systematic theology is important to teach and relate to our world today.

Economics and Personal Finance:

Our one-semester economics course is designed to give students a basic understanding of economic principles. Students will be encouraged to apply their logic and critical thinking skills to the area of global finance and recognize that political and economic actions have consequences. Our one-semester personal finance course is designed to help students take a biblical approach to personal finance. In this course, they will learn about saving, investing, credit, debt, money management, and much more.

Fundamentals of Professionalism:

Fundamentals of Professionalism (FoP) is designed for R3 students. This class will teach the practical skills required for launching well into the next phase of life. The course will cover: goal setting, gifts and talents assessments, translating skills and gifts into a career, becoming a self-directed learner, exploring interest areas, marketing yourself, finding where to learn after C.C.A., finding mentors, interviewing, and landing internships.

Independent Study:

Independent Study (I.S.) provides an individual R4 student the opportunity to pursue a passion or explore a particular topic of interest and to gain considerable knowledge in that topic area. Participation in this course will serve to enhance skills in curating, analyzing, synthesizing, and integrating information from diverse sources and experiences. The Independent Study student will work closely with a C.C.A. faculty member who has agreed to be the I.S. supervisor and who will approve the plan of study, direct the study in a mentorship role, and evaluate the outcome. Because I.S. requires greater self-discipline and a more developed sense of purpose and direction than a traditional course, the student who elects to take I.S. should be a highly motivated learner who is seeking a unique and personalized educational experience that will help to shape and inform further studies at the collegiate level.

Omnibus:

The word *omnibus* comes from Latin “for all” and truly embodies the heart of our classical curriculum. This course seeks to integrate history, literature, philosophy, theology, and composition. Rhetoric level 1 (R1) students will study these topics through the lens of our American heritage in Omnibus: American Studies. Rhetoric levels 2-4 will study these topics in a three-year rotation of Ancient, Medieval and Modern Times. The curriculum for the course is based upon Great Works with sharp focus on the ideas rather than just the facts. Subsequently, the reading material and class discussion provide a rich resource for in-depth and integrated instruction including a variety of composition tasks.

Critical Writing:

Building on the foundations of Introductory Formal Logic and Critical Thinking, Critical Writing is a course designed to develop students’ abilities to become effective and eloquent persuasive writers. As a part of this process, students will read a variety of fiction and non-fiction texts and respond in writing with arguments of their own. In this process, they will learn practical aspects of

writing, such as paraphrasing, quoting and summarizing, identifying legitimate sources, and citing those sources properly. Throughout the course, students will engage in Socratic discussions, thereby developing their skills of critical thinking and analysis. Additionally, students will practice composing short in-class essays in order to help them develop strong and efficient writing processes. Finally, students will research, write, and present an extended argument of their own, incorporating all that they have learned.

Classical Rhetoric I:

R2 students will begin training in the art of oral expression. Classical Rhetoric I will focus on oral expression and the art of delivering a well-crafted speech. At the end of the class, students will be well-versed in the Branches of Oratory and the tools of oral rhetoric.

Classical Rhetoric II:

R3 students will be introduced to the field of apologetics. The goal of this class is to give students tools for defending the Christian Faith against common objections raised by non-believers. Students will learn to analyze and refute arguments raised against Christianity by integrating knowledge learned from Logic and Classical Rhetoric I. Students will learn the distinctions between Classical and Presuppositional Apologetics. Students will be writing extensively in this class and will have many opportunities for argumentation. During the second semester, students will create a thesis of 20 pages on a theological topic of their choice and defend the thesis orally before a panel.

SUBJECT ROTATION

There are a few courses that we have decided to rotate in order to make home teaching easier on parents with students at different levels. In the Grammar stage, History and Science are on a rotation. All students in the Primary and Grammar stage will study the same historic time period and science subject.

School Year	History Studied	Science Studied
2021-2022	Revolutions and the Rising of Nations	Zoology: Land Animals
2022-2023	Creation through Christ	Zoology: Flying and Swimming Creatures
2023-2024	Middle Ages	Astronomy/Botany
2024-2025	The Renaissance	Anatomy

GUIDED STUDY DAY

Tuesday is an optional guided study hall for Grammar and Logic Level students. During this guided study day, students bring their work and mentor teachers guide students through completing their homework for a set of subjects. The day consists of a combination of individual study and group work. Because there is a solid and consistent structure, students settle into a productive rhythm. Students enjoy ample breaks and time with friends.

ENRICHMENT OPPORTUNITIES

Rounding out your student's academic life with fun and enriching experiences is important. We offer some different enrichment opportunities that we hope you will take advantage of. They are all optional and some come with an additional cost above and beyond tuition and fees.

ENRICHMENT WEEKS:

Four times throughout the year, we will focus on life enrichment. Teachers will reduce the normal workload in half to allow us to concentrate on serving others and having fun together. Each

Enrichment Week will consist of a service opportunity on Wednesday and a field trip opportunity on Friday.

ENRICHMENT TRIPS:

C.C.A. hopes to arrange exciting trips to Springfield, Illinois; Washington, D.C.; Italy/Greece; and Israel. Details will be shared as they become available.

I-TERM (INTENTIONAL TERM):

I-Term, which stands for Intentional Term, is a three-week break from our typical school routine between Thanksgiving and Christmas that allows students time...time to learn something they've wanted to learn, time to serve their neighbors or people across the globe, time to create something beautiful, time to start something, time to apprentice, or time to explore...it is up to them! Students are encouraged to make their intentions public and then share their learnings after the I-Term is complete.

C.C.A. Becomes United Under Houses Divided

The House System has been in place in the English educational system since the 1700. We are happy to have the House System at C.C.A.. The House System is a simple and brilliant way to divide students into groups to help them succeed academically, emotionally, and spiritually while having a tremendous amount fun in the process. It does this by uniting groups of multi-aged students (and their families) under one of four Houses (Benignitas (Kindness), Fides (Faithfulness), Gaudium (Joy), and Pax (Peace)) that provides a smaller family unit within the larger C.C.A. family. Each House is organized under a faculty House leader and two student co-captains. House members are encouraged to mentor each other, pray for one another, serve together, and build close bonds of friendship. They are also competing with each other against the other Houses for the coveted Golden Chalice. The Golden Chalice and bragging rights will be awarded to the House that earns the most points. Students can earn (and lose) points weekly and during special events.

Weekly Points

Students can earn points for:

- Following the dress code
- Arriving to Chapel on time
- Maintaining a 3.0 GPA or above
- Completing his/her work before 5:00pm on Friday
- Serving at church
- Serving in the community/world
- Serving at C.C.A.
- Going above and beyond at C.C.A.
- Winning fun challenges

Special Event Points

Students can earn points for:

- Participating and placing in the science fair
- Participating in the C.C.A. Showcase
- Placing in classroom and school-wide academic challenges (e.g.: class debates, spelling bee, academic bee, etc.)
- Placing in Field Day
- Attending extra-academic programs (e.g.: Teen Pact, Worldview Academy, Americans for Prosperity, etc.)
- Participating in and helping most in school-wide service and fundraising events

Parents and Teachers Earn Points Too

Parents can help earn points for their Houses by:

- Planning B.E.S.T. events
- Serving at C.C.A. (e.g.: providing classroom/teacher support, contributing to teacher appreciation days, helping during school events like science fair, showcase, graduation, and field day.)
- Leading field trips
- Leading a Career Day
- Leading C.C.A. clubs and other community building initiatives (e.g.: academic bowl team, debate team, chess club, Mom's Night Out, etc.)
- Being a New Family Buddy
- Recommending new families to C.C.A.

Teachers are also part of the fun! They can assign points to students when they see exceptional behavior in and around C.C.A. (or take them away if unwanted behavior occurs). Teachers can also lose points for their teams if their course materials aren't posted on time and earn points for serving at C.C.A., in their churches, or in their communities.

FOUNDATIONAL SKILLS:

Once a student reaches twelfth grade following a classical Christian education, he will be able to think logically and express himself well both on paper and through speech. The foundation of clear communication begins with a strong command of English grammar. The best curriculum we have found to build this strong foundation is Shurley Grammar.

Shurley Grammar

L1 though R4 students will not formally take a grammar course at C.C.A. but concepts learned in Shurley Grammar will be reinforced and reviewed in C.C.A. writing courses. We require that all students complete the course material found in Shurley 6 and Applied Grammar classes or their equivalent. If that requirement isn't met, Logic and Rhetoric Level students will need to follow the homework assigned for those courses on their own and submit work weekly. A number of our C.C.A. families have found it helpful to have their students work on grammar over the summer. Grammar test scores will be recorded by C.C.A. graders and returned to students. At the end of each semester, a grammar grade will be given to each student.

Please Note: The Shurley Grammar program has many components. We recommend that your student focuses on vocabulary, practice sentences, lessons that reinforce the main skill taught in the chapter and the tests. Please don't feel that you need to complete the peripheral exercises or the writing exercises (unless you think that your student needs extra writing practice).

Writing

Learning to write well is an important skill; therefore, C.C.A. requires frequent writing practice. Writing is a process. We require parents of our students to take an active role in that process. At the beginning of each week, parents are expected to review the requirements of the week's writing assignments with their students. During the mid-week, parents should expect students to begin organizing thoughts into an outline. From this, students should produce a first draft. Because all forms of communication assume an audience, parents should be the first "audience" for **every** piece of writing produced by their students. It is then the job of the parent to make age and skill-appropriate edits pointing out places that don't flow or make good sense. Parents can also encourage student-editing skills by not marking every spelling or

grammatical error, but saying, “Be sure to check your spelling and grammar. I saw several mistakes.” All edits should be reviewed with students encouraging them to independently create a second draft based on editing feedback. This second draft is the first draft he turns in to his teacher. The teacher will make comments and suggestions on each student’s paper. Students must then incorporate teacher feedback into all submitted second drafts.

Keyboarding

At C.C.A., we require all assignments done outside of a workbook to be typed. We want to make sure that students aren’t stressed by this requirement and that moms are not relied on to type every assignment. As a result, we strongly encourage you to begin your student on a keyboarding program such as Mavis Beacon typing software. This will help familiarize your student with the fundamentals of typing and make finishing assignments much easier.

HOMEWORK

Parents frequently ask how much time students will need outside of C.C.A. to accomplish their homework assignments. This is a difficult question to answer, because it depends on the student’s ability to grasp the concepts and both the student’s and parent’s ability to focus on getting the work done. The best we can do is share our homework goals with you and some age-appropriate guidelines.

Our homework goals:

- To help you give your student the best and most complete classical Christian education;
- To accomplish what is expected by the high-quality curricula we have chosen in one academic year’s time;
- To focus on the majors. This means that the primary focus of the homework time will be spent on the most significant subjects: Latin, Biblical Studies, Literature, Composition, History, and Math.
- To focus on Mastery Markers. Our desire is that our students master the critical components of each subject. The bulk of the assigned work will be about growing in mastery of that subject and/or effectively conveying their mastery.
- To not assign busy work. We have no interest in assigning work just to keep your student busy for hours each week, nor do we want to grade that kind of work. Each assignment is designed to excite your student and move learning forward.
- To have your family participate in field trips and programs to a reasonable degree.

With that said, we believe that a school-aged child’s full-time job is to be a student. C.C.A. is academically rigorous and rigor takes time. It is also important to remember that our formally schooled counterparts spend at least seven hours a day in school and an additional couple of hours on homework each evening. Please leave room for the possibility that school might take a little bit longer than it has in the past and/or that on a field trip week homework might have to be finished on Saturday.

Our expectation is that all homework will be done independently, completely, neatly, to the best of the student’s ability, and on time. **The use of answer keys to aid in the completion of homework is not permitted.** All assignments must have the proper heading. The heading should be located in the upper right-hand corner. The heading should have the student’s name, subject, level, and date. Subsequent pages of multi-page homework assignments need to be stapled to the first and must have the student’s first and last name. An improper heading will lower a student’s grade.

Students' weekly assignments will be posted to the Resources page of our Family/Student group on Schoology by 6:00 p.m. Sunday. They will also be sent to families via email. It is the responsibility of all C.C.A. families to obtain their assignments each week.

Unless otherwise stated, all assignments are due the following Monday by 8:00am. Homework must be placed in the proper folder before chapel begins. If homework is not in its proper folder by 8:00am on the Monday it is due, the student will need to use a grace card or receive a zero for that assignment.

Age-Appropriate Guidelines for Parent Involvement

Note: This information is based on a Conference Handout for the lecture, Teaching Students to Work Independently by Susan Wise Bauer

There are different levels of supervision required by parents:

- Parent at Elbow (PEW)
 - Sitting next to your student helping him understand concepts and complete work to the best of his ability.
- Hovering Parent (HOP)
 - Checking in frequently to ensure he is understanding what is being asked of him and what he has read/learned.
 - Brainstorming paper and project ideas and how to break the task down.
 - Proofreading papers and helping him see errors in grammar and logical structure.
 - Helping study and manage time.
 - Making sure his best work is what is being turned in.
- Assign and Check Parent (ACP)
 - Checking in to ensure he is understanding what is being asked of him and what he has read/learned.
 - Brainstorming paper and project ideas.
 - Proofreading papers and encouraging him to find errors in grammar and logical structure.
 - Testing to make sure your student is prepared for tests.
 - Making sure his best work is what is being turned in.
- Start and End of Day Parent, On Call (SEDPOC)
 - Being available to discuss what he is learning.
 - Being available to brainstorming paper and project ideas.
 - Proofreading papers and requiring him to find errors in grammar and logical structure.
 - Debriefing about study techniques that are working or not.
 - Reining things back in if best work isn't being turned in.
- Start and End of Week Parent, On Call (SEWPON)
 - Being available to discuss what he is learning.
 - Being available to brainstorming paper and project ideas.
 - Proofreading papers and requiring him to find errors in grammar and logical structure.
 - Debriefing about study techniques that are working or not.
 - Reining things back in if best work isn't being turned in.

It is important that at each stage you are also helping your student have a healthy relationship with technology. Make sure that you are working with your student to develop good time management habits that involve technology free times while studying to avoid distraction.

Grades kindergarten through G1, parents should be at the elbow working right alongside their student through every subject.

G2

- Move towards Hovering Parent in all but one or two subjects
- Make use of a Student Checklist based on the homework spreadsheet

G3

- Move towards Hovering Parent in all but one or two subjects
- Begin to work on personal schedule-keeping
- Buy student a wall calendar or notebook planner
- Make sure student has an alarm clock and a watch
- Challenge for the year: the student should write in all appointments (doctor and dentist visits, holidays, birthday parties, babysitting jobs, visits with friends)
- Challenge for the year: the student should establish regular time for getting up and going to bed and other family deadlines, and should keep them without prompting.

G4

- Goal: one Parent at Elbow subject, two Hovering Parent subjects, rest Assign and Check
- Continue to use checklist
- Continue to work on personal schedule keeping
- Identify which subjects require you to be At Elbow, which require you to Hover, and which can be moved to Assign and Check
 1. Give the assignment, a time frame, and a timer.
 2. Student reports back at end of time frame
 - Rewards for diligence
 - Consequences for irresponsibility

L1

- Goal: two Hovering Parent subjects, rest Assign and Check
- Establish regular school schedule
- Work out academic schedule along with daily schedule, monitor

L2

- Work towards becoming a Start and End of Day Parent, On Call
 - Work out academic and daily schedule
 - Help student plan how to organize
 - Establish morning check-in time for student
 - Establish end-of-day check-in time for student
 - Check work that needs grading
 - “Eyeball” all work

R1-4

- Start and End of Week Parent
- Beginning of each semester: revisit what is working and what isn’t
- Student continues to keep academic and daily calendar.
- Review the week’s tasks at the beginning of each week

- Check progress in each subject at the end of every week
- Check in with teachers when needed
- Ask student for a “Friday report.” What’s going well? What’s going badly? What changes need to be made?

Giving Grace

Each student is allowed to use two Grace Cards per subject per grading period. A Grace Card allows a student one week’s grace for an assignment.

The Grace Card must be filled out completely and attached to the late assignment (If the assignment is in a workbook, the grace card must be attached to the front of the workbook.). The assignment must be turned in on the following school day. If not, the student will receive a zero for the assignment.

R4 students are given special grace so that they can take time to investigate their college and university opportunities. R4 students will get two Super Grace Cards for the year. A Super Grace Card allows R4 students to skip completing an assignment without penalty. In order to redeem the Super Grace Card, the R4 student must attach the business card of the admissions counselor with whom he/she met to the Grace Card. Students are **not** allowed to use Super Grace Cards on tests or papers and projects of significance. R4 students wanting to use their Super Grace Cards must check with their teachers first; not doing so may result in a zero for the missed assignment.

Grace Cards can be downloaded from the “Important Forms” file on the Resources Page of the Family/Student Group on Schoology.

Illness

If your student is ill and unable to complete his assignments, you or your student must contact the Headmaster. The Headmaster will decide if grace without the use of a Grace Card will be given. Students granted this grace will need to use a Sick Card, which can be downloaded from the “Important Forms” file on the Resources Page of the Family/Student group on Schoology.

Late Work

C.C.A. is training students in time management and responsibility. **All homework received after Chapel begins on the Monday that it is due is considered late.** Late work needs approval from a member of the Leadership Team. Late work without approval will receive a zero.

Grading Homework

Our goal is to return most homework assignments to students by the end of the day on which they are submitted. Tests, essays, projects, and research papers are likely to take longer.

TESTING

Life is full of challenges. Tests are one of those challenges that students must face. At C.C.A., we see tests as an opportunity to apply what students have learned. They also serve as practice for students who don’t test well. Every test is an opportunity for student growth.

We feel that quiz and test scores are a good measure of a student’s mastery of a subject and as a result, we may ask students to repeat classes based on a student’s quiz and test scores rather than their overall course grade.

GRADING POLICY

Purpose

There are many positive reasons to grade students' work. Grading helps develop accountability in students. It also motivates students to meet deadlines. Grading provides a good (not perfect) natural reward for hard work and consequence for lack of effort. It is also a capable measure for how well a concept is grasped.

Grading

At C.C.A. we record and deliver grades through an online grading program called Jupiter Ed. At the beginning of the school year, you will be given a username and password that will allow you to access your student's grades at any time. It is a wonderful program that enables you and your student to keep a close eye on your student's progress.

Criteria

It is our desire to grade objectively. Whenever possible, teachers will be as detailed and upfront as possible about how grades will be determined.

Grading Scale

C.C.A. desires for students to master the material they are taught. A student's grades are one way that we can determine whether mastery has been achieved. Our grading scale at C.C.A. is A, B, C and F, because if a student has less than 70% competency in a particular subject we are setting them up for failure if we advance him/her to the next level. A student must have a cumulative score of 70% or above in a subject to be considered for advancement.

Mastery Markers

More important than grades is the mastery of the fundamental components of a given area of study. Every course your student takes at C.C.A. will have a syllabus that explains the course, teacher expectations, Mastery Markers, and how mastery will be evaluated. Demonstration of mastery is required before promotion to the next level will be allowed.

Academic Probation

Any student who receives a first or second semester final grade of 69% or less in any subject will be placed on academic probation. The parents of the student, the student, the Headmaster and/or the Academic Director will meet to discuss the issues surrounding the poor grade. If the student shows a willingness to improve, he/she will be allowed to continue at C.C.A. If the student is able to achieve a 70% or higher in all of his/her subjects during the following semester, the academic probation will be lifted. If the student's grades don't improve, he/she may be asked to take the course again or leave the program. If a student receives a 69% or less in more than one class during any one semester, the student may be asked to leave the program. These issues will be evaluated on a case-by-case basis.

C.C.A. CLASS AND HOME SCHOOL PARTICIPATION

Class participation is an important part of a successful classroom experience at the Classical Consortium. Class preparation is critical for productive class participation. Students will be given a grade for their class participation that will impact their final grade. If a student is absent due to illness **and the Headmaster has been notified**, his/her class participation grade will not be affected. Students are granted one vacation day per semester. This allows students to have one day's worth of class participation not be affected by an absence due to something other than illness.

A student's behavior in his home school is also extremely important to us at C.C.A. As a result, parents will submit a home school participation grade each semester that will be included in the student's final grade. The grade should be based on effort, self-motivation, and willingness to cooperate with his home teachers during school time. Parent-assigned grades will be due on a date to be determined. If parents do not turn in a home school participation grade the student will receive a zero.

MISSING WORK

If you believe that a grade was misreported or an assignment was not recorded when it should have been, it is important that you show the Director of Administration the C.C.A. graded assignment within one week of the grades being delivered. No grades will be changed after one week's time.

RESUBMITTING TESTS, QUIZZES AND PAPERS

The resubmission of quizzes, tests, and papers is at the complete discretion of the teacher who gave them. Students (not parents) must get permission from the teacher before resubmitting a quiz, test, or paper. The resubmission must be typed and attached to the original. True or false questions must be accompanied by an explanation. Every resubmitted correct answer will be given half credit, unless the teacher decides otherwise. All resubmissions must be returned by the next school day. Final tests cannot be resubmitted.

RESOLVING GRADE DISCREPANCIES

If a student has a question about how an assignment, test, or quiz was graded, he/she may submit his/her question in writing along with the assignment, test, or quiz to the instructor of the class **within one week**. We encourage students to handle these issues directly with their teachers, not indirectly through their parents.

If you find a discrepancy in your student's final grades, you must bring the C.C.A. graded assignment to the Director of Administration within one week of final grades being delivered. No grades will be changed after one week's time.

GRADE REPORTS

Grade reports will be given two times per year – end of December and end of May. Final tests and assignments will be graded and final grades will be available within two weeks after the final day of the semester. Grace Cards can't be used on assignments due on the final day of the grading period.

PLACEMENT

Both the parents, Headmaster, and Academic Director will determine the placement of students. We believe that students should be placed at a level where they can complete the assigned work fairly independently and successfully. Please remember that C.C.A. is a rigorous and demanding program that covers subjects that your students may have not been taught before. As a result, students may be placed at a level different from where they would be placed in a traditional school. It is also possible that students will be asked to spend more than one year at a level to ensure that they have a firm grasp on the material taught.

AUDITING

We allow students to audit classes if necessary. The privilege of auditing is given to students who are hard workers, but are academically challenged. Auditing students are required to attend all classes, but are given flexibility regarding their homework assignments. Parents are allowed to modify assignments to best meet their students' needs. If an auditing student completes a homework assignment on time, as it was assigned by the teacher, the work will be graded. If a student audits a class that is offered each year (e.g.: Latin, Spanish, Math, Logic, and Logic and Rhetoric Level sciences, etc.) the student must

retake the audited class the following year for a grade. If a student is allowed to audit a class that isn't able to be retaken, the student is required to prove competency by maintaining a 70% or higher on tests, quizzes, papers and other "essential" work to remain a student in good standing at C.C.A.

Rhetoric Level students must either not include audited courses on their transcripts or clearly indicate their auditing status on their transcripts, not doing so would be disingenuous because all work, as it was assigned, was not completed.

In order to gain auditing privileges for your student, you must meet with the Headmaster. The Headmaster will determine if the privilege of auditing is granted.

GRADUATION REQUIREMENTS

At the Rhetoric Level, students may choose from four different tracks. Below are the basic requirements for each track. Students will meet with an advisor prior to their R1 year and decide which track they would like to take.

Course Areas	Traditional Four-Year Track	Accelerated Three-Year Track	Honors Four-Year Track	Certificate of Merit Track
Math	Three years of math successfully completed through Algebra II or higher.	Three years of math successfully completed through Algebra II or higher.	Math successfully completed through Pre-Calculus or higher.	Three years of math successfully completed through Algebra II.
Foreign Language	Three years of foreign language successfully completed.	Three years of foreign language successfully completed.	Four years of foreign language successfully completed.	Two years of a foreign language successfully completed.
Science	Three years of science successfully completed through Chemistry.	Three years of science successfully completed through Chemistry.	Three years of science successfully completed through Chemistry.	Two years of science successfully completed through Biology.
Omnibus/ History/ Literature	Three years of Omnibus successfully completed (American Studies required).	Three years of Omnibus successfully completed (American Studies required).	Four years of Omnibus successfully completed.	Three years of Omnibus successfully completed.
Rhetoric Training	Successful completion of Critical Writing, Classical Rhetoric I, and Classical Rhetoric II.	Successful completion of Critical Writing, Classical Rhetoric I, and Classical Rhetoric II.	Successful completion of Critical Writing, Classical Rhetoric, Classical Rhetoric II, and Independent Study.	Successful completion of Critical Writing, Classical Rhetoric I, and Classical Rhetoric II.
Extras	Successful completion of Theology/Worldview, Economics/Finance, Fundamental of Professionalism courses required.	Successful completion of Theology/Worldview, Economics/Finance, Fundamental of Professionalism courses required.	Successful completion of Theology/Worldview, Economics/Finance, Fundamental of Professionalism courses required.	Successful completion of Theology/Worldview, Economics/Finance, Fundamental of Professionalism courses required.

With the exception of R4s who are granted permission, all students enrolled in classes at C.C.A. must be on campus for the entire day. If they aren't in academic classes, they must either be in the study area or helping teachers or staff.

LIFE BEYOND C.C.A.

We actively work to help students achieve their goals. We have developed materials that help Rhetoric Level students and their families prepare for higher education. We continue to build relationships with reputable Christian universities around the country. Universities continue to take special notice of our exceptional students.

We encourage all parents of Logic and Rhetoric Level students to join our Life Beyond C.C.A. Schoology group maintained by C.C.A.'s guidance counselor. Here parents and students learn about scholarships, testing, and other college, missions, and job opportunities.

ADMISSIONS AND FEES

ADMISSIONS SCHEDULE AND PROCESS

Enrollment for the 2021-22 school year will begin immediately.

Admission to C.C.A. is a four-step process for families new to our program. All four steps must be completed before students are allowed to join us for classes.

1. Review the entire C.C.A. handbook.
2. Complete and submit all enrollment forms, materials, and recommendations with required fees.
3. Join a member of the C.C.A. Leadership team for a family interview.
4. If C.C.A. is a good fit, enter the applicant pool and wait to be placed.

Review the Entire C.C.A. Handbook

We have spent a lot of time thinking through the details that will make or break our program. Those important details are in this handbook. **We ask that both parents read the entire handbook.** We require students to read the portions that apply to them. Your family's intimate understanding of what this program is all about and what is expected of our families will contribute to your student's success.

Complete and Return All Enrollment Forms, Materials, and Recommendations with Required Fees

On our website, you will find the required enrollment form. Please fill it out completely.

Because C.C.A. is a unique and rigorous program, it is most helpful for prospective families and C.C.A. if prospective families have an established relationship with a current C.C.A. family. The Leadership Team values the insights and wisdom that our current families can provide. As a result, all families applying to C.C.A. for the first time are encouraged to submit one letter of recommendation from a current C.C.A. family, if possible.

A registration fee of \$175.00 (\$200.00 after May 1st) per family must accompany your family's enrollment forms. This check should be made payable to the Village Church of Barrington. This is a non-refundable fee; however, it will be returned in full if enrollment is denied.

If you are interested in a teaching or support staff position, please complete our Teacher/Staff Application found on our website.

Please send admissions fees to:

**Village Church of Barrington
1600 East Main Street
Barrington, IL 60010
Attn: Jennifer Burns**

Join a Member of the C.C.A. Leadership Team for a Family Interview

This interview gives us a chance to talk about the program, what your family would like to get out of it, your student's academic history and desires, and to answer any questions you may have. Admission is based on your student's academic abilities, motivation, desire to learn, and willingness to cooperate with students and teachers.

We reserve the right to interview returning families, although this won't be required of all returning families.

Enter the Applicant Pool

At C.C.A., we don't enroll students based on the order in which they enroll. We have an applicant pool from which we pull our students. Students are pulled from the pool in the following order:

1. Existing students¹
2. Students of staff
3. Siblings of current students
4. Qualified students who have completed the admissions process

Attend Our Orientation

We will be hosting teacher meetings and orientation for all families during the week before school starts. Orientation meetings and activities are required. More details will be given in your confirmation letter.

¹ Returning students will be evaluated on the effort they put forth the previous year. Our expectation is that all C.C.A. students give their best effort to their school work.

TUITION AND FEES

Required

Registration Fee	\$175 fee per family due at time of form submission if submitted by May 1 st . \$200 fee per family if application is submitted after May 1 st .
Orientation Fee (G-R Students)	\$50 per student
Primary Level Fees	
Tuition	\$1,200 (\$120.00/month)
Grammar Level Fees	
Tuition	\$1,485 (\$148.50/month)
Art Fee	\$50 for Art Students
Logic Level Fees	
Tuition	\$1,535 (\$153.50/month)
Rhetoric Level Fees	
Tuition for R1-3	\$2,500 (\$250.00/month)
Tuition for R4	\$2,500 for all 7 classes offered (\$250.00/month) or \$500/class.

Optional

Tuesday Guided Study Hall for Grammar and Logic Level Students	\$900 (\$90.00/month)
Thursday Morning Study Hall	\$350 (\$35.00/month)
ACT/SAT Prep	\$125 (\$12.50/month)

If you break down the C.C.A. tuition cost it is amazing...our families with Grammar Level students are paying \$5.13 per hour to have their students at C.C.A. Families with Logic Level students are paying \$5.48 per hour. Families with Rhetoric students are paying \$4.79 per hour.

Fees are due upon receipt of the confirmation letter. August through May tuition payments are due the first Monday of each month (August-May). Tuition payments can be paid online or placed in the tuition box before chapel begins. A \$10.00 late fee will be charged to families who do not turn in tuition payments on time.

BOOK EXPENSES

In a separate file on our website (www.ClassicalConsortiumAcademy.com) you will find a copy of the preliminary book list. The final book list will be posted by June 1st. The list contains all of the materials required for each level. The number in parentheses next to some titles is the item number designated by the company listed in the Suggested Place for Purchase column. We have included the ISBN number (the thirteen-digit number beginning with 978) when possible. If you choose to purchase your materials from another source, please make sure that you are ordering the same item we are requiring. It is essential that all students have the same versions of the materials listed.

OTHER EXPENSES

A supplies list will be sent to you one month before school begins. This list will itemize all of the school supplies required for each class.

REQUIRED READING FOR ALL C.C.A. FAMILIES

If you are unfamiliar with classical Christian education, we ask that you read *Recovering the Lost Tools of Learning* by Douglas Wilson. It makes a wonderful case for the type of education we feel passionate about helping you provide for your children.

We would also like all families to read *Protocol Matters* by Sandra Boswell. She argues that protocol training is biblical and essential. She explains that the intent of protocol training should be “to teach and equip children so that they will behave in a manner worthy of their gospel calling.” She continues by suggesting, “Protocol training promotes the valuable character-building habits of self-control, humility, and thoughtfulness.” We couldn’t agree more! The book details expected mannerly behavior and suggests ways to teach those behaviors at home. The book also discusses cultivating social graces in schools. At C.C.A., we will be expecting our students to uphold many of the standards set in this book. During the year, we will be gently reminding students of these protocols. The greater the similarity between what is expected in your household and what is expected on Mondays, the more successful both of our teachings will be.

WITHDRAWAL

Please understand that when you enroll your student in C.C.A. your commitment is for the entire school year. It is very difficult for students waiting in our applicant pool to begin the program mid-year. In addition, our program is counting on your financial support for the year. With that said, we understand that there are unexpected circumstances that occur. If you must withdraw your student from C.C.A., we would like at least 30 days written notice. You are expected to pay the tuition due during that 30-day period. In addition, the registration fee and all fees paid at the beginning of the school year will not be refunded.

POLICIES

This section focuses on the details that help our program run well. Our intention is to be as clear as possible about our expectations so C.C.A. and all our families are setup for success, not to seem legalistic and unnecessarily rigid. Many of these policies help protect the time and well-being of our students, parents, staff, teachers, and the Leadership Team.

USE OF PERSONAL INFORMATION

C.C.A. distributes a family directory to all enrolled in our program with the names, addresses, telephone numbers, and levels of the children registered at C.C.A. This information should only be used for your personal use and is not allowed to be distributed to anyone outside of our program.

WEB AND EMAIL COMMUNICATION

To help manage the costs of our program and the time of our Leadership Team, instructors and staff, we use email and Schoology whenever possible.

It is the responsibility of every family to make sure that C.C.A. has your current email address. It is critical that you **check your email regularly for important updates**. C.C.A. is not responsible for un-received or un-read electronic communication.

Once admitted into the program, please go to www.schoology.com and sign up. You will want to join the CC Family/Student Group (access code CD9ZW-4WN6J) and the appropriate level group (G Level - 883GV-8B8JF; L Level - 36ZK6-5XMMX ; R Level - 4XFPC-2GBHV). More details about how you can log in to specific classes will be coming before the school year begins.

ACADEMIC EXPECTATIONS

It is our expectation that all students and their parents are fully engaged in the academic process. We expect students to complete all assigned work, try their very best, and ask for help when needed. Parents are expected, in the very least, to facilitate the learning process by knowing what is required of their students each week, helping when necessary, and making sure that all work is complete.

Students are expected to maintain a 70% or above in each of their classes. Any student who receives a first or second semester final grade of 70% or less in any subject will be placed on academic probation. The parents of the student, the student, the Headmaster and/or the Academic Director will meet to discuss the issues surrounding the poor grade. If the student shows a willingness to improve, he/she will be allowed to continue at C.C.A. If the student is able to achieve a 70% or higher in all of his/her subjects during the following semester, the academic probation will be lifted. If the student's grades don't improve, he/she may be asked to take the course again or leave the program. If a student receives a 70% or less in more than one class during any one semester, the student may be asked to leave the program. These issues will be evaluated on a case-by-case basis.

ACADEMIC MISCONDUCT

Any form of academic dishonesty or misconduct will not be tolerated at C.C.A. This includes, but is not limited to: cheating, plagiarism, and a misrepresentation of one's work and/or efforts. Utilization of answer keys to aid in the completion of homework is not allowed.

We agree with Dartmouth College's code of conduct which states, "Any form of plagiarism violates the Academic Honor Principle. Plagiarism is defined as the submission or presentation of work, in any form, that is not a student's own, without acknowledgment of the sources."

If a student copies the words of another author and does not give credit to the original source, he/she has plagiarized. If a teacher suspects that a student has plagiarized, that student will be asked if the words on his/her paper are his/her own. If the student confesses and asks for forgiveness, he or she will be forgiven, and be given a zero for the assignment. If a student is confronted, does not confess, and evidence proves otherwise or if a student commits a second offense, the misconduct may lead to expulsion from the program. The ultimate decision will be made by the Leadership Team.

ILLNESS

We ask that you keep ill students at home. We would like to keep our school as healthy as possible. Please notify the Headmaster if your child is ill and unable to attend C.C.A. Ill students may join their classes virtually through Zoom.

BRINGING ITEMS TO SCHOOL

Students should bring only items necessary to participate in class to C.C.A. Toys or weapons of any kind are not allowed. Cell phones should be turned off during school hours and used during that time only with the permission of a teacher, staff member, or member of the Leadership Team. Any teacher, staff member, or member of the Leadership Team may confiscate any items they deem inappropriate.

BEHAVIOR POLICY

Our behavior and discipline policies are designed to help students thrive academically, to develop self-control, and to mature in character. Students receive the maximum benefit from exemplary behavior. Our expectation is that students will:

- Attend classes prepared and ready to learn and work;
- Participate and cooperate;
- Avoid inappropriate talk in class;
- Respect adults, students, and property; and,
- Refrain from offensive language, fighting, improper physical conduct, and non-biblical behavior.

Student Discipline Policy

If students violate any of the rules outlined in our manual or given by a teacher or a member of the Leadership Team, the behavior will result in one or more of the following:

- Verbal warning given during class;
- Dismissal from the classroom; and/or
- Conference with the Headmaster.

The teacher or support staff member who observed the violation will confer with the Headmaster regarding the student's behavior. Depending on the offense, a verbal reprimand will occur immediately or parents will be contacted. The Leadership Team will determine what, if any, punishment will be given.

Punishments must be carried out in a timely and thoughtful manner. It is possible that a student would be asked to write a letter of apology. That written apology must:

- Admit and explain how the offense was wrong;
- Ask for forgiveness;
- State what restitution will be made, if necessary; and,
- Cite biblical references and state how the problem will be resolved and prevented in the future.

A student may also be asked to verbally apologize to the person(s) he has offended. If the offense was one-on-one, an apology is made to the offended person with the teacher or Headmaster present.

If the offense was public, then the student may be asked to make a public apology, either in class or in the presence of those in whose presence the offense took place with the teacher or Headmaster present. The student may choose to either read the apology or speak directly to the offended party/parties. However, if the student chooses to speak directly, all elements of the written apology must be included.

If a student continues to act inappropriately or disrespectfully, he/she may be asked to leave the program. The Leadership Team will assess each situation and determine the course of action that suits both the student and the program best.

Severe Disruptions

In the case of extreme inappropriate behavior, in which the student causes a major disruption in the classroom, chapel, or on campus, causes bodily injury to anyone, or harms church property, more severe disciplinary actions may be taken immediately, at the discretion of the Headmaster and the other members of the Leadership Team, forgoing the process outlined above. The student may be suspended from classes, pending Leadership Team action.

TEACHER DISCIPLINE POLICY

If a staff member conducts him/herself inappropriately, violates confidentiality, or shows an inability or unwillingness to fulfill the responsibilities for the position, the Leadership Team will decide the disciplinary action that should be taken on a case-by-case basis.

TEACHER/STUDENT COMMUNICATION POLICY

There is an important relational component to C.C.A.. C.C.A. opens doors for students to be poured into by other Christian men and women in and out of the classroom. Many of our students have amazing connections with their teachers. They have a good rapport in class. They talk with each other in the halls or at lunch. They might email on occasion. Many students have asked their teachers to be friends on Facebook or follow each other through twitter or blogs. Deep, meaningful, healthy, and time-enduring relationships are being formed and cultivated.

With that said, it is important to let you know that each teacher has a right to his/her own opinion outside of the classroom and to express that opinion through social media, the blogosphere, etc. Their expressed opinions aren't necessarily the opinions shared by the Leadership of C.C.A. or the Village Church of Barrington. We have asked our teachers to be mindful of what they communicate outside of the class - making sure what they post doesn't harm or reflect poorly on them, our students, C.C.A., or Christ. Although we trust our teachers implicitly to uphold that standard, we encourage parents to befriend people whom your child has friended on Facebook, follow and read the tweets and blog posts that your children do, etc. These activities will prove to be fruitful discussion starters, for sure!

CONFIDENTIALITY OF PERFORMANCE AND CONDUCT

Our expectation is that all teachers and support staff behave in a Christ-like manner. To accomplish this, all staff must respect the confidentiality of students. They must always speak positively about students and families and keep grievances and private matters private. Any behavior or academic concerns should be addressed privately with a member of the Leadership Team.

UNIFORM REQUIREMENTS AND GENERAL APPEARANCE

The way a person dresses helps set the tone for his/her conduct. Students, teachers, and support staff are asked to dress professionally and modestly.

Students are required to choose from the items listed below or items that look as similar to them as possible. They can be found in the school uniform section of Land's End (www.landsend.com/school), JC Penney's (www.jcpenney.com), Old Navy, or Hall Closet Uniforms² (www.hallclosetuniforms.com). If you choose to buy from Land's End please enter our school code, 900121849. Through Land's End, you have the option of having our logo embroidered on your student's clothing.

	Land's End Uniform Description	JC Penney's Uniform Description	Old Navy's Uniform Description
Gentlemen			
Tops <i>All tops must be either white, light blue or navy and must be worn tucked in.</i>	Short-sleeve Mesh Polo Long-sleeve Mesh Polo Short-sleeve Oxford Long-sleeve Oxford	Izod short sleeve polo shirt Izod long sleeve polo shirt Van Heusen Easy Care Oxfords (short sleeve) Van Heusen Easy Care Oxfords (long sleeve)	Uniform Pique Polo for Boys, short or long sleeved
Blazers, Sweaters and Vests must be navy blue. <i>They are optional, but encouraged.</i>	Vest Crewneck Sweater Hopsack Blazer	<i>If you can find a plain, navy vest, sweater or blazer through another retailer, please feel free to purchase that for your student, if desired.</i>	<i>If you can find a navy or gray vest, sweater or blazer through another retailer, please feel free to purchase that for your student, if desired.</i>
C.C.A. and House T-shirts and Sweatshirts are allowed on Pizza Days.			
Bottoms <i>All bottoms must be either khaki or navy.</i>	Plain-front Chinos Pleated Chinos Plain-front Chino Shorts Pleated Chino Shorts	Izod flat-front pants. Cotton/polyester. Izod pleated pants. Cotton/polyester. Izod pleated pants. Cotton/twill. Izod shorts. Cotton/polyester.	Uniform Built-In Flex Pleated or Straight Khakis for Boys
Accessories	Ties are encouraged Sensible matching shoes in black, brown or navy blue are required Gym shoes, sandals, or crocs are allowed Socks are to be a solid color No jewelry other than watches is allowed		

Ladies			
Tops <i>All tops must be either white or blue.</i>	Short-sleeve Mesh Polo Long-sleeve Mesh Polo Short-sleeve Oxford Long-sleeve Oxford	Izod short sleeve polo Izod long sleeve polo Izod peter pan collar short sleeve Izod peter pan collar long sleeve Izod plain oxford with chest pocket short sleeve Izod plain oxford with chest pocket long sleeve	Uniform Pique Polo for Girls, short or long sleeved. Uniform Short-Sleeve or long sleeved Poplin Shirt for Girls
Blazers must be navy and sweaters must be white or navy blue. <i>They are optional, but encouraged.</i>	Fine Gauge Cardigan Crewneck Blazer	Izod cardigan. Washable acrylic.	Uniform V-Neck Button-Front Cardigan for Girls. Uniform Crew-Neck Button-Front Cardigan for Girls
C.C.A. and House T-shirts and Sweatshirts are allowed on Pizza Days.			

² Hall Closet Uniforms carry good quality, conservative uniforms. We feel comfortable with you choosing items from their Boy's and Girl's Store collections (except their P.E. wear) without listing specific item numbers. Please make sure that your selections are in white, navy blue, light blue (tops only) or khaki (bottoms only).

Bottoms <i>All bottoms must be either khaki or navy.</i>	Plain-front Chinos Pleated Chinos Plain-front Chino Shorts Pleated Chino Shorts	Izod flat front pants. Cotton/polyester. Izod pleated pants. Cotton/polyester.	Uniform Built-In Flex Pleated or Straight Khakis for Girls
Skirts must be worn at the top of the knee cap or below. They can be khaki, navy or plaid with shades of blue only.	Solid Pleated Skirt Solid Pleated Skirt A-line Skirt Plaid A-line Skirt	<i>Please note that JC Penney doesn't offer a skirt of an acceptable length. If you daughter would like to wear a skirt, please purchase it from Land's End.</i>	Uniform Twill Jumper for Girls Tie-Belt Utility Midi Skirt for Women
Accessories	Sensible, matching, closed-toe shoes in black, brown, navy blue or white: Mary Jane, Flats, or slightly heeled shoes (1" or lower) Gym shoes, sandals, or crocs are allowed Tights or dress socks are to be a solid white or navy blue and cover the feet Undershirts must be tasteful and be white or the same color as the shirt Tasteful and simply jewelry and make-up allowed		

Students are asked to keep their hair clean, neat, and out of their eyes.

STUDENT PICK UP

The school day ends at 3:45pm.

SEVERE WEATHER

It is possible that severe weather will prevent us from holding classes. Parents will receive an email notification by 6:00 am Monday morning, if classes are cancelled.

EXPENSE REIMBURSEMENT

If you incur any pre-approved expenses for the school, you may turn in your receipts to the Headmaster with 30 days of incurring the expense.

GRIEVANCE PROCEDURES

At C.C.A., all grievances should be resolved by following the process outlined in Matthew 18.

1. First, go to the person with whom you have the conflict or trouble and try to resolve the matter in a biblical way.
2. If not resolved, take the concern to the Headmaster. The two of you will then address the offending person.
3. If the grievance is still not resolved, it should be taken to the other members of the Leadership Team. Then the Leadership Team will address the concern with the offending person.

WITHDRAWAL

Please understand that when you enroll your student in C.C.A. your commitment is for the entire school year. It is very difficult for students waiting in our applicant pool to begin the program mid-year. In addition, our program is counting on your financial support for the year. With that said, we understand that there are unexpected circumstances that occur. If you must withdraw your student from C.C.A., we would like at least 30 days written notice. You are expected to pay the tuition due during that 30-day period. In addition, the fees paid at the beginning of the school year will not be refunded.

FORGOTTEN ITEMS

Items left at the church after school hours must be retrieved the following school day. Church office personnel should not be telephoned, as they will not have access to materials left behind. For this reason,

it is extremely important that all students check that they have all of their belongings and materials from their family folders before they leave for the day.

MATERIALS

This handbook and all other materials are property of the Classical Consortium. We ask that you don't share or copy any of these materials with anyone outside the program without consent of the Leadership Team.